# Midwestern University
## Occupational Therapy Program

### PROGRAM MANUAL

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Purpose of the Program Manual

This manual is intended to acquaint occupational therapy students, faculty and staff with the policies and procedures of Midwestern University’s professional entry level Master of Occupational Therapy (MOT) degree program. This manual is to be used in conjunction with the Midwestern University Student Handbook. Additions, deletions and other revisions will be made as deemed necessary by the Occupational Therapy Program and may be made without advance notice.

Foreword

In May of 2004, the Representative Assembly of the American Occupational Therapy Association adopted the following definition of Occupational Therapy Practice. The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings. Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life.

The practice of occupational therapy includes:

1. Methods or strategies selected to direct the process of interventions such as:
   a. Establishment, remediation, or restoration of a skill or ability that has not yet developed or is impaired
   b. Compensation, modification, or adaptation of activity or environment to enhance performance
   c. Maintenance and enhancement of capabilities without which performance in everyday life activities would decline
   d. Health promotion and wellness to enable performance in everyday life activities
   e. Prevention of barriers to performance, including disability prevention

2. Evaluation of factors affecting activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, including:
   a. Client factors, including body functions (such as neuromuscular, sensory, visual, perceptual, cognitive) and body structures (such as cardiovascular, digestive, integumentary, genitourinary systems)
   b. Habits, routines, roles, and behavior patterns
   c. Performance skills, including motor, process, and communication/interaction skills

3. Interventions and procedures to promote or enhance safety and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, including:
   a. Therapeutic use of occupations, exercises, and activities
   b. Training in self-care, self-management, home management, and community/work reintegration
   c. Development, remediation, or compensation of physical, cognitive, neuromuscular sensory functions and behavioral skills
   d. Therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process
   e. Education and training of individuals, including family members, caregivers, and others
   f. Care coordination, case management, and transition services
   g. Consultative services to groups, programs, organizations, or communities
   h. Modification of environments (home, work, school, or community) and adaptation of processes, including the application of ergonomic principles
AOTA has articulated a Centennial Vision (2007) that paints a picture of the capabilities of professionals by 2017: 

*We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs.*

In relation to the Centennial Vision, AOTA identified six focused practice areas that reflect anticipated needs in society in the next decades. These include (a) productive aging; (b) work and industry; (c) mental health; (d) health and wellness; (e) rehabilitation, disability, and participation; and (f) children and youth.

The Occupational Therapy Program is committed to providing an educational program that both challenges and enhances a student’s ability to learn, and which facilitates the realization of AOTA’s Centennial Vision. Through a curriculum that is of the highest standards and taught by learned faculty, students progress along a professional journey that will lead to entry into the field of occupational therapy. Midwestern University is dedicated to producing entry-level occupational therapists who are capable of assuming leadership roles in a variety of delivery settings.

This *Program Manual* is published to provide a readily available source of information for students and faculty alike. This document does not take the place of Midwestern University’s official documents, but rather encourages individuals to review, reflect upon and understand the positions taken by the University. This document is not static and is subject to change from time to time. Changes to this document will be made available to all students. However, in order to review the most current policy or information, please check with the Program Administrative Assistant.

Students: Questions raised regarding this document should be brought to the attention of one’s faculty advisor. This is your program and your success lies in getting involved with the administration process. *Note that sections of this Program Manual may change without advance notice.* Efforts will be made to notify students and distribute changes in a timely manner.
Occupational Therapy Program Outcomes

Upon completion of the Master of Occupational Therapy Program, graduates are expected to:

1. Provide evidence-based occupational therapy services in traditional and emerging areas of practice;

2. Meet the occupational needs of individuals and populations through professional advocacy and leadership;

3. Apply therapeutic use of occupations to support engagement in activities that promote health, well-being and quality of life;

4. Sustain continued professional development through lifelong learning activities; and

5. Uphold the ethical standards, values and attitudes of the occupational therapy profession in order to sensitively meet the occupational needs of a culturally and socially diverse clientele.

These outcomes are accomplished through:

1. A curriculum model based on intentionally sequenced courses that act as vital links between application, analysis, synthesis, and evaluation of knowledge, skills and attitudes;

2. Critical application of current research and other forms of best evidence to improve occupational therapy practice and contribute to the body of related knowledge;

3. Sequential implementation of simulated and authentic clinical experiences across the curriculum;

4. Occupation-focused coursework and fieldwork experiences designed to facilitate critical and ethical reasoning; and

5. Opportunities for both individual and group work to develop leadership, team-building, and professional skills, behaviors and attitudes.

Occupational Therapy Program Mission

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists who will meet the occupational needs of individuals and communities through responsive, compassionate and evidence-based practice.
Occupational Therapy Program Philosophy

The American Occupational Therapy Association (2011) has adopted a philosophical position that states:

*Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health.*

*Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity.*

*The focus and outcome of occupational therapy are individuals’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.*

*Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.*

Consistent with this message, the Occupational Therapy Program at Midwestern University embraces three similar philosophical tenets that guide its curriculum design and educational philosophy: occupation-focused, client-centered, and professional praxis.

**Occupation-Focused Practice.** The Program believes that human beings are occupational in their intention and action, and the quality and substance of each life garners meaning through the enactment of purposeful occupations performed within relevant physical, social, and cultural contexts. Occupations are expressions of oneself in the world; one’s values, beliefs, and goals are given expression through occupation as the self-chosen activities one needs and wants to do. As such, occupation gives form and substance to each life and defines who one is through the doing of occupational performances. The dynamic characteristics of meaning and purpose distinguish occupation from random, incidental, constrained or coerced activity. In this way, occupation interconnects doing, being, and becoming within each person in the composition of his or her own life.

**Client-Centered Practice.** As occupation and occupational performance are inherently personal and individualized, the Program places emphasis on the client-centered approach for professional practice. As reflected in our mission, the Program educates occupational therapists who are responsive in meeting the occupational needs of individuals and communities. We believe that client-centered practice is focused on intentional, therapeutic relationships which demonstrate the therapist’s value for the client’s knowledge and experience, capacity for choice and autonomy, and unique strengths. Therefore, client-centered practice represents an ethical stance by which occupational therapists enable occupational performance, promote occupational justice and utilize critical and ethical reasoning in practice.

**Professional Praxis.** Professional praxis is the means by which occupation-focused and client-centered practice is realized. Professionalism requires the assimilation of knowledge, skills, values and attitudes into behaviors befitting an occupational therapist, as clearly stated in the ethical values and positions reflected in the AOTA Occupational Therapy Code of Ethics (2010). Praxis involves the conceptualization and process by which the professional skills, values and behaviors are embodied. Professional praxis requires facility in communication, the consistent use of evidence-based and science-driven knowledge, and the strength derived from ethical and compassionate practice woven throughout the Program.
The following quote, taken from the Philosophy of Occupational Therapy Education (AOTA, 2007), states: 

... “Occupational therapy education promotes competence through educational experiences that foster the occupational therapists’ and occupational therapy assistants’ practice potential and scholarship development. Occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations”. . . (AOTA, 2007, p. 678)

The quoted section was selected to support the Occupational Therapy Faculty’s educational philosophy. Consistent with the tenets of occupation-focused, client-centered and professional praxis as stated in the professional philosophy, the Program strives to develop in its students the actualization of these values and perspectives as guided by three educational philosophical tenets: critical and ethical reasoning, active engagement, and the social construction of knowledge.

**Critical and ethical reasoning** refers to the cognitive and moral decision-making processes inherent to professional practice in which students learn how to approach and master complex and often ambiguous clinical and ethical challenges. It subsumes the ability of each student to systematically develop the skills to use, assimilate and evaluate current evidence and assess their own ethical positions within the social and cultural dimensions of clinical contexts. Critical and ethical reasoning embraces both clinical reasoning and critical thinking, and includes ethical reasoning in which students learn to consider the ramifications of their actions and beliefs on others. The amalgam of critical and ethical reasoning is important to the inherently ethical practice of occupational therapy.

**Active engagement** in one’s learning involves the process in which students demonstrate the willingness and intention to participate successfully in their learning and employ increasing facility in critical thinking. Such active engagement transcends the cognitive demands of learning curricular content and includes their engagement in the affective and psychomotor domains as well. Active engagement situates the learner firmly within the physical, affective and social contexts of occupational therapy practice.

**The social construction of knowledge** refers to the perspective that knowledge is sought, created, and organized within the social contexts of the teacher-learner interactions in and out of the classroom, and in the therapist-client interactions in clinical and community contexts. The social construction of knowledge is a dynamic process in which the learners take in, assimilate and act on new information or skills within myriad social contexts. The Program embraces the values of student-centered, interactional, and team-based approaches in the students’ construction of their knowledge of occupational therapy. The intent of our educational approach is to evoke from our students their “best” through a compassionate dynamic of mentorship, challenge, and guidance. The faculty espouse the belief that the students who choose the Midwestern University Occupational Therapy Program come with lives filled with rich and diverse experiences to which they desire to add direction, meaning and purpose in order to help others individually and collectively through the practice of occupational therapy.

The philosophical perspectives of the Occupational Therapy Program center on occupation-focused, client-centered, and professional praxis which are conveyed to our students through the processes of critical and ethical reasoning, active engagement, and the social construction of knowledge within occupational therapy. These professional and educational values and perspectives are interwoven and are realized within the context of the Program’s curriculum design.


Occupational Therapy Program - Curriculum Design

The curriculum design is the core of the Occupational Therapy Program at Midwestern University. The curriculum design becomes real to the extent that faculty and students live the guiding professional and educational principles articulated in the Program philosophy: occupation-focused, client-centered, and professional praxis which is centered on the processes of critical and ethical reasoning, active engagement, and the social construction of knowledge within occupational therapy. In its depth and breadth the curriculum is designed to develop a generalist occupational therapist with a strong foundation in occupation-based and evidence-based practice. Students are educated in the use of occupation to provide therapeutic intervention for individuals and groups of all ages through in-depth, carefully planned learning experiences. The design is actualized within a curriculum framework that is (a) developmental and progressive, (b) scaffolded and layered in its design and delivery, and (c) tethered to experiential opportunities for authentic learning.

Developmental and Progressive. The curriculum is designed to provide courses that are arranged such that content progresses from foundational to more advanced, applied content, consistent with our philosophical approach to educating occupational therapy students. This approach is reflected in the placement of essential science and foundational occupational therapy courses which are completed before applied intervention courses. Moreover, student learning experiences become more learner-directed and autonomous with faculty acting as facilitators as the curriculum progresses. Didactic coursework is completed before students’ newly assimilated occupational therapy knowledge, skills, and attitudes are demonstrated in Fieldwork Level II rotations. Thus, the course content progresses from less to more complex and from mastering subject matter related to practice with children before content related to adults and seniors.

Scaffolded and Layered Design. The curriculum design reflects our strong belief that carefully sequenced courses also provide vital links between application, analysis, synthesis, and evaluation, all of which are required for critical reasoning and, ultimately, professional practice. Several courses have not only a prerequisite course but a follow-up and/or successive course which provides consistent opportunities to revisit essential concepts and integrate knowledge, skills and attitudes to inform occupational therapy practice. In this way, students are supported in their active, constructed learning and development of critical reasoning for professional practice.

The curriculum structure is built upon courses which focus primarily on occupational therapy intervention, and, beginning the first quarter, students learn foundational knowledge and skills to be applied throughout later coursework. Each quarter of the curriculum provides students with additional courses devoted to occupational therapy intervention using lecture, lab, discussion and authentic therapy opportunities in which to master the content. Moreover, most of the courses dovetail, leading the student from gaining fundamental knowledge and understanding of a content area to application and analysis of the content. Such layered coursework and intentional progression of content facilitates the scaffolded approach embraced by the Faculty. The content progresses from gaining knowledge to the level of careful analysis and integration of content within each course and the students’ knowledge, skills and attitudes increase across courses as they apply crucial content to various populations, settings, and clinical challenges within occupational therapy practice.

Experiential and Authentic Learning. The curriculum design provides students with opportunities to reflect and consider the impact of occupational therapy interventions on the quality of the lives of individuals, families, and communities. Observation, case-based, and experiential learning provide opportunities to form questions, seek relevant resources, and integrate new insights to resolve unique occupational problems as they are expressed in real life situations. Where occupational therapy already exists, aspiring practitioners demonstrate the merits of occupation-based practice. In emerging areas of practice, students promote occupational therapy services. Experiential learning facilitates authentic teaching and learning situations in which students learn by doing, and serve individuals, groups and communities through mentored occupational therapy practice.
The curriculum is designed to promote graduates who regard themselves as advocates who respect the ethical commitments of the profession and provide relevant care for consumers of occupational therapy. Students learn the importance of using and generating evidence at the start of the Program and integrate increasingly rigorous investigative strategies into their critical reasoning. The curriculum design supports the development of conscientious healthcare providers who are established on the philosophical tenets of the Profession and the Program.

Policies and Procedures

ACOTE / AOTA Educational Standards
The Educational Standards (hereafter called Standards) are the minimum standards of quality used in accrediting programs that prepare individuals to enter the occupational therapy profession. The extent to which a program complies with these Standards determines its accreditation status. The Standards therefore constitute the minimum requirements to which an accredited program is held accountable.

The Standards provide elements addressing sponsorship of the occupational therapy program (accreditation and authority to grant degrees), resources (administrative, faculty, and clinical or support personnel; financial support; physical facilities, equipment and supplies; library and instructional support), student related services (admission, evaluation and retention, health, and guidance), operational policies (fair practices and student records), program evaluation (outcomes and results of ongoing program evaluation), curriculum (mission, philosophy, and curriculum design), content requirements (liberal arts; biological, behavioral, and health sciences; occupational therapy theory and practice; management of occupational therapy services; research; professional ethics; and fieldwork education); and program length. A copy of the Standards is available in the Occupational Therapy Program office or online at [http://www.aota.org/Educate/Accredit/StandardsReview/guide/Masters.aspx](http://www.aota.org/Educate/Accredit/StandardsReview/guide/Masters.aspx).

Academic Integrity
Generally, academic fraud and dishonesty includes, but is not limited to, the following categories: cheating, fabrication, plagiarism, multiple submissions, obtaining unfair advantage, aiding and abetting, and unauthorized access to academic or administrative systems.

- **Cheating** refers to using unauthorized notes, aids, or information on an examination, altering a graded work prior to its return to a faculty member, and allowing another person to do one's work and submitting it for grading.
- **Plagiarism** refers to submitting material that in part or whole is not one's own work without properly attributing the correct sources of its content. Likewise,
- **Fabrication** refers to inventing or falsifying information, data, or citations, presenting data gathered outside of acceptable professorial guidelines, failing to provide an accurate account of how information, data or citations were gathered, altering documents affecting academic records, or forging signatures, or authorizing false information on an official academic document, grade, letter, form, ID card, or any other university document.
- **Multiple Submissions** is another form of dishonesty that involves submitting identical papers or course work for credit in more than one course without prior permission of the instructor.
- **Obtaining Unfair Advantage**: a) gaining or providing access to examination materials prior to the time authorized by an instructor; b) stealing, defacing, or destroying library or research materials which can deprive others of their use; c) unauthorized collaboration on an academic assignment; d) retaining, possessing, or circulating previously used examination materials without the instructor's permission; e) obstructing or interfering with another student's academic work; or f) engaging in any activity designed to obtain an unfair advantage over another student in the same course.
- **Unauthorized Access**: viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access, or in any way interfering with the use of availability of computer systems/information.
• **Aiding and Abetting**: providing material, information, or other assistance which violates the above Standards for Academic Integrity; providing false information in connection with any inquiry regarding academic integrity.

For additional information regarding procedures for upholding academic integrity, including sanctions for violation of the system, contact the Office of Student Services.

**Advisement**

Each occupational therapy student, from the first day of orientation in the fall of the first year through the final fieldwork rotation, will have an academic advisor. The advisor and advisee are encouraged to meet quarterly, regardless of concerns or problems encountered in the student’s progression through the academic professional program, in order to foster the development of a collaborative yet professional relationship. The Occupational Therapy Program is committed to providing a learning environment that is based on mutual respect and care, and establishing a working relationship between advisor and advisee is one step toward meeting this goal.

It is the responsibility of the **academic advisor** to:

1. Regularly record significant discussions with the student to be placed in the student's folder.
2. Explain academic policies and procedures, as well as curriculum requirements, to students.
3. Be available by phone, email and in person for advisement.
4. Informally assess student’s ongoing psychosocial adjustment so as to make appropriate referrals to support services as needed.
5. Monitor advisees’ academic progress (via deficiency reports, mid-term/final grades); urge students who are experiencing difficulty to seek tutoring and/or review of study skills.
6. Participate, as needed, in student program activities.
7. Advisors must be aware that under the Family Educational Rights and Privacy Act of 1974, academic information (grades, GPA, etc.) cannot legally be shared with the student's parents or other parties (i.e., FW sites and employers) without the written consent of the student.

It is the responsibility of the **student advisee** to:

1. Seek advice/counsel from the academic advisor, as necessary when academic problems or difficulties are experienced.
2. Participate in the advisor-advisee sessions to communicate academic and professional challenges and successes.
3. Change advisors, if necessary, by first discussing the reasons for such a request with either the former advisor or the Program Director; the student shall request a new advisor from the Program Director.

**Americans with Disabilities Act**

Prior to enrollment, students certified their ability to complete the essential tasks, or technical standards, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which Midwestern University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that the Occupational Therapy Program will work with students with disabilities to determine whether there are ways to assist the student toward completion of the tasks.

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Midwestern University will provide reasonable accommodation of all medically documented disabilities. Students with a disability who wish to have reasonable accommodations must provide documentation to the Office of Student Services (630-515-6470) substantiating the claimed disability. Once the student has met with the Office of Student Services and a conclusion has been made, formal documentation will be provided to the professors concerning the student's accommodations. Reasonable accommodation in classroom and in clinical settings cannot be provided without the formal request and the required documentation of the ADA defined disability. A student may be administratively
withdrawn if it becomes apparent that the student cannot complete essential tasks, even with reasonable accommodation, that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Occupational Therapy essential tasks are listed below under the category **Essential Skills and Abilities** and these standards must be upheld and maintained throughout the didactic, experiential, and fieldwork portions of the Occupational Therapy Program.

**APA**
Students will be oriented to APA format during the 1st quarter and will be expected to submit papers and assignments using APA format as indicated by the course instructors. Students are required to use the most current version of the *Publication Manual of the American Psychological Association* for proper formatting, citations, and use of references in scholarly writing. Additionally, all written assignments should be type written with name, date and course number provided to ensure accurate grading unless otherwise stated by the faculty member responsible.

**Attendance**
Regular and prompt attendance is expected of all students. Absences from class and tardiness results in missed content that is important not just for each course but for the student’s overall preparation for the certification examination and the students’ development of needed competence for fieldwork and future practice. Furthermore, each student has a responsibility to his/her classmates to fully participate in educational activities and share unique perspectives and experiences to enrich the learning process.

Faculty are required to note each student’s absences and notify the Program Director whenever absences are endangering the academic standing of the student and the ability of the Program Director to certify the student has met the requirements for sitting for the National Board for Certification in Occupational Therapy (NBCOT). The Occupational Therapy Program faculty have set specific guidelines for attendance and penalties for absences. Sometimes missing a class is unavoidable, and students are responsible for letting the course instructor know, either by email or by phoning the course instructor prior to the beginning of the class session. In the event of any absence students are responsible for obtaining all materials and assignments from their classmates. Moreover, students will be required to make up all missed exams. All make up exams will be scheduled on the first day they return to campus, unless informed otherwise by the instructor. Continued failure to attend classes may result in administrative withdrawal from the class or failure in the course.

Specific to fieldwork rotations, the Academic Fieldwork Coordinator, Fieldwork Educators and/or Supervisors must be promptly notified of inability to arrive at a fieldwork site at the scheduled time or because of illness. Timeliness is a critical professional behavior. Excessive occurrences of absenteeism and / or tardiness may result in dismissal of fieldwork placement. In all instances, work missed during an absence must be made up.

Students will be notified at the earliest possible time by phone or email if an instructor finds it necessary to be unexpectedly absent or late to a class.

**Cardiopulmonary Resuscitation (CPR)**
Each student is expected to certify his or her currency in cardiopulmonary resuscitation (CPR) certification in BLS for Healthcare Providers from the American Heart Association or CPR/AED for Professional Rescuers and Healthcare Providers from the American Red Cross. Students are also responsible for maintaining CPR certification at this level while enrolled in the Program.

**Classroom Supplies**
Materials for classroom teaching are distributed by the faculty member for optimizing cost containment. Students are not to take materials such as splinting material, assessment forms, etc. without the express permission of the OT
faculty. Reference materials, evaluation and assessment kits should be signed out and returned to the Program Administrative Assistant or faculty member. These materials tend to be very expensive and are not always easy to replace in a timely manner. Students, faculty, and staff are expected to be fiscally responsible with classroom supplies.

Complaints
It is the intent of the Dean, Program Director, faculty, and staff to work with each individual and class to address complaints or concerns. Students are encouraged to discuss their concerns in a timely manner with the primary responsible party prior to taking to higher levels of administration. Frequently there are other considerations that the student should be aware of prior to passing judgment. As professional occupational therapists, the ability to resolve conflict is an essential professional behavior that is required to be mastered. Larger issues can be brought to the attention of the student’s advisor directly or through the class representatives, the faculty member, and the Program Director. The faculty and administration are committed to making the learning environment one of trust and a mutually satisfying experience. If the issue is not resolved to the satisfaction of the student(s), then the Dean of the College of Health Sciences would be the next administrative level to be contacted. Students should refer to the Midwestern University Student Handbook for more specific information.

Contact Information
Each student is required to immediately notify the Occupational Therapy Program in writing of any address or contact information changes. These changes may be e-mailed to the OT Program Administrative Assistant who will notify faculty appropriately. It is also highly encouraged that you keep us informed of your contact information after graduation.

Counseling
Personal counseling is available to students through the Office of Student Services. A limited number of sessions are free and the student may be referred to appropriate professionals outside the university for additional sessions if needed; costs are then the responsibility of the student. An Illinois student may contact Carrie Torgerson, Assistant Dean of Student Services, at 630-515-7241 to request assistance. An Arizona student may contact Judith DeLorme-Loftus at 623-572-3629 to request assistance. Counseling services are completely confidential and will in no way affect your rights as a student in the Occupational Therapy Program. Student’s access of counseling will not be disclosed to Program faculty or staff unless the student grants such permission. The standards of confidentiality will be maintained with any counseling issues.

Criminal Background Checks
The Joint Commission requires that all healthcare workers have a criminal background check prior to working within the organization, whether they are student interns, fieldwork students, or paid employees. This background check may also include fingerprinting, depending on the site. The background checks are provided by the university and included in the student’s fees. If the site requires specific background information not covered in the university’s background check process, students will be required to comply with individual facility requirements and may be asked to pay for this background check and provide the necessary information to the OT Program and to the fieldwork site.

Dress Code
The dress code is designed to help assure safety and a professional demeanor in classroom, laboratory, experiential and fieldwork experiences. Students must exhibit good judgment in personal hygiene, attire, jewelry, make-up, and not have body piercing or tattoos distract from appearance or performance in learning. Guidelines for compliance include the following:

1. Good personal hygiene includes daily routine of shaving, hairstyling, make-up, nail care, and no body odor. Facial hair should be shaved or groomed for an attractive appearance. Finger nail length should comply with infection control practices and not interfere with normal dexterity. Conservative use of fragrances is
expected in consideration of others with respiratory restrictions.

2. Dress slacks or jeans should be properly fitted for the body type without holes or disfiguring markings. Low riding pants should not expose underwear or skin. Jeans are not to be worn for fieldwork unless specifically requested by the fieldwork supervisor.

3. Dresses, skirts, shirts, blouses, or polo shirts should be properly fitted, appropriate skirt length, and suitably pressed. Clothing should not expose mid-drift or cleavage. T-shirts and sweatshirts may be worn for classroom and laboratory experiences but are not suitable for experiential or fieldwork opportunities.

4. Exposure of undergarments is not deemed professional. See through fabric garments are not appropriate.

5. Gym shorts and workout clothing are limited to specific laboratory classroom experiences that will be assigned by the faculty member. Short shorts are not appropriate for class.

6. Foot attire may include closed toed shoes such as dress shoes, tennis shoes in good repair, or well-made sandals. Flip flops may pose risks to the student during specific laboratory assignments and are strongly discouraged. Flip flops are not acceptable for experiential or fieldwork experiences. Students should have appropriate shoes available for all classroom and laboratory experiences.

7. Tattoos and body piercing should not be visible on fieldwork. Removal or coverage by clothing or bandage is required. Earrings up to 2 per ear are acceptable. Dangling earrings are restricted in lab and fieldwork due to potential damage to the earlobe.

Additional requirements may be set by individual fieldwork sites and must be adhered to by the assigned students.

The student’s safety and appearance is paramount to the development of professional behaviors and to positive representation of occupational therapy to our constituents. Faculty, administration, or the fieldwork supervisor has the right to refuse student participation in class or fieldwork based on the student’s unprofessional attire and appearance. Repeated violations will be addressed through student advising and professional behaviors counseling. Students may be required to wear gym clothing during certain occupational therapy class sessions. Students may contact the Fieldwork Coordinator regarding dress for fieldwork experiences or a faculty member for classroom requirements for dress attire. The student may be prevented from participating in experiential or fieldwork opportunities, or required by faculty or fieldwork sites to return home to modify their dress or grooming to meet dress code.

On fieldwork and in employment settings, the therapist’s appearance influences patient, client, family and staff reactions to her or him. Students on fieldwork assignments are expected to forego individual tastes and preferences that are not in keeping with professional standards. Identification (ID) badges are required for entrance to all fieldwork settings. Students are required to wear either their MWU ID badge or an ID badge provided by the fieldwork site during the time they are on a fieldwork assignment.

In fieldwork rotations, students are required to wear the type of clothing suggested by the Clinical Fieldwork Educator and should be discussed prior to beginning the rotation. Students are expected to conform to the dress requirements established by the setting to which they are assigned. Dress requirements are designed with the client’s and the therapist’s safety and/or comfort in mind. Clothing and footwear should be clean, functional, and modest at all times. When uniforms, lab coats, or smocks are required, the insignia designating student status in the Occupational Therapy Program at MWU is to be worn. The insignia should be sewn securely on the left sleeve of the uniform just below the shoulder. For health and safety reasons, only a minimal amount of simple jewelry is recommended. Hair, if longer than shoulder length, should be held away from the face in some manner. This is necessary for the protection of the student when working with equipment and also as a courtesy to the client. Students are expected to present themselves in a manner that reflects the practice of good hygiene. Students are expected to avoid excessive use of perfumes/colognes, cosmetics, and long fingernails. Failure to follow a designated dress code can be grounds for immediate dismissal from a fieldwork assignment.

Email and Electronic Communication
Students are provided with university e-mail address. The Occupational Therapy Program will communicate with students using the Midwestern e-mail address. Each student must log on and check their MWU email account at least once each weekday to ensure timeliness and responsiveness to communication related to coursework,
experiential opportunities or other professional communication. MWU Occupational Therapy students are expected to conduct themselves in a professional manner on campus, in class, and on fieldwork. Students should refrain from using electronic communication (e.g. texting, emailing, searching the web, etc.) to conduct personal business during academic classes and while on fieldwork.

It is not appropriate for students to engage in social networking, “friending”, or texting faculty or fieldwork educators. Students must not discuss specific identifying details of the OT Program, including faculty, staff, or other students in the context of a social networking or any public forum including Listservs. Students must also not discuss specific identifying details of fieldwork issues including names of facilities, clients, supervisors, or other students in the context of a social networking or any public forum including Listservs. It is a violation of HIPAA to discuss patient identifying information (please see HIPAA policy). If you have any questions about the appropriate use of electronic devices or social networking please contact the OT Program Director, Faculty or Academic Fieldwork Coordinators for clarification.

Essential Skills and Abilities
Midwestern University has developed a set of skills and abilities that are required of occupational therapists in the performance of their jobs. Moreover, students must meet the technical standards for their program throughout their period of enrollment. The essential skills and abilities listed below clarify the Technical Standards for the University, and illustrate essential functions specific to the practice of occupational therapy. These essential skills and abilities entail specific cognitive, sensory, motor, interpersonal, communication and professional domains. These requirements apply to classroom, laboratory and clinical/fieldwork environments. Students must be able to perform the following essential skills with or without reasonable accommodation:

The student must possess sufficient cognitive skills to:

1. Acquire, apply, process, retain and apply knowledge through a variety of instructional methods such as: written materials (i.e., texts, journals, documentation and other written sources), oral delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
2. complete reading assignments, search and analyze professional literature, and apply information gained to guide practice;
3. process (measure, calculate, analyze, synthesize and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
4. perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice related tasks such as moving in a variety of environments, designing treatment equipments and fabricating splints.
5. maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
6. take and pass tests/quizzes in a variety of formats.
7. complete written assignments and produce written documentation in standard and organized English.
8. apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
9. apply safety knowledge and judgment to a variety of situations.
10. comply with university, Program, and fieldwork site rules and regulations
11. demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.), in order to maximize client performance.
12. apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
13. identify and select occupations that are goal directed and motivate and challenge clients.
14. demonstrate judgment necessary to establish priorities and develop and use strategies.
The student must possess sufficient **interpersonal skills, communication skills, and affective learning skills** to:

1. demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
2. collaborate with classmates, clients, family members, significant others and team members.
3. function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
4. participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
5. sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently.
6. orally present information to groups of people.
7. communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation and grammar to explain procedures and teach skills.
8. use language appropriate to the recipient, with faculty, peers, clients and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
9. obtain information from clients, peers, faculty, supervisors and other professionals.
10. use therapeutic communication skills such as attending and active listening during therapeutic interactions; and motivating and facilitating client behaviors in order to maximize client performance.
11. communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
12. be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
13. utilize the computer for communication and class assignments.
14. observe persons and scenarios and elicit relevant information for use in assessment and intervention.
15. plan, guide and implement both individual and group interventions.

The student must possess sufficient **professional behaviors** to:

1. demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual and lifestyle choices.
2. function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
3. exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.
4. demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
5. exhibit flexibility and adapt to changing environments and expectations.
6. cope with stresses encountered in the intensive educational process as well as clinical practice environments.
7. tolerate working in environments where there is exposure to disability, illness, pain and death.
8. maintain general good health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
9. maintain ethical standards including honesty, integrity and confidentiality, at all times.
10. produce the required volume of work in the expected time frame.

The student must possess sufficient **physical and sensory** skills to:

1. tolerate sitting up to 2 hours at a time, over an 8 - 10 hour period.
2. Tolerate periods of physical activity up to 8 - 10 hours per day.
3. Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
4. Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
5. Demonstrate lifting ability sufficient to maneuver an individual’s body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
6. Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
7. Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.
8. Manipulate or guide another person’s body in transfers, ambulation, positioning and assisted or facilitated trunk, head and limb movements
9. Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
10. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
11. Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
12. Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
13. Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
14. Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.

**Ethics (also, see Personal and Professional Responsibilities)**
The American Occupational Therapy Association’s Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010) is a public statement of the values and principles used in promoting and maintaining high standards of behavior in occupational therapy. The American Occupational Therapy Association and its members are committed to furthering people’s ability to function within their total environment. To this end, occupational therapy personnel provide services for individuals in any stage of health and illness, to institutions, to other professionals and colleagues, to students, and to the general public.

Midwestern University Occupational Therapy faculty and students are expected to understand and abide by the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Faculty members sign a document citing their understanding and agreement to the ethical standards, and students learn and develop ethical, professional behaviors throughout their tenure at Midwestern University into fieldwork and ultimately, clinical practice. Please refer to the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010).

**Examinations**
Students are expected to prepare for and take examinations during the scheduled dates. Make-up examinations are reserved for those students who are ill or have other significant problems (e.g., death in their family) that prevent them from taking the exam during the scheduled time period. Students who will be unable to take an exam during the
scheduled period must call the Occupational Therapy Program office and/or course faculty member before the exam time indicating the problem preventing them from taking the exam. Faculty will return graded examinations in a timely manner and, when appropriate, will discuss the correct answers. All test questions remain the property of Midwestern University and in possession of the Occupational Therapy Program. Therefore, faculty may request that examinations and answer sheets be returned at the end of the examination and review sessions. In a dispute regarding the answer to a test item, the judgment of the faculty will be final. During the semester, examinations are held at the discretion of the instructor. Make-up examinations during the quarter must be taken on the day the student returns to campus, unless informed otherwise. Make-up exams may have different test items and format from the original exam at the discretion of the faculty member.

Facility Use
Use of the equipment and supplies in the Occupational Therapy department is intended for educational purposes only. Access to the Occupational Therapy Lab classroom is during normal business hours 7:30 am to 5:00 pm. Arrangements should be made with the Program Administrative Assistant or a faculty member for additional time requirements. Tables, chairs, and equipment should be returned to the designated area after use. Property of Midwestern University should not be removed without prior written permission (note or e-mail) from a faculty member. It is imperative that students seek permission well in advance of need to assure availability of equipment.

Faculty Office Hours
The Midwestern University Occupational Therapy Program is committed to an “open door policy” which assumes that faculty are available to students during typical work days unless otherwise busy with teaching, meetings, or off campus obligations. In many cases this means that specific appointment times do not need to be scheduled and students can seek out their advisors or course faculty for simple sharing of information or question-answer needs. Students are welcome to arrange other times for meetings with their advisor and instructors based on the mutual availability of all parties involved. The student advisors and instructors may also be contacted by phone, email, and through the relevant Blackboard course sites.

Felony Related Charges/Convictions
Students need to be cognizant that felony related charges and convictions may impede participation in fieldwork experiences. A criminal record may also negate the student’s ability to sit for the NBCOT exam and therefore prevent use of the title of registered occupational therapist.

Fieldwork Policies: Requirements and Guidelines
All MWU OT students are required to complete a minimum of two 40-hour Level I fieldwork rotations and two 12-weeks, Level II fieldwork rotations. A student must have a minimum cumulative grade point average of 2.75 and successfully complete all didactic coursework scheduled prior to the Level II fieldwork to be eligible for Level II fieldwork placement. A student must complete all Level II fieldwork at a satisfactory level in order to graduate and be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination. According to the Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapist (ACOTE, 2008 – Updated), students are required to complete a minimum of 24 weeks of full-time Level II fieldwork. This may be completed on a full-time or part-time basis, but may not be less than half time, as defined by the fieldwork site. Students will be notified of their final placements no later than eight weeks prior to the initial starting date. Student requests to change their fieldwork placement after fieldwork placements have been finalized will not be honored. Conflicts, cancellations, and special circumstances do not apply to the above-noted timeline and will be handled on a case-by-case basis as deemed appropriate by the Academic Fieldwork Coordinator.

In the event that extraordinary circumstances occur that have the potential to affect fieldwork placement, the student is responsible for notifying the Academic Fieldwork Coordinator immediately. The Academic Fieldwork Coordinator and Program Director will then determine if the circumstances warrant special needs consideration. Special needs circumstances will be negotiated between the student and the Academic Fieldwork Coordinator. Illinois students
complete 7 quarters of didactic coursework prior to beginning fieldwork level II A. Arizona students complete 6 quarters of didactic coursework prior to beginning fieldwork level II A. As stated in the program catalog, all coursework must be completed successfully prior to beginning fieldwork.

**Level I A & B:** 40 hours, or one week full time. Each Level I rotation is worth 1 quarter credit. In Illinois this occurs during the first week of spring quarter of the first year. On the Arizona campus, Level I-A fieldwork is completed during the first year spring quarter, or during one week at the end of spring quarter. These experiences can be in any area of practice and need to be varied. The student receives a grade of pass or fail for each level I rotation.

**Level II A & B:** 12 weeks each, for a total of 24 weeks of fieldwork. Each Level II rotation is worth 12 credits. While there are no restrictions as to the type of site, students must experience one of the Level II rotations with an adult population. On the Illinois campus, Level II fieldwork begins in the third year, summer and fall quarters. On the Arizona campus, Level II fieldwork begins in the second year, spring quarter, with summer quarter courses on campus, and a return to Level II fieldwork in the fall or the third year of the program. Students complete level II rotations no later than the third week in December. The Students receive a grade of pass or fail for each Level II rotation.

*Attendance Policies for Fieldwork Rotations:*

Students are required to attend all scheduled days, meetings and/or rounds associated with the fieldwork affiliation. If the rotation requires or recommends students to participate in additional activities, the student is expected to do so. Part-time jobs or extracurricular activities are not acceptable excuses for absences. All students must notify the Academic Fieldwork Coordinator and the Clinical Instructor(s) if they are going to be absent at any time from a rotation. All students are expected to be in daily attendance throughout each rotation unless prior arrangements have been made with their Clinical Instructor(s) and the Academic Fieldwork Coordinator. Unexcused absence from a rotation may jeopardize a student’s enrollment in the Program. The Occupational Therapy Program will monitor student attendance. Being prompt and on time is essential and can have clear consequences for the student’s FW Performance evaluations and grade.

Students are expected to consider their education as a priority. When activities other than those related to the educational program conflict with fieldwork, students are expected to change the non-educationally related activities. Making up time is permitted in emergency situations only. Emergencies include accidents, illness, or deaths in the family (i.e., things over which a student has no control). The following are not valid reasons to request a schedule change:

- Interviews
- Weddings
- Work scheduling conflicts
- Meetings unrelated to OT education
- Non-emergency doctor/dentist appointments
- Travel conflicts to and from the facility
- Vacations

Due to the limited number of weeks required for fieldwork, students will be required to take full advantage of the fieldwork experiences by making up any and all time missed due to illness, emergencies or any other time away from the fieldwork site. Any questions regarding making up time during fieldwork rotations should be directed to the Academic Fieldwork Coordinator. Students who do not complete experiential time requirements for Fieldwork Levels I and II are at risk for failing those courses.
Changes to Fieldwork Sites:

Considerable OT Program, university administration and facility time and effort is required to secure fieldwork rotations for students. Many factors, out of the control of the Academic Fieldwork Coordinator, may, at anytime, impact the ability to successfully place a student at a rotation site. Students must, therefore, understand that changes in fieldwork assignments may and sometimes do occur. When this happens, the Academic Fieldwork Coordinator will work closely with the student to secure alternative fieldwork arrangements at a site that meets program requirements. As a general rule, once site assignments (local and/or out-of-state) have been made for a student, no student-initiated requests for site changes will be considered. Student-initiated site change requests that are formally submitted to the Academic Fieldwork Coordinator at least 6 months prior to the date of the assigned rotation and with justifiable cause (as determined by the OT Program) for the requested change may be considered. Any alternative site assignment must meet program requirements.

Failed Fieldwork Rotations:

If a student fails a fieldwork rotation for any reason, whether performance or behavioral issues, the course failure must be reviewed by the Academic Review Committee. Subsequent site placement to make up the failure is not guaranteed and will be determined following a full review by the committee of the circumstances surrounding the failure. If subsequent site placement is permitted, site assignment setting must meet program requirements and be approved by the Academic Fieldwork Coordinator. Any placement of a student following a failed rotation will be assigned according to the program's established rotation schedule. Exceptions to this may occur under certain circumstances, but an exception is rare and must not be a student expectation. In the case of a second fieldwork failure, the student may be dismissed from the program.

International Rotation Policy:

The Occupational Therapy Program will consider international rotation requests from “qualified” students. A “qualified” student is one who meets the following criteria:

- Maintains a cumulative GPA of 3.5 or higher
- Demonstrates exemplary professional behaviors
- Demonstrates an acceptable record of leadership (i.e. class officer, event organizer, etc.)
- Has had prior travel experience and is comfortable with living abroad for an extended period of time
- Has the recommendation of the occupational therapy program faculty based on their interactions with the student in the academic setting or outside the classroom.

All qualified students requesting an international rotation must adhere to the Occupational Therapy Program’s international rotation policy as follows:

- Student must comply with both the University’s standard policy on international rotations and with the OT Program’s policy
- An international rotation will only be considered for a Level II-B rotation
- An application must be initiated at least 16 months prior to the rotation start date
- A maximum of 2 students may be considered for international placement per year
- Each potential student must submit to the Academic Fieldwork Coordinator a White Paper of 500 words or less that clearly states why they seek an international rotation, their goals and objectives specific to this rotation, what contributions they intend to offer to the site, and the anticipated gains that will result from this type of rotation
The clinical site has the ability and right to accept or decline a potential / specific student based on their requirements, the student’s white paper, resume, experience or any other rationale considered by the clinical site.

Each student will submit to the Academic Fieldwork Coordinator a current resume that includes both academic, work, and service/volunteer experiences.

At least 9 months prior to the expected placement date, the student will submit to the Academic Fieldwork Coordinator a detailed budget that represents the expected travel and living expenses associated with the international rotation; the budget is to be specific to the country/area in which the rotation is to occur.

Placement is dependent upon demonstrating continuing academic performance (a GPA of 3.5 or higher), leadership, and professional behaviors up to and throughout the time of the second fieldwork rotation.

A student must demonstrate housing that is approved by the Occupational Therapy Program and secured prior to 6 months from the time of the rotation start date.

Once a student has been accepted, arrangements and the contract is in place and the site has accepted the student, a student cannot change their mind or decide to withdraw from this fieldwork experience. Only compelling rationale will be considered; financial reasons, change in plans, engagement, family support, etc., will have been determined prior to approval of the fieldwork rotation and, therefore, will not be acceptable reasons for wishing to terminate the international rotation. Therefore, the student is required to consider seriously all of these aspects prior to submitting a request for an international fieldwork experience.

The university retains the right to decline requests for international placement based on issues of student safety and matters such as health conditions, crime, unusual entry requirements, areas of instability, and the location of the nearest U.S. embassy or consulate in the subject country.

Financial Considerations during Fieldwork:

Students completing Level II Fieldwork are still enrolled as full-time students and are required to follow university policy. Therefore, if Fieldwork II rotations should fall outside of university timeframes, it is the students’ responsibility to communicate with the Registrar’s Office and the Financial Aid Department, as there may be financial ramifications.

Due to potential conflicts of interest, students will not be allowed to do fieldwork in a center where they have made a commitment to work upon graduation in exchange for financial assistance. Any student who is receiving financial assistance in the form of scholarships or other resources from a clinical rotation site must inform the Academic Fieldwork Coordinator of this arrangement as soon as possible. A copy of the contract you sign with the facility should be provided to the Academic Fieldwork Coordinator.

Students receiving an INCOMPLETE as a grade for fieldwork are not required to pay tuition during the quarter when the INCOMPLETE is completed. However, the student must pay fees, notify the MWU registrar and student financial aid department, and assume responsibility for any additional expenses incurred due to the extended time frame.

Liability Insurance:

The university does provide evidence of liability coverage for each student assigned to a fieldwork rotation. This is submitted annually to the fieldwork sites as directed by the Occupational Therapy Program through the Centralized Office of Experiential Education (COEE).
Grading Policies
The Midwestern University Catalog explains thoroughly the grading policies and use of quality points to which both students and faculty may refer. Each course instructor will maintain the students’ grades for the course throughout the duration of the course and will submit final grades for online entry within 2 days following finals week to ensure timely recording of course grades.

Health and Safety
The health and safety of the student, faculty, guests, and other participants in the Occupational Therapy Program is essential. Faculty and staff will enforce maintaining a safe working and learning environment. Students are also empowered to create a safe working and learning environment by following oral and written directions; using best practice strategies when working individually or in groups; and complying with OSHA and university work place guidelines. Horseplay or misuse of equipment will result in disciplinary action. Students must use sound judgment in regard to self and others, and adhere to safety regulations. Any broken equipment needs to be reported immediately to the OT program faculty or Administrative Assistant. The equipment should be disconnected from any power source and properly labeled as out of service. Students should not operate equipment without reading the operator manuals and/or receiving instruction from the OT faculty.

Students are responsible for assuring that the OT Program Administrative Assistant has current emergency contact information including names, phone numbers and e-mail addresses for the respective emergency contact persons. This information will be kept in the OT office both electronically and via hard copy and should be updated at the beginning of each quarter or when a change is indicated.

OSHA & Blood Borne Pathogens: The Occupational Safety and Health Administration (OSHA), requires all students to participate in an in-service on Universal Precautions and Bloodborne Pathogens. Once annually students are oriented to the safety guidelines surrounding correct hand washing, protective gear and blood borne pathogens. This is done in the Fieldwork Foundations classes in which students participate in an online course from LawRoom. A certificate of completion is provided the student for each fieldwork experience. It is maintained and provided to the site by each student. A review is recommended prior to each Fieldwork I experience and again during Fieldwork II. The student retains copies of this information to provide the fieldwork site on request, and/or the documentation will be sent to the clinical affiliation site on request. The documentation is also available to the student upon completion of the Blood Borne Pathogens: The Occupational Safety and Health Administration.

Health insurance portability and Accountability Act (HIPAA): Students participate in a LawRoom course on line related to the Health Information and Patient Protection Act and are then provided a certificate of completion annually to provide to each fieldwork experience. This is a required document in your professional portfolio. HIPAA is covered in FW Foundations courses annually.

CPR and First Aid Certifications: All students are expected to obtain and maintain CPR certification at their own expense. Students must maintain the Infant, Child, and Adult certification and Basic Life Support for Healthcare Professionals. If you choose to do the Healthcare Provider class through the Red Cross or American Heart Association, it will certify you for all three. This must stay current while in the Program. A copy of your First Aid and CPR cards must stay current while in our program and are provided to each fieldwork site by the student. This is a requirement to be maintained in the student portfolio.

Personal Safety
If at any time a student feels threatened in any way, he/she should report this immediately to a member of the faculty or staff of the OT department or to the security office on campus. Any safety concern will be taken seriously and confidentiality will be preserved as needed.
Personal Injury while on Campus

In case of a personal injury in the classroom, lab, or on the Midwestern campus, the student, faculty, or staff member should immediately seek first aid if this is a minor injury. First aid kits are located in the OT Program office and in the OT lab. Contents in each kit will be checked regularly and updated at least yearly or prior to being depleted. In case of a non-life threatening injury or illness, dial 7111 (IL) for the campus security and notify them of the location and type of injury, and the need for an ambulance, if applicable. Once security personnel assess the situation, they will determine the next course of action. If the person requires transportation to the hospital, security will escort that person or arrange for the injured person's safe transportation. Faculty and staff should not transport the injured person to the hospital.

If the situation is serious or life-threatening, call 911 immediately and provide a complete description of the location, person(s), injuries, and type of support being provided. The local 911 will automatically dispatch to the Midwestern University Safety and Security department who will assist the arriving emergency personnel to the location of the occurrence. Attend to the person until the emergency personnel reach the location of the person in need. Dr. Dombrowski (IL) or Dr. Kosinski (AZ) should also be notified and, as appropriate, will attend the student in transition to the hospital for medical care.

After any occurrence or personal injury occurs on the Midwestern University campus, faculty and/or staff most knowledgeable about the occurrence must complete, a Quality Assurance Occurrence Report within 48 hours of the incident. These forms can be found in the OT Program office and are available electronically to faculty on the Midwestern network K drives. This form should be disseminated to the Occupational Therapy Program Director (IL: Kimberly Bryze, PhD, OTR/L: kbryze@midwestern.edu, or Associate Program Director, AZ: Christine Merchant, PhD, OTR/L: cmerch@midwestern.edu), Student Services and faxed to Risk Management (riskmanagement@midwestern.edu 623-572-3498).

Fire Evacuation Procedures for Non-Residential Buildings

1. Assist any person in immediate danger to safety, if it can be accomplished without risk to you.
2. Immediately activate the building fire alarm system. This will automatically notify the fire department and get help on the way. It will also sound the fire alarm bells to evacuate the building and shut down the air handling units to prevent the spread of smoke. It is best to have the fire department respond and not be needed than to have them arrive too late for potential rescue. If you are in a building without a fire alarm system, dial 911 from a safe location to report the fire.
3. If the fire is small enough, use a nearby fire extinguisher to control and extinguish the fire. Do not fight a fire if you don’t know what’s burning, you don’t have the proper equipment, or you might inhale toxic smoke, or your instincts tell you not to do so! Safety comes first!
4. Doors, and if possible, windows, should be closed as the last person leaves a room or area.
5. Do not use elevators, use building stairwells.
6. Upon evacuation of the building, all should proceed to a designated meeting area where head counts can be taken. Never reenter a building without permission from the fire department.
7. Never block access to building; fire lanes must be clear at all times.

Tornado Sheltering Procedure (IL)

The Midwestern University Safety Team has prepared a list of locations to seek shelter in the event a tornado warning is issued for our area in Illinois. The Village of Downers Grove will sound the warning siren. The emergency notification system will announce the warning in all buildings. Students and faculty should move to the lower levels of their building, away from windows or open corridors, and spaces with skylights or ceiling openings. Basements, small interior rooms with no windows, locker rooms or bathrooms, and hallways away from doors and windows are some of the safest locations in which to seek shelter.
**HIPAA and Patient Confidentiality**
The Health Insurance Portability and Accountability Act Privacy and Portability Act, also known as the HIPPA Privacy Rule, protects the privacy of individually identifiable health information. Consideration for the dignity and integrity of each individual, patient, client, and family should govern all contacts in coursework, experiential learning, and fieldwork experiences. “Privileged information” (information concerning patients’ or clients’ diagnoses, care and treatment, prognosis, and/or psychosocial problems) should be guarded carefully and shared only with other professional people concerned with aiding the client/patient/family. Hallways, elevators, dining rooms, etc. are not appropriate places for discussions regarding clients. Client names should never be mentioned or used as identifying information on any assignments. Unethical and/or unprofessional behavior(s) can be grounds for immediate dismissal from a fieldwork assignment or result in formal reprimand and professional behavior incident report through Student Services.

**Immunizations and Health**
All students are required to be up to date with immunizations, health examinations, screenings and training as described in this manual’s section on “Student Records”.

**Laboratory Experiences**
Students should realize that many courses require the student to examine and be examined by other students, and to practice learned techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in shorts, T-shirts, halters or bathing suit tops in order that the body part to be evaluated and treated may be adequately exposed. During any given laboratory session, students are responsible for disclosing to the instructor any physical or medical condition that might make receiving certain examinations and techniques inadvisable. (Also refer to the Essential Skills and Abilities section in this manual for additional, specific information on physical and sensory requirements for the OT Program). In no instance will a student be penalized if a physical or medical condition prevents him or her from receiving certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques. In other words, disabling conditions do not excuse the student from performing essential functions of occupational therapy. Reasonable accommodations may be implemented so that competent performance occurs (refer to the section on ADA).

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical or therapy-related problems without supervision from an initially certified and state licensed occupational therapist. The professional liability insurance that covers each student only covers the student when providing occupational therapy interventions with the appropriate supervision sanctioned by Midwestern University and with a current Memorandum of Understanding. In the same regard, students should not ask faculty to treat their medical conditions.

**Personal and Professional Responsibilities**
Students are expected to interact with patients, clients, other professionals, fellow students, faculty, staff and other individuals in a professional and ethical manner. The student is representing, not only during matriculation in the Occupational Therapy Program, but also after graduation when practicing in the field, Midwestern University and the profession of occupational therapy as a whole. See the Student Handbook for the descriptions of personal conduct violations, the social misconduct disciplinary process and the personal conduct sanctions. Also refer to the policies on alcohol beverages, illicit drugs, sexual assault, sexual harassment, solicitation, and tobacco use. Students enrolled in the Occupational Therapy Program are also expected to comply with the Occupational Therapy Code of Ethics and Ethics Standards.

Students found to be in violation of the standards of professional or personal conduct during experiential or fieldwork experiences are subject to sanctions that include immediate removal from the clinical site and possible expulsion from Midwestern University. In order to protect individuals who are treated by occupational therapy students in
assigned fieldwork facilities, it is the responsibility of the student at all times to safeguard the patient from physical and emotional jeopardy. When the fieldwork educator believes a patient has been placed in jeopardy by the student, the student will be withdrawn from that clinical experience. The student may be withdrawn from the course and/or program pending an investigation and decision recommended by the faculty, Program Director, and the Dean of the College of Health Sciences. The student’s rights to due process, including appeal, will be protected in such circumstances (refer to the Student Handbook for the grievance process).

Phone Usage
Cell phones are not to be used during class or laboratory session times. Talking, sending or reading text messages, browsing the internet, or engaging in non-class-related activities on phones or laptops during class or laboratory sessions is prohibited. Phones should be either turned off or put on silent mode. In the event of an impending emergency making it imperative that the student be notified, the student should notify the instructor, keep his or her cell phone on vibration mode so as to not disturb fellow students in the class, and take the phone call outside the classroom. Phones and laptops must be out of sight throughout examinations.

Students may use the Occupational Therapy Program office phones only for school business or emergencies. The Occupational Therapy Program Administrative Assistant does not take phone messages for students unless it is an emergency. The general Program phone number, however, may be given out as an emergency contact number for such rare and unforeseen occurrences warranting the need to contact a student while he or she is in class.

Pregnancy
Students who are pregnant are asked to inform the Program Director and/or the Academic Fieldwork Coordinator immediately to prevent problems related to safety of the mother and fetus and to ascertain whether the birth due date interferes with completing coursework or Fieldwork Level II rotations as scheduled. Complications related to the pregnancy should be discussed immediately with the Program Director as participation in the curriculum may be impacted.

If a student is or becomes pregnant prior to beginning fieldwork or while on fieldwork, she must notify the Academic Fieldwork Coordinator immediately, as well as inform her clinical fieldwork educator. This is extremely important so appropriate plans can be made for fieldwork. Any student who is pregnant will be required to have a letter from her physician stating that she is capable of assuming the normal clinical responsibilities of an OT student, and that the physician does not have any objection to the student’s specific assignment for fieldwork. Communication and careful planning during fieldwork experiences will contribute to the health and safety of the student and fetus.

Professional Organizations/Memberships
American Occupational Therapy Association (AOTA)
Students are strongly encouraged to join the American Occupational Therapy Association and may do so at a reduced student rate. Students can review a complete list of benefits at www.aota.org.

Student Occupational Therapy Association (SOTA) of Midwestern University
The SOTA is a student affiliate of the AOTA, and Midwestern University has a SOTA chapter on both campuses. Student elections for leadership positions are held each winter, and all OT students are encouraged to join and actively participate in the events and volunteer opportunities throughout the year. Dues are reasonable ($10.00 per year).

Arizona Occupational Therapy Association (ArizOTA) and Illinois Occupational Therapy Association (ILOTA)
Students are strongly encouraged to join their state Occupational Therapy Associations and may do so at a reduced student rate.
Smoking
The Occupational Therapy Program supports Midwestern University’s commitment to a smoke free environment in all of its campus buildings. Therefore, smoking will be prohibited in all occupational therapy offices, classroom and laboratory areas as well as at all occupational therapy related activities. There are designated smoking areas on campus.

Student Records
It is up to the student to maintain their own copy of health records in their FW portfolios (e.g., TB test; drug testing, etc.). The Fieldwork Office will send a one-page summary of your health information to each fieldwork site. The OT Administrative Assistant should not be asked to pull copies of health records for students.

Health records are not maintained in the Occupational Therapy Program files or office. They are maintained through the Wellness Center on campus and the Centralized Office of Experiential Education in secured files. The program has access to the immunization and annual physical summary through the Centralized Office of Experiential Education.

Student Requirements
All students are required to submit a current copy of their immunization and vaccination history as a part of the matriculation agreement. Students provide permission for the University to do a background check upon matriculation which is shared with each fieldwork site. Each student is responsible for the appropriate maintenance of his or her health requirements and records. Failure to do so will result in a delay of entering fieldwork when scheduled and subsequently graduating on time. Each student should also keep current copies of a “Health and Immunization Report” forms in their personal fieldwork file. Those documents that student's have access to should be kept in their personal fieldwork portfolios.

- Records of an annual, general physical examination.
- Records of an annual influenza immunization
- Updated or completed immunizations, including:
  - Hepatitis Series MMR titers
  - Tetanus (This must be updated every ten years to be compliant)
  - Varicella titer
- 2 step TB and/or chest x-ray
- Polio
- Healthcare Insurance (Required to provide proof of insurance to the University upon request)
- Professional Liability Insurance (Provided by the University)
- Background check (finger printing as requested by site is student responsibility to pay for and have completed)
- Drug Screening (as requested by FW site is student responsibility to pay for and have completed)
- Proof of Certification in First Aid training, updated annually
- Proof of Certification in CPR training (adult / child), updated annually
- HIPPA training / testing annually (Provided by the University): OSHA training / testing annually (Provided by the University) Students will complete Health Insurance Portability and Accountability Act (HIPAA) Privacy training in the first quarter of the program. The Bloodborne Pathogens- Universal Precautions, and Illness and Injury Prevention- (OSHA Regulations) will be completed in their second quarter of the first year prior to going on their first Fieldwork experience. HIPAA, Bloodborne Pathogens and OSHA training is completed again in the winter quarter of their second year.

Students complete their training via a web based program initiated through LawRoom and the Centralized Office of Experiential Education (COEE). Students are required to print out and maintain a current certificate of completion. Records are also maintained in the COEE database.
Non-compliance or failure to meet these requirements at the time of fieldwork can result in a student not being able to enter or complete fieldwork and therefore graduate with their respective class.

**Transportation**
Transportation to fieldtrip sites, experiential learning, and assigned Fieldwork Levels I and II is the student's responsibility. At no time during clinical placement are students allowed to provide transportation for patients and clients.

**Tutoring**
The Occupational Therapy Program, in collaboration with the Office of Student Services, will arrange for tutors for individual students who require additional assistance to maintain successful performance in the *OTHE 503: Anatomy* course. The student who requests a tutor for the anatomy course should contact the Program Director to begin the process of acquiring these services. The student will not be required to pay the costs of the tutoring as this is the responsibility of the Program.

Tutoring for other occupational therapy courses has not typically been required. Students are always encouraged to contact the course faculty for specific assistance or additional instruction in the course content related to the occupational therapy curriculum.