This manual is published for the convenience of students at Midwestern University (MWU). It is intended to be effective as of July 1, 2016. The Midwestern University Occupational Therapy Program reserves the right to make changes in any or all specifications contained herein and to apply such revision to registered and accepted students as well as to new admissions. No contractual rights between Midwestern University and any student are intended and none may be deemed to be created by issuance of this manual.

Midwestern University provides equality of opportunity in its educational programs for all persons, maintains nondiscriminatory admission policies, and considers for admission all qualified students regardless of race, color, sex, sexual orientation, religion, national or ethnic origin, disability, status as a veteran, age, or marital status.

Midwestern University is not responsible for loss of or damage to a student's personal property on premises owned or operated by the University, regardless of cause.

© Copyright Midwestern University 2016.
# Contents

Purpose of the Program Manual .................................................................................................................. 1  
Foreword ..................................................................................................................................................... 1  
Occupational Therapy Program Outcomes ................................................................................................. 2  
Occupational Therapy Program Mission .................................................................................................... 2  
Occupational Therapy Program Philosophy ............................................................................................... 2  
  Occupation-Centered ................................................................................................................................. 3  
  Critical and Ethical Reasoning .................................................................................................................... 4  
  Intentional Engagement ............................................................................................................................. 4  
Occupational Therapy Program - Curriculum Design ................................................................................. 5  
  Scaffolded and Layered Design .................................................................................................................. 5  
  Experiential and Authentic Learning ......................................................................................................... 5  
  Professional Praxis .................................................................................................................................. 6  
Policies and Procedures ............................................................................................................................... 7  
  ACOTE / AOTA Educational Standards .................................................................................................... 7  
  Academic Integrity ................................................................................................................................... 7  
  Advisement .............................................................................................................................................. 9  
  Americans with Disabilities Act ................................................................................................................ 10  
  APA Format ............................................................................................................................................. 10  
  Attendance ............................................................................................................................................... 10  
  Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) ....................................................... 11  
  Course and Lab Supplies .......................................................................................................................... 11  
  Complaints ............................................................................................................................................... 12  
  Contact Information ................................................................................................................................. 12  
  Counseling .............................................................................................................................................. 12  
  Criminal Background Checks .................................................................................................................. 12  
  Dress Code .............................................................................................................................................. 12  
  Email and Electronic Communication ..................................................................................................... 14  
  Essential Skills and Abilities .................................................................................................................... 14  
  Ethics (also, see Personal and Professional Responsibilities) ................................................................... 17  
  Examinations .......................................................................................................................................... 17  
  Facility Use .............................................................................................................................................. 18  
  Faculty Office Hours ................................................................................................................................ 18  
  Felony Related Charges/Convictions .................................................................................................... 18
Fieldwork Policies: Requirements and Guidelines

Attendance Policies for Fieldwork Rotations

Changes to Fieldwork Sites

Failed Fieldwork Rotations

Financial Considerations during Fieldwork

Liability Insurance

Fire Evacuation Procedures for Non-Residential Buildings

Grading Policies

Health and Safety

Health Insurance Portability and Accountability Act (HIPAA)

Immunizations and Health

Laboratory Participation

Personal and Professional Responsibilities and Behavior

Personal Safety

Personal Injury while on Campus

Personal Electronic Device Usage

Pregnancy

Professional Organizations / Memberships

Smoking

Student Records

Tornado Sheltering Procedure

Transportation

Tutoring
Purpose of the Program Manual

This manual is intended to inform occupational therapy students, faculty and staff of Midwestern University's policies and procedures specific to the 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

Occupational therapy is defined as the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routines in home, school, workplace, community, and other settings. Occupational therapy practitioners use their knowledge of the transactional relationship among the person, his or her engagement in valuable occupations, and the context to design occupation-based intervention plans that facilitate change or growth in client factors (body functions, body structures, values, beliefs, and spirituality) and skills (motor, process, and social interaction) needed for successful participation. Occupational therapy practitioners are concerned with the end result of participation and thus enable engagement through adaptations and modifications to the environment or objects within the environment when needed. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction (AOTA, 2014).

AOTA has articulated their 2025 Vision which states, “Occupational Therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective strategies that facilitate participation in everyday living” (AOTA, 2016). Further, AOTA has 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 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. 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.

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.

In 2014, the American Occupational Therapy Association adopted a philosophical position on Occupational Therapy education that states:

Occupational therapy (OT) education prepares occupational therapy practitioners to address the occupational needs of individuals, institutions, communities, and populations. The education process includes both academic and fieldwork components. The philosophy of occupational therapy education parallels the philosophy of occupational therapy, yet remains distinctly concerned with beliefs about knowledge, learning and teaching.

Students are viewed as occupational beings, in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation as a fundamental right. Education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics and skills. This will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2014). Occupational therapy education is the process by which practitioners acquire their professional identity.

Enacting the above beliefs to facilitate the development of a sound reasoning process that is client-centered, occupation-based, theory-driven, while encouraging the use of best evidence and outcomes data to inform the teaching learning experience may include supporting:

- active and diverse learning within and beyond the classroom environment;
- a collaborative process that builds on prior knowledge and experience;
- continuous professional judgment, evaluation and self-reflection; and
- lifelong learning.

Consistent with these messages, the Occupational Therapy Program at Midwestern University embraces three philosophical tenets that permeate the curriculum and the teaching-learning processes. The Program’s philosophical tenets are interrelated with its curriculum design and curricular threads and which, together, create an interlacing pattern of beliefs and values that are supported through the enactment across the curriculum. The three philosophical tenets are occupation-centered, intentional engagement, and critical and ethical reasoning.

Occupation-Centered
The Program embraces the stance that occupation holds the central, core position of our profession and guides what we do as professionals as both a means and an end for those we serve. Occupation is the centering force that links the knowledge, skills, and attitudes of our profession into that which brings meaning and purpose to individuals’ lives. Our “profession embraces a unique understanding of occupation that includes all the things that people do, the relationship of what they do with who they are as human beings and that through occupation they are in a constant state of becoming different” (Wilcock, 1999, p. 10). Therefore, the occupation-centered of doing, being and becoming are integral to the Program’s philosophy.
The Program believes that human beings are occupational in their intention and action, and that 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 interweaves doing, being, and becoming within each person in the composition of his or her own life, and positions occupation with belonging to reflect the belief that human beings are socially interconnected and interdependent.

Critical and Ethical Reasoning

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 practice and ethical challenges. It subsumes the ability of each student to systematically develop the skills to use, assimilate and evaluate current available evidence and assess their own ethical positions within the social and cultural dimensions of various contexts. Critical and ethical reasoning embraces both clinical reasoning and critical thinking, and includes the important dimension of 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.

Intentional Engagement

Intentional engagement in one’s education refers to the process in which students demonstrate the willingness and resolve to participate actively in their learning and employ increasing facility in critical reasoning. Such engagement transcends the cognitive demands of mastering curricular content to include their engagement in the affective and psychomotor domains as well. Moreover, intentional engagement affirms that students actively assimilate new knowledge and skills into their occupational lives, and that they intentionally engage with the processes of doing, being, and becoming occupational therapists as they are influenced by the physical, affective and social contexts of the Program and its curriculum. Intentionally engaged learners are self-directed, curious, and responsible for their development into, and assumption of, the professional identity as an occupational therapist.

Intentional engagement refers to the assertion that students seek, create, and organize knowledge within the social contexts of the teaching-learning interactions in and out of the classroom, and in the therapist-client interactions in clinical and community 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 highest accomplishments 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 concentrate on occupation-centered, critical and ethical reasoning, and intentional engagement which speak to the core of occupation within our curriculum and the processes by which students connect with and participate in the teaching-learning process. These professional
and educational values and perspectives are interwoven and are realized within the context of the Program’s curriculum design and its threads.


**Occupational Therapy Program - Curriculum Design**

The curriculum design is at the center of the Midwestern University Occupational Therapy Program. 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-centered, intentional engagement* in the teaching and learning experiences, and the development and reliance upon *critical and ethical reasoning*. In its depth and breadth the curriculum is designed to develop a generalist occupational therapist who has advanced critical reasoning and skills in occupation-based and evidence-informed 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) *scaffolded and layered* in its intention and delivery, (b) tethered to *experiential and authentic* learning opportunities, and (c) lived out in *professional praxis* as occupational therapy is enacted, practiced, embodied and actualized.

**Scaffolded and Layered Design.** The curriculum design reflects our strong belief that carefully sequenced courses and learning opportunities provide vital links between the acquisition of knowledge, application, analysis, and synthesis, all of which are required for critical reasoning and professional practice. Carefully placed courses and learning opportunities afford students with dovetailed opportunities to build upon essential concepts and assimilate the knowledge, skills and attitudes that inform occupational therapy practice. Students are thus supported in their intentional engagement, critical reasoning, and occupation-centered. The intentional placement of courses, learning opportunities and progression of content facilitates the scaffolded approach to learning, synthesis and application of crucial content to various populations, settings, and clinical challenges inherent to 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, communities and populations. 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 and develop occupational therapy services. Experiential learning facilitates authentic teaching-learning situations in which students learn by doing, and serve individuals, groups and communities through mentored occupational therapy practice.

*Professional Praxis.* Professional praxis is the process by which occupational therapy is enacted, practiced, embodied and actualized for individuals, groups, communities, and populations. Professional praxis is the means by which person-centered, occupation-focused therapeutic approaches are learned by students and realized through the learning opportunities within the curriculum. Praxis involves the conceptualization and process by which the skills, values and behaviors are embodied as befitting a doctor of occupational therapy. Professional praxis requires facility in therapeutic use of self, the consistent use of evidence-informed knowledge to guide occupation-focused practice, and the strength derived from ethical and compassionate service that is woven throughout the Program.

Thus the Midwestern curriculum is consistent in its philosophy, curricular threads, and design. Faculty and students live the guiding professional and educational principles articulated in the Program philosophy, specifically, *occupation-centered, intentional engagement, and critical and ethical reasoning.* The curriculum design speaks to the *scaffolded and layered* placement of courses and learning experiences presented through *experiential and authentic* opportunities by which students develop and are evaluated on their developing knowledge, skills, and attitudes requisite to *professional praxis.* The curricular threads weave the philosophy and curriculum design together. These threads, or themes, are *occupation-focused, evidence-informed,* and the development of *professional identity* as an emerging doctor of occupational therapy. As these ideals are embodied by faculty and students, this integrated and foundational model speaks to the breadth and depth of the Midwestern Occupational Therapy Program and affirms our commitment to developing a community of practice leaders within the profession of occupational therapy.
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 the following:
- sponsorship and accreditation of the occupational therapy program,
- academic 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),
- strategic plan and program assessment (outcomes and results of ongoing program evaluation), and
- curriculum framework (mission, philosophy, and curriculum design).

The Standards also include content requirements that are expected student requirements. These content Standards have been integrated into syllabi as course objectives throughout the curriculum and include:
- foundational content requirements (liberal arts and sciences)
- basic tenets of occupational therapy
- occupational therapy theoretical perspectives
- screening, evaluation and referral
- intervention plan formulation and implementation
- context of service delivery
- leadership and management
- scholarship
- professional ethics, values, and responsibilities, and
- fieldwork education

A copy of the Standards is available in the Occupational Therapy Program office or online at http://www.aota.org/en/Education-Careers/Accreditation/StandardsReview.aspx

Academic Integrity
The Occupational Therapy Program adheres to the Academic/Professional Honesty and Integrity policies in the University Student Handbook: http://mwunet.midwestern.edu/administrative/SS/ssStuHandbook.htm.

Academic / professional honesty and integrity are expected of all students throughout their course of study at Midwestern University. Any violation of the Code of Rights and Responsibilities of Students of Midwestern University is considered to be a serious academic violation and may result in a reprimand, monetary fine, written warning, filing of a Student Incident Report, academic and/or disciplinary warning/probation, suspension, dismissal or other penalty deemed appropriate by the student's respective College Dean. Academic / professional misconduct constitutes a breach of integrity that violates the academic / professional foundation of an institution, contaminates the honesty of its scholarship, and compromises the integrity and wellbeing of its educational programs. Midwestern University Occupational Therapy students are also expected to adhere to and conduct themselves in a manner consistent with
AOTA’s Code of Ethics, which may be found at the following website:

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.
- **Copyrighted materials**: Copyrighted works that are stored in digital form, such as software, music, videos, and photographs, can be easily acquired or distributed over computer networks using freely available file sharing software. Despite the ease of such transfers, it is illegal to download or distribute such copyrighted works without permission from the copyright holder. Further information on Peer-to-Peer File Sharing and Copyright infringement can be found at https://www.midwestern.edu/institutional-disclosure/information-technology.html.

If an OT student engages in academic dishonesty, actions in the following procedure will take place:

1. **First Violation:**
   a. A score of zero will be given on the assignment or exam on which the violation occurred. The instructor may require the student to redo the assignment or examination to establish competency. However, a higher grade will not be earned and a score of zero will still be assigned. Please note: this may result in failure of the course if the assignment is so weighted.
b. The course faculty will inform the student’s advisor and the Program Director about the violation of academic honesty. The course faculty may also initiate an Academic Integrity Contract which will outline the act of academic dishonesty and include consequences of any further violations. The course faculty will contact the student regarding the infraction. The OT Program Director may also meet with the student and course instructor to document the incident in the Academic Integrity Contract. This contract will then be placed in the student’s OT Program file.

2. Second Violation:

With the occurrence of a second violation, The Occupational Therapy Program will follow the course of action depicted in the Midwestern University Student Handbook.

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

Advisement

The Occupational Therapy Program is committed to providing a learning environment that is based on mutual respect and care; establishing a working relationship between advisor and advisee is one step toward meeting this goal. 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 at least once per quarter in order to foster the development of a collaborative mentoring relationship. The student’s progression through the academic professional program, and areas of concern or instances of professional misbehavior are also discussed and managed in advising meetings.

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; urge students who are experiencing difficulty to seek tutoring and/or review of study skills.
6. Participate, as needed, in student program activities.
7. Provide guidance on professional behaviors.
8. Advisors must be aware that under the Family Educational Rights and Privacy Act (FERPA) of 1974, academic information (grades, progression through the program, GPA, etc.) cannot legally be shared with the student’s parents or other parties (i.e., spouses 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 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, providing a less distracting environment in which to complete an examination). 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.

In addition, the Occupational Therapy Program has articulated Essential Skills and Abilities for occupational therapy practice. (Refer to the section entitled Essential Skills and Abilities). These essential skills and abilities must be upheld and maintained throughout the didactic, experiential, and fieldwork portions of the Occupational Therapy Program.

APA Format
Students will be oriented to the APA format during the first quarter and will be expected to submit all papers and assignments using APA format. 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 one’s name, the date and the course number provided to ensure accurate grading unless otherwise stated by the responsible faculty member. Handwritten work must not be submitted.

Attendance
Regular and prompt attendance to all lecture and laboratory sessions is required of all students. Tardiness and absences from class result in missed content that is important not just for each course but for the student’s overall preparation for the certification examination and the 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.

While attendance is required, students may need to miss a class due to illness or other serious life event. The student must contact the instructor prior to the class session either by email or by telephone. If you are unable to contact the instructor phone, contact the Program Administrative Assistant as soon as possible at the main telephone number (630-515-6188).
Because of the importance of the material presented and discussed in lecture, two points (2%) will be deducted from your final grade for each missed class, regardless of the reason. Students will be required to make up all missed exams. All make up exams will be scheduled during finals week at the convenience of the instructor.

When a faculty member finds that a student has a pattern of absence from their class he/she will notify the student’s advisor who will determine if this is a pattern in other classes as well. The advisor will connect with the student to discuss the concerns regarding the absences as well as potential solutions. The Program Director will be notified whenever such behaviors could endanger the student’s academic standing, or the ability of the Program Director to certify that the student has met the requirements for sitting for the National Board for Certification in Occupational Therapy (NBCOT).

Students are expected to consider their education as a priority. For coursework and all fieldwork rotations, students are expected to change any non-educationally related activities that conflict with fieldwork. 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).

Specific to fieldwork rotations, the student must notify the Academic Fieldwork Coordinators, Fieldwork Educators and/or Supervisors promptly of the inability to arrive at a fieldwork site at the scheduled time or because of illness. Timeliness is a critical professional behavior. 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.

Faculty reserves the right to determine final grades, and repeated tardiness or absences are factors that will be considered. Any exceptional circumstances and the implications for the student’s final grade will be determined by the OT Program Education Committee. Continued failure to attend classes may result in administrative withdrawal from the class or failure in the course.

While a rare occurrence, a faculty member may find it necessary to be unexpectedly absent or late to a class. Students will be notified at the earliest possible time by phone or email regarding this absence.

**Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR)**
Upon matriculation, each student is expected to certify his or her currency in Basic Life Support (BLS) for Healthcare Providers from the American Heart Association (cardiopulmonary resuscitation (CPR) certification). Students will also be responsible for maintaining certification at this level while enrolled in the Program. Each student should provide a current copy of evidence of BLS certification to the OT Program and keep a copy for their own records.

**Course and Lab Supplies**
Materials for classroom teaching and lab are distributed by the faculty member for optimizing cost containment. Students are not to take or use materials in the teaching kitchen, classroom, or storage closets, such as splinting materials, assessment forms, craft supplies, toys, 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 Coordinator 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 all 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. The faculty and administration are committed to making the learning environment one of trust and a mutually satisfying experience. 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 multiple considerations that go into decisions and the student may not be aware of these considerations when passing judgment. The ability to resolve conflict is an important professional behavior and one that will be encouraged and mentored throughout any complaint process. 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. If the issue is not resolved to the satisfaction of the student(s), then the next administrative level to be contacted would be the Dean of the College of Health Sciences. 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 Coordinator 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. A student may contact the Assistant Dean of Student Services, at 630-515-7142, 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 utilization 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 or fingerprinting 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. Fieldwork sites reserve the right to accept or reject a student for placement based on the results of the criminal background check.

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 that distract from appearance or performance in learning. Guidelines for compliance include the following:
1. Good personal hygiene includes the daily routines 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. The use of fragrances is discouraged.

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 or yoga pants are not to be worn for community experiences or fieldwork unless specifically requested by the faculty member or fieldwork supervisor.

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

4. Exposure of undergarments is not deemed professional in any context. See through fabric garments are also not appropriate.

5. Gym shorts and workout clothing are limited to specific laboratory classroom experiences as assigned by the faculty member. Short shorts are also 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 never acceptable for experiential or fieldwork experiences. Students should have appropriate shoes available for all classroom and laboratory experiences.

7. Tattoos and body piercings should not be visible on fieldwork. Removal or coverage by clothing 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 coordinator or educator 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, and may be required by faculty or fieldwork educators 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; this 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. 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 a 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 day to ensure timeliness and responsiveness to communication related to coursework, experiential opportunities or other professional communication. Midwestern Occupational Therapy students are expected to conduct themselves in a professional manner when communicating in any form when on campus, in class, and on fieldwork.

Students should refrain from using electronic communication (e.g. texting, emailing, searching the web, etc.) when in class, laboratory sessions, or fieldwork. Cell phones must be turned to silent and stored out of sight during class and laboratory sessions. Should the student have an imminent emergency situation he or she may set her cell to vibrate and leave the classroom, if absolutely necessary, to answer the call. However, the student should inform the faculty member of the potential for such a situation to arise prior to responding to the call.

It is not appropriate for students to engage in social networking, “friending”, or texting faculty or fieldwork educators. Students must never 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 (e.g., Listservs, Facebook, etc.). 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 forums. 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 the Academic Fieldwork Coordinator(s) for clarification.

**Essential Skills and Abilities**

The Occupational Therapy Program has developed a set of skills and abilities that are required of occupational therapists in the performance of their jobs. Moreover, students must meet these essential skills and abilities for the Program throughout their period of enrollment. The essential skills and abilities listed below expand and 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, experiential and fieldwork environments. If the student has any concerns about his or her ability to perform any of these skills and abilities, the student must discuss these concerns with the Program Director. Students must be able to perform the following essential skills with or without reasonable accommodation:

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, clinical, and community learning 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, assistiveadaptive 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 academic and experiential learning.

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 equipment’s and fabricating splints.
5. maintain attention for 2 - 4 hours; tolerate days when classes, fieldwork, or community learning 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, fieldwork or community learning site rules and regulations
11. demonstrate problem-solving skills and judgment to modify evaluation or intervention methods, when necessary, to address the specific needs of individuals and populations (behavioral, cultural, etc.), in order to maximize client performance.
12. identify and select occupations that are goal directed and motivate and challenge clients.
13. demonstrate judgment necessary to establish priorities and develop and use strategies.
14. apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of individual treatment plans or program planning.

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 faculty, supervisors, 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, clinic or community site 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 academic assignments.
14. observe persons, scenarios and associated environments, 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, clinic or community learning site 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. demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
8. tolerate working in environments where there is exposure to disability, illness, pain and death.
9. 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.
10. maintain ethical standards including honesty, integrity and confidentiality, at all times.
11. produce the required volume of work in the expected time frame.

**Ethics (also, see Personal and Professional Responsibilities)**
The American Occupational Therapy Association’s Occupational Therapy Code of Ethics (AOTA, 2015) 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. 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 (AOTA, 2015)

**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 contact the course director and/or OT Program office 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 quarter, examinations are held at the discretion of the instructor. Make-up examinations during the
quarter will be scheduled for a day and time convenient to the instructor during finals week. 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 8:00 am to 5:00 pm. Arrangements should be made with the Program Administrative Coordinator or a faculty member for additional time requirements. Tables, chairs, and equipment should not be removed from the Lab/classrooms and must be returned to their 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. If a student has an important issue to discuss they are encouraged to contact the faculty member in advance and set a time, otherwise they run the risk of the faculty member being out of the office. 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 office telephone, University email, and through the Blackboard course sites.

Felony Related Charges/Convictions
Students need to be cognizant that criminal charges and convictions (felony and/or misdemeanor) 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 practice as an occupational therapist and use of the title of registered occupational therapist.

Fieldwork Policies: Requirements and Guidelines
All Midwestern University class of 2018 OT students are required to complete a 2.0 credit, two-week Fieldwork Level I-A rotation, a 1.0 credit Fieldwork I-B rotation, and two 12-week Fieldwork Level II 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 2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide, 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.

For Level I-A, II-A, and II-B fieldworks, students will be notified of their final placements no later than eight weeks prior to the initial starting date. For Level I-B fieldwork, students will be notified of their placements no later than the first week of the quarter during which they are enrolled for that fieldwork. 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 Coordinators.

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(s) immediately. The Academic Fieldwork Coordinators and Program Director will then determine if the circumstances warrant special needs consideration. Students complete seven quarters of didactic coursework prior to beginning Fieldwork level II-A. As stated in the University catalog, all coursework must be completed successfully prior to beginning fieldwork.

The Level I-A experiences can be in any area of practice. Fieldwork Level I-A is a 2.0 credit, two-week full time experience which occurs during the last two weeks of spring quarter of the first year. Fieldwork I-B is a 1 credit fieldwork experience which occurs in the second year of the program. This experience focuses on the psychosocial aspects of occupational performance and participation. The student will receive a grade of pass or fail for each Level I rotation.

Levels II-A & II-B are each full-time experiences that are 12 weeks in duration. Each Level II rotation is worth 12 credits. While there are no restrictions as to the type of site, students must experience a range of settings and individuals with whom to work. It is ideal that one of the Level II rotations focus on OT practice with an adult population. Level II-A fieldwork is scheduled for the third year, summer quarter with Level II-B immediately after in the fall quarter. 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 rotation. 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 Coordinators and the Fieldwork Educator(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 Fieldwork Educator(s) and the Academic Fieldwork Coordinators. Unexcused absence from a rotation may jeopardize a student’s completion of Fieldwork and progression through 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 fieldwork 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).

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 Coordinators. Students who do not complete experiential time requirements for Fieldwork Levels I and II are at risk for failing those courses and impeding their successful progression through the Program.
Changes to Fieldwork Sites:
Considerable OT Program, University administration, and FW facility time and effort is required to secure fieldwork rotations for students. Many factors, out of the control of the Academic Fieldwork Coordinators, may, at any time 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 Coordinators 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.

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 consistent with University academic policies. 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, the student may have a remediation requirement which needs to be met prior to beginning their next fieldwork experience. Site assignment settings must meet Program requirements and be approved by the Academic Fieldwork Coordinators. 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 course failure, the student may be dismissed from the Program, consistent with University academic policies and procedures.

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 Student Financial Aid Department, as there may be financial ramifications.

Due to potential conflicts of interest, 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 Coordinators of this arrangement as soon as possible. A copy of the contract you sign with the facility should be provided to the Academic Fieldwork Coordinators.

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 provides 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).
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, 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.

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 two days following finals week to ensure timely recording of course grades. Please refer to the university catalog for specific information pertaining to course failure, academic review procedures, and progression.

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 verbal 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 with 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 Coordinator, and electric 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 Coordinator 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.

Health Insurance Portability and Accountability Act (HIPAA), Illness and Injury OSHA Training, & Blood-borne Pathogens:
HIPAA 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.

Students participate in a LawRoom course on line related to HIPPA, OSHA and Bloodborne Pathogen training and are then provided a certificate of completion annually to provide to each fieldwork experience. This is a required document for fieldwork which students should maintain in their professional portfolio to have available to provide to each fieldwork site.

Immunizations and Health
According to University policies, all students are required to be up to date with immunizations, health examinations, screenings and training as described in this Program Manual’s section on “Student Records”. These requirements must be updated at least 2 weeks prior to expiration to ensure progression through the program.

Laboratory Participation
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 or tank 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).

Lecture/lab courses rely heavily on in-class learning opportunities and student participation. Therefore, students enrolled in these courses are expected to participate in all activities, demonstrations and labs with faculty and other students. Activities include but are not limited to:

- Movement of body parts
- Lifting activities, pushing, pulling, and manipulation of equipment
- Use of assistive devices and wheelchairs
- Gait, transfers, and/or bed mobility training
- Light and deep touch to soft tissue and tendons
- Appropriate exposure, access and palpation of various body regions common to the practice of OT as needed.
- Interaction with outside guests/standardized patients.
• Each student will be responsible for treating all participants with respect, to maintain dignity and to always demonstrate professional and safe behavior. Further, confidentiality of any information gained as a participant in this lab course will be maintained.

The benefits from participation by students include learning to perform these activities and procedures by active participation and observation of the activity. Possible risks may include:

• Sore and achy joints and muscles
• Soft tissue tenderness and skin irritation
• Neck or back strain
• Loss of balance and falls
• Soft tissue tenderness and skin irritation
• Skin redness due to exposure to heat and cold
• Exposure to sharp objects, solvents, adhesives
• Discomfort related to immediate, constructive feedback.

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 and Behavior
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 Midwestern University and the profession of occupational therapy as a whole, not only during matriculation in the Occupational Therapy Program but also after graduation when practicing in the field. See the University 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. Occupational Therapy (OT) students are expected to behave in a professional, mature and ethical manner in all interactions during on-campus and off-campus activities. As graduate students, you are responsible for working cooperatively and collaboratively in small and large groups. In-class behavior towards self, peers, and instructor is expected to be professional, courteous and respectful. Disrespectful or disruptive behavior will not be tolerated.

General expectations include the following:

• Students are expected to complete all assigned readings prior to class so that you have the foundational knowledge to engage in critical discussions. Faculty may modify in-class activities to facilitate reading and student preparation to ensure acquisition of course content. At the graduate level, student preparation through completed readings should not be an issue, but it will be monitored.
• Students should be prepared to discuss and/or utilize the material in class and lab activities. Students are expected to actively participate in classroom and lab activities.
• Arrive on time and plan to spend the entirety of the course hours in lecture or lab. This may require planning to be early. Attendance expectations are described in another section of this document.
• Be proactive in addressing questions or ideas with the class and/or Instructor to maximize the learning experience. If you are unsure of an assignment or have questions, it is your responsibility to address these issues in a timely manner.
• All written communication should be professionally presented.
• Students will take responsibility to contact the faculty in writing during the first week of classes if there is a request for any adaptations or accommodations consistent with the guidelines specified in the MWU Student Handbook (under Disability Services). Students with special needs will also request accommodations the Department of Student Services (extension 6470).

Students enrolled in the Occupational Therapy Program are also expected to comply with the Occupational Therapy Code of Ethics (AOTA 2015). 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 may be withdrawn from that fieldwork 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).

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 labs. 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 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, Dean of Students, the Office of Student Services 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 (Kimberly Bryze, PhD, OTR/L (kbryze@midwestern.edu), Student Services, and Risk Management (riskmanagement@midwestern.edu).

**Personal Electronic Device Usage**

Cell phones are not to be used during class or laboratory session times. Talking, sending or reading text messages, or engaging in non-class-related activities on phones or laptops during class or laboratory sessions is prohibited. Phones should be turned off or put on silent mode. If there is some concern on the part of a student about not being reachable because of a potential emergency situation, he or she should notify the instructor, keep his or her cell phone on vibration mode so as to not disturb fellow students in the class, and then take the phone call outside of the classroom. Phones, laptops and tablets 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 (630-515-6188), 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**

Please refer to the University Student Handbook for its policy on student pregnancy. Students who are pregnant are asked to inform the Program Director and/or the Academic Fieldwork Coordinators immediately to ensure progression through the curriculum, experiential and fieldwork responsibilities, and to ensure safety to the mother and the fetus. Pregnancy is treated like other temporary medical conditions. 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 Coordinators 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**

Membership in the state and national professional organizations is both a benefit and a professional responsibility of an occupational therapist. Students are required to join the American Occupational Therapy Association (AOTA), and are highly encouraged to join their home state OT Association or the Illinois Occupational Therapy Association (ILOTA). Membership in the Student Occupational Therapy Association (SOTA) is also strongly encouraged. Memberships should be maintained throughout their tenure at Midwestern University. Reduced student rates for AOTA and ILOTA exist, and when combined, the membership dues for all three organizations will cost a student approximately $130.00 per year. There are many student benefits to membership including:

- Subscription to professional and research journals and publications
- The opportunity to connect with other students and participate in student-only events
- Savings on textbooks, conferences and other items
• Opportunities to participate in legislative events that support our profession

The American Occupational Therapy Association can be found at: www.aota.org and the Illinois Occupational Therapy Association web site is: www.ilota.org

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 the student’s responsibility to maintain their own copy of health records in their FW professional portfolios (e.g., TB test; drug testing, etc.). The Program Fieldwork Office will send a one-page summary of a student’s health information to the respective fieldwork site. 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 each student’s immunization and annual physical summary through the Centralized Office of Experiential Education.

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. Students are expected to update these requirements at least 2 weeks prior to expiration to maintain compliance with the Program policy. Failure to do so will result in endangering one’s progression through the program and perhaps a delay of entering fieldwork when scheduled and subsequent delay of graduation. Each student should also keep current copies of a “Health and Immunization Report” forms in their personal fieldwork file. Those documents that students have access to should be kept in their personal fieldwork portfolios:

• Records of an annual, general physical examination.
• Updated or completed immunizations, including:
  o Hepatitis B Series and titers
  o MMR titers
  o Diphtheria/Tetanus/Pertussis Immunization (*This must be updated every ten years to be compliant*)
  o Varicella titer
  o 2 step TB and/ or chest x-ray or IGRA Test (Quantiferon/T-spot)
  o Seasonal Influenza Immunization (updated annually)
• Healthcare Insurance (*Required to provide proof of insurance to the University upon request*)
• Drug Screening (*as requested by FW site is student responsibility to pay for and have completed *)
• Proof of current certification in Basic Life Support for Healthcare Providers from the American Heart Association.
• Proof of current certification in First Aid
• HIPPA training / testing annually (Provided by the University) – Fall-I quarter and Winter-II quarter
• Illness and Injury - OSHA training / testing annually (Provided by the University) -- Fall-I quarter and Winter-II quarter
Non-compliance or failure to meet these requirements can result in a student not being able to progress to the next quarter or to enter or complete fieldwork and therefore graduate with their respective class.

Tornado Sheltering Procedure
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 away from 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.

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 OTHED 0504: 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.