



SHENANDOAH™  
U N I V E R S I T Y

*Division of Occupational Therapy*

# 2011-2012 Student Handbook

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**Every effort has been made to insure the accuracy and completeness of this handbook. The information included is accurate at the time of printing; however, Shenandoah University's Division of Occupational Therapy reserves the right to make necessary and desirable changes in policies, requirements, programs, and fees without advanced notice. Current and prospective students should check with departmental officials to verify current policies, requirements, programs, and fees.**

## **INTRODUCTION**

This Student Handbook is designed to provide both the potential and matriculated student with information about the educational program leading to a Master of Science in Occupational Therapy as well as standards and expectations for students to remain in good standing and successfully complete the program. It should be viewed as an adjunct to Shenandoah University's **Graduate Catalog**, which contains specific information regarding the university and related policies. The information herein is subject to periodic revision, and these changes will be relayed to students in a timely manner. It is ultimately the student's responsibility to be aware of all requirements and to work closely with an advisor to ensure these requirements are fulfilled.

## **1.0 CURRICULUM AND PROGRAM OVERVIEW**

### **1.1 Mission Statement of Shenandoah University**

Shenandoah University prepares individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.

To this end, the university has identified six core values that provide a foundation for the decisions it makes and the programs it offers:

- Development of an enduring passion for learning
- Commitment to self-reflection and personal development
- Respect for diverse cultures, experiences, and perspectives
- Celebration of creative performance, expression, teaching, and discovery
- Cultivation of leadership to advance positive change and growth
- Dedication to citizenship, professional service, and global outreach

Shenandoah distinguishes itself by providing opportunities to gain knowledge and develop skills in a collaborative, personalized environment that intertwines professional and liberal learning. A Shenandoah education incorporates scholarship, experiential learning and sophisticated technologies, as well as practical wisdom.

As an institution affiliated with the United Methodist Church, Shenandoah University practices the highest ethical standards in its interactions with the community and with students of all faiths. Within a community of scholars, Shenandoah promotes the welfare of the whole person by fostering a nurturing environment in which students learn, grow, and flourish.

*Mission Statement Approved by Board of Trustees April 2004*

## **Non-Discrimination Policy**

Shenandoah University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, age, or physical disability.

### **1.2 Division of Occupational Therapy Mission Statement**

The mission of Shenandoah University Division of Occupational Therapy is to prepare students for a future in the field of occupational therapy in three primary ways. We prepare students to passionately discover new knowledge which requires them to be self-reflective, and life-long learners. We prepare them to be critically thinking practitioners, serving clients who live in diverse local and global communities. We transform them into professionals who understand the importance of ethics, leadership, and service.

### **1.3 Philosophy of Occupational Therapy**

Occupations are the everyday activities and tasks that individuals do to occupy themselves, including caring for themselves (activities of daily living), enjoying life (play, leisure, and social participation), going to school (education), and working (productivity) (Law et al., 1998; Occupational therapy practice framework: Domain and process, 2008). Occupations are dynamic, empowering, and health-promoting. They organize roles and tasks, giving meaning to daily life. Occupations enable individuals to perform meaningful activities and participate in their communities.

Occupational therapists value the meaning, purpose, and engagement in daily activities such as self-care, play, and work. The profession of occupational therapy promotes productive occupational performance. Therapists carry out the roles of intervention, consultation/education, or advocacy in the contexts of individuals, and society.

In order to effect changes in occupational engagement, health, and participation, therapists need to understand the neuroscience, social sciences, environmental factors, and systems that influence human behavior and actions. Through analysis and synthesis, occupational therapists design customized client programs, consult and educate, and advocate at the levels of the individual and systems in which individuals find themselves. Participation can be enhanced by tools such as environmental modifications, therapeutic use of self, activity analysis and synthesis, occupation, and the teaching-learning process (Mosey, 1981).

### **1.4 Philosophy of Occupational Therapy Education**

Historically, the SU occupational therapy curriculum has been based on a problem-based learning model delivered in the traditional, face to face classroom format. Fifteen years later, the curriculum has developed and is currently rooted in the concept of experiential learning in which the faculty "... purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values" (Association of Experiential Learning, nd, para. 3).

## Foundations and Methods

Based on the foundations of PBL and most recently experiential learning, we have embraced a hybrid curriculum model (Davidson et al, 2008), one that pairs cutting edge e-learning methods with face to face education, as a means of enhancing the SU OT educational experience. The primary benefits have been three-fold; first, didactic materials, projects, and interactive discussions have been placed online. This allows faculty to devote the majority of face-to-face classroom time to experiential and applied learning activities and to student problem solving. The two delivery mediums build upon one another facilitating a broader, deeper understanding of concepts and how they are applied. Second, use of a hybrid model reduces time spent in the classroom. This allows individuals to pursue an OT education who would otherwise not have the opportunity due to time, work, geographic location, family, or financial constraints. As a result, our diverse student body brings a range of rich life and work experiences to their learning environments. Third, the hybrid model of OT education embraces the idea of “education without walls.” Much of the face to face time as well as the time spent away from campus embraces a mentorship type learning model. This brings learning into the community where students interface with multiple systems and interact with a wide array of individuals. Thus, a hybrid approach to entry level OT education at Shenandoah University supports our efforts to educate adult learners as the next generation of occupational therapists.

## Clinical Scholarship

In addition, our philosophy of OT education includes a commitment to training occupational therapists as *clinical scholars* (Corcoran, 2003; 2008). Clinical scholarship is “characterized by a high level of curiosity, critical thinking, continuous learning, reflection, and the ability to seek and use a spectrum of resources and evidence to improve effectiveness of clinical interventions” (Clinical Scholarship Task Force, Sigma Theta Tau International, 1999, p. 4). In developing the definition of clinical scholarship, the Sigma Theta Tau International task force drew on the work of Ernest Boyer (1990) who defined scholarship as consisting of four functions. Because Boyer’s original model of scholarship was designed for the professorate, we reasoned that it required modification in order to guide our entry-level curriculum for future occupational therapy practitioners. The SU OT curriculum is therefore designed to support student development as clinical scholars by promoting competencies within three threads modified from Boyer’s functions – they are the 1) Scholarship of Practice, 2) Scholarship of Discovery, and 3) Scholarship of Service.

These three threads are “woven” throughout and guide our curriculum. For each thread; practice, discovery, and service, students develop a series of competencies: skill, social/cultural, methodological, informatics, and personal. The intersection between the competencies and the threads has been operationalized through the portfolio process to help students understand why they learn specific material and how it may be applied to the broader goals of graduating practicing therapists and clinical scholars. These intersections are explored by the students each semester as they build their professional portfolio and discuss their professional growth with their academic advisor.

As an education program, SU occupational therapy faculty understand that curricular design must follow a logical well defined sequence. While Mosey (1968, 1973) applied recapitulation of ontogenesis to the practice of occupational therapy, her model can easily be adapted to professional education. Individuals enter a program of study in a state of “dysfunction” regarding their ability to function in the profession. Our students move through the curriculum drawing on a hierarchical approach from simple to complex that moves them toward full participation in the roles of the profession.

During the Foundational Unit of study which consists of the first two semesters, the student is exposed to fundamental patterns of thinking, philosophy, and behaviors that underlie the profession of OT. As the students develop specific patterns of learning and behavior (defined by Mosey as adaptation), they move on to the third semester, titled the Basic Unit, where they relate those fundamental patterns to practice. Then they reach the final academic semester, known as the Bridge Unit where they synthesize knowledge and skills that support their work as clinical scholars in a variety of practice arenas (see more detail on threads in section 1.8). All units incorporate “here- and -now, action- oriented experiences that involve learning through doing” (Ludwig, 1988, p.48). The curriculum culminates in the Applied Unit of study which consists of two Level II Fieldwork experiences. The Applied Unit serves as an application experience where students learn to function as supervised entry level practitioners where they demonstrate the skills they have learned in a clinical environment. Progress through the four units of study is designed to help students acquire and apply skills and knowledge defined within the curriculum’s threads and competencies.

This philosophy of OT education includes the desire to evaluate our outcomes regularly and adjust the program when warranted. The following represents our current educational goals (i.e., goals we have for our graduates) and program goals (i.e., goals we have to maintain the rigor of the program).

### **1.5 SUDOT Educational Goals**

Occupational therapy graduates will demonstrate competence in executing the roles of a clinical scholar by

1. Applying the principles of ethics, advocacy, civic responsibility, professional engagement, and leadership within the individual to global continuum.
2. Providing evidenced-based, occupation-based, client-centered services ranging from individualized evaluations and interventions to system-wide prevention, consultation, and education.
3. Synthesizing knowledge through the analysis of diverse sources of evidence to create new meaning as applied to occupational therapy practice.

### **1.6 SUDOT Program Goals**

1. All SUDOT faculty will be effective in their roles of teaching, scholarship, and service.
2. SUDOT will provide superior hybrid education for occupational therapy.
3. SUDOT students will progress through the program within published parameters.
4. SUDOT student fieldwork experiences at both sites will be positive and their performance will be exemplary.

5. SUDOT students will be very satisfied with the SUDOT program.
6. All SUDOT graduates will pass the NBCOT exam.
7. SUDOT graduates will meet the SUDOT Educational Goals.

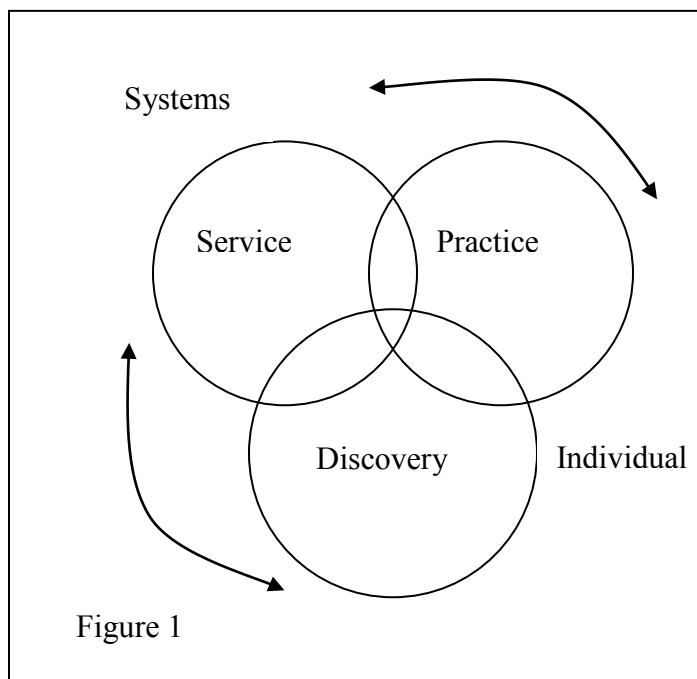
### 1.7 SUDOT Vision

SUDOT will support the SU Strategic Plan by

1. Graduating OT students who demonstrate excellence in executing the roles of a clinical scholar.
2. Being leaders in the development of best practices for hybrid education in OT.
3. Moving the profession of OT to use a more systematic approach to program development and evaluation in OT practice.
4. Modeling enhanced partnerships between educational programs and their regional, global, and virtual communities.

### 1.8 OT Curriculum Design

Model of Shenandoah University Division of Occupational Therapy Curriculum



#### Shenandoah University Division of Occupational Therapy

“Shenandoah University is a Community of Scholars.” This statement, published in our current Faculty Handbook is intended to apply to faculty. The Shenandoah University Division of Occupational Therapy has embraced this principle and applied it to a larger University community, specifically our students.

## *Occupational Therapists as Scholars*

It is our belief that all Occupational Therapists are taught to be scholars. Students who are enrolled in Shenandoah University Division of Occupational Therapy (SUDOT) are required to acquire, synthesize, critique, and utilize knowledge. They evaluate and engage in research activities and apply their skills to enhance clinical reasoning about individual treatment and program development. This opportunity to learn and apply is infused throughout SUDOT via opportunities to participate in case-based and community-based learning in each semester. These teaching/learning forums are designed to enhance the students' ability to function as scholars as defined by Ernest Boyer.

According to Boyer (1990), a scholar, acquires knowledge through research, synthesis, practice, teaching, and application/service. Boyer's definition of a scholar is reflected in our curriculum design and defines our vision of what occupational therapists should be. Occupational therapists should be; lifelong learners who engage in research, critical thinkers who synthesize information from multiple sources, competent practitioners implementing culturally sensitive and occupation-based services, educators who teach pertinent information to clients, and ethical, civic-minded professionals. **With this in mind Boyer's views on scholarship guides our curriculum in the form of three threads; the Scholarship of Practice, the Scholarship of Discovery, and the Scholarship of Service.** Figure 1 provides an illustration of the SUDOT curriculum model based on these three threads as they relate to professional services to clients ranging from individuals to systems. Thus, the SUDOT curriculum is designed to help students develop as professionals who systematically design, conduct, and evaluate occupational therapy services to address the occupational needs of clients (individuals, groups, organizations, systems, and societies).

## *Curricular Units*

To achieve proficiency as entry-level professionals demonstrating scholarship in all three threads (practice, service, and discovery), the SUDOT curriculum is sequenced as the following four contiguous units:

1. *Foundation* - provides content at the introductory level for each of the threads. While all courses introduce multiple threads to varying degrees, each course has a designated emphasis (see chart below).
2. *Basic* - provides content that covers fundamental competence and proficiency for an entry-level practitioner.
3. *Bridge* - provides a synthesis of knowledge and skills that supports growth as a clinical scholar in a variety of practice arenas.
4. *Applied (Level II Fieldwork)* - provides opportunities to apply the content covered in the didactic portion of the curriculum in the natural environment and systems of the entry-level practitioner.

### *The Threads across the Units*

Content from the three threads is woven across the units in deliberate incremental stages.

*The Scholarship of Practice* is the thread that describes the ways students acquire and apply knowledge related to the provision of specific therapeutic services to clients.

- During the Foundational Unit, this thread includes knowledge of the physiological, neurological, and emotional make-up of human beings, as well as an analysis of the occupational performance of people. Students come to understand the processes of disease and disability, the processes of change and the influence of systems. Students also develop basic therapeutic skills such as interviewing and therapeutic use of self.
- During the Basic Unit, students learn evaluation and intervention skills for a variety of conditions, and populations. Cultural competence in the context of the therapeutic relationship is emphasized. Evidence-based practice is an undercurrent throughout this unit.
- In the Bridge Unit, more sophisticated and focused topics are presented and evidence-based practice skills are practiced in the context of supervised intervention sessions.
- Finally in the Applied Unit, students synthesize and apply these newly formed skills in their fieldwork experiences.

*The Scholarship of Discovery* is the thread that describes the student's journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges as a result of the critically analyzing information from a variety of sources.

- In the Foundational Unit, this thread begins with initial reflection on themselves as occupational beings and the relationship between occupation and health. Critical thinking begins to develop through the merging of research concepts and OT practice.
- Moving forward to the Basic Unit, we take on the task of learning to design and implement one source of new OT knowledge, research projects. Additionally, critical thinking is developing within the practice related courses as students make intervention decisions based on evaluation data.
- In the Bridge Unit, the students are now performing as novice investigators through data collection of a research pilot project. At the same time, they are exercising independent critical thinking skills through supervised intervention sessions.
- The critical thinking is fully experienced during the Applied Unit: the Level II fieldwork experiences. Students critique and apply evidence to their professional activities at the fieldwork settings.

*The Scholarship of Service* is meant to transform the student into the type of professional that understands the importance of ethics, advocacy, civic responsibility professional engagement, and leadership. Throughout their four didactic semesters, students have multiple opportunities for developing the Scholarship of Service through the Student Occupational Therapy Association, the Beta Sigma Chapter of Pi Theta Epsilon, serving as class liaisons and serving as

Open House guides. Additionally, each semester, students meet with their advisors for feedback on their development of professional behaviors.

- Within the curriculum, in the Foundation Unit, this means introducing students to the ideas within professional and personal ethics, exploring the possibilities of professional engagement, understanding ideas for leadership development, and understanding our responsibilities as professionals in advocating for and with our clients.
- Within the Basic Unit, students continue to increase their awareness of ethics and advocacy through paper cases as well as through Level I experiences.
- Moving to the Bridge Unit, students are significantly confronted with content that challenges their awareness and implementation of service concepts, highlighted by a course focused specifically on Scholarship of Service. This course is placed in the Bridge Unit as students need to have a thorough understanding of systems, research and OT practice before engaging in these advanced concepts.
- As students leave for Level II fieldwork, they have had service ingrained into their professional beings and are fully prepared to engage.

While these three threads appear to be separate and distinct, in our curriculum, they are integrated and overlap. Each unit of study and each course have elements of multiple threads despite the fact that one may be more emphasized than others. Each unit also incorporates multiple hands-on experiences to allow the student the opportunity to engage in the learning process and not be simply a passive learner. The Foundational Unit begins the process of educating our future scholars, the Basic Unit takes them to a more sophisticated level, the Bridge Unit fine tunes scholarly skills, and the Applied Unit allows students to demonstrate their acquired skills in the natural context of the profession.

This current description of the curriculum of the Shenandoah University Division of Occupational Therapy applies to both the full time program of study and the part time program of study. While the sequence of courses shifts slightly between the full time and part time, the courses remain within their assigned units. All of the courses that do shift slightly in sequence are found in the Foundational Unit; however, all courses within that particular unit are completed before the next unit begins.

## Full Time Program of Study:

Courses listed by title and primary threads for the course is indicated by P (Practice), D (Discovery), or S (Service).

Unit 1		Unit 2	Unit 3	Unit 4
Foundation (2 semesters)		Basic (1 semester)	Bridge (1 semester)	Applied (6 months)
OT524 Occupation and Movement (4)	OT532 Neuro-Occupation (5)	OT623 Occupational Therapy in Biomechanical and Neurological Practice (4)	OT635 Specialization: Occupational Therapy with Adults (3)	OT640/641 Level II Fieldwork ***(12)
OT522 Foundations of Occupational Therapy (4)	OT535 Management and Systems in Occupational Therapy Settings (3)	OT625 Occupational Performance and Participation: Children (4)	OT631 Specialization: Occupational Therapy with Children (3)	Final week of reflection and launching new career (called Gate Week)
OT523 Therapeutic Occupations (2)	OT534 Analysis of Health and Occupation (2)	OT624 Occupational Therapy in Mental Health Practice (3)	OT633 Environmental Interventions (3)	
OT525 Fundamentals of Scholarly Inquiry (3)	OT620 Scholarly Inquiry: Design and Analysis (3)	OT530 Scholarly Inquiry: Program Development and Evaluation (2)	OT630 Scholarly Inquiry: Application (3)	
OT526 Foundational Case Groups I (1)	OT536 Foundational Case Groups II (1)	OT626 Basic Case groups (1)	OT634 Policy and Advocacy (3)	
OT527 Community Application with Individuals (2)	OT537 Community Application in Systems (2)	OT628 Basic Level 1 Fieldwork (1)**	OT638 Bridge Level 1 Fieldwork (1)**	
16 credits	16 credits	15 credits	16 credits	12 credits

Total = 75 credits

\* OT 628 and OT 638, Level One Fieldwork experiences are completed on non-campus days and during normal working hours.

\*\* OT 640 and OT 641, Level Two Fieldwork is a full-time experience completed during normal working days and hours. Either OT 640 or OT 641, Level Two Fieldwork, may be repeated once. Students who fail Level Two Fieldwork more than one time are dismissed from the program. All admitted students are required to review SUDOT Fieldwork Handbook regarding specific policies.

## 1.9 Portfolio Process

### Purpose:

SUDOT expects students to progress in their growth as professionals over the course of the program. One way to evaluate that progression is through a portfolio. A portfolio is a collection of documents and other resources which demonstrate students' achievements in 1) our three threads of scholarship: Practice, Discovery, and Service and 2) our Competencies.

Additionally, the portfolio serves as an advising tool so that students and their advisors can monitor professional growth in a concrete manner. The professional growth demonstrated in each student's portfolio will guide the faculty as they approve each student for fieldwork.

Although it serves as an outcome evaluation and advising tool for the division, this portfolio may also serve as a resource our graduates can provide to future employers to document their accomplishments.

### The Portfolio:

The portfolio is a 3 ringed binder divided into six sections with the following titles (see section 1.10 below for definitions of the competencies):

- Introduction; which includes
  - Reflective Statements that look back at progress and plans ahead for progress in the three threads of Scholarship of Practice, Scholarship of Discovery, and Scholarship of Service.
  - Documentation Table filled in appropriately (see sample below)
  - Student Professional Development Plan (see appendix)
  - Copy of your professional development goals for the next semester
- Skill Competence
- Social/Cultural Competence
- Methodological Competence
- Informatic Competence
- Personal Competence

Section 1 should contain three reflective statements: one for each of the threads. These statements should describe the student's professional growth in that thread and should also discuss how the evidence in the following five sections illustrates their growth in the competencies and inform their thoughts on future growth. Examples of sentences within the statements may include "Regarding the Scholarship of XX, throughout the past semester I have...(changed, grown)... as can be seen by ..." or "I believe that next semester I will...change/grow...because...". Section 1 should also contain the Documentation Table where, each semester, you would identify evidence that illustrates your growth in the intersection of the threads and competencies. *Use the "meets standards" section of the Student Professional Development Plan form to think about what evidence supports which intersecting cell.* Perhaps

an assignment shows growth in understanding ethical behavior on fieldwork. In the cell at the intersection of social/cultural and service (\*), you would put the name of that assignment. Then you would put the actual assignment in section 3 of the portfolio.

	<b>Scholarship of Discovery</b>	<b>Scholarship of Practice</b>	<b>Scholarship of Service</b>
<b>Skill Competence</b>			
<b>Social/Cultural Competence</b>			*Name of assignment
<b>Methodological Competence</b>			
<b>Informatics Competence</b>			
<b>Personal Competence</b>			

Finally Section 1 should include a current copy of the Student Professional Development Plan filled out by your advisor and a current copy of your professional development goals for the next semester.

Sections 2 to 6 should contain the hard copy evidence on growth in that competence. Evidence can include (but is not limited to) assignments, peer or client reviews, fieldwork materials, discussion board postings, feedback of any kind, documentation of hours, thank you notes, and testimonies from individuals. Some evidence may apply to more than one cell.

Process and Timeline:

Four times during the program, students will be asked to submit parts of their portfolios for review by their advisors and/or the faculty. The advisor will review the documents with the student and make suggestions for strengthening each area. Each semester, students will add to their portfolio so during the final semester in December, just before graduation, the portfolios will be reviewed by the entire faculty.

Meeting 1; To take place during Orientation Day.

- Advisors introduce themselves and their role
- Students are encouraged to meet with their advisors anytime they have questions or concerns

Meeting 2; Beginning of Y1 Spring Semester;

- get to know each other as advisee/advisor
- students do a self-rating on the Student Professional Development form
- develop professional development goals for the next semester
- review initial reflective statements
- review the evidence (which may be very little)

Meeting 3; Beginning of Y2 Fall Semester;

- review progress on goals and develop new ones for the next semester
- review advisor's rating on Student Professional Development form
- review reflective statements
- review evidence

Meeting 4; Beginning of Y2 Spring semester;

- review progress on goals and develop new ones for the remainder of the program
- review advisor's rating on Student Professional Development form
- review reflective statements
- review evidence

Meeting 5; during your week back on campus just before graduation

### **1.10 Competencies for Graduation**

By the completion of occupational therapy academic and fieldwork education, graduates of the Division of Occupational Therapy at Shenandoah University will have the following five competencies. During each semester, faculty advisors and students will set professional development goals and plans using the competencies as guidelines.

**Skill Competence:** Demonstrate the knowledge and skills necessary to safely appropriately, and efficiently coordinate tasks and materials for activity completion.

**Social/Cultural Competence:** Demonstrate the ability to work with others (team, clients, families, peers...) in multiple context and cultures through understanding, empathizing, communicating (verbal, nonverbal, and written), negotiating, cooperating, mediating, facilitating, collaborating and building rapport.

**Methodological Competence:** Demonstrate the ability to understand and apply theoretical and scientific principles necessary for data collection, synthesis, clinical reasoning, treatment planning and application to the occupational therapy process. Additionally, students will appropriately utilize multiple reasoning skills, best practices, critical pathways and evidence across the continuum of care. Skill competence in this area leads to understanding, developing and organizing effective programs that are client and/or community specific.

**Informatic Competence:** Demonstrate and understand the ability to efficiently gain, use and disseminate information to multiple audiences as it applies to occupational therapy services.

**Personal Competence:** Demonstrate the ability to reflect and evaluate one's strengths and challenges, seek and gain insight from others, and modify behaviors, set goals and seek assistance to insure competence in the other domains.

#### **Contributing Sources:**

Evers, F., Rush, J., & Budrow, I. (1998). *The bases of competence: Skills for lifelong learning and employability*. San Francisco: Jossey Bass.

Moyers, P. (1999). *Guidelines for practice*. Bethesda: American Occupational Therapy Association.

### **1.11 Faculty Members**

Director and Associate Professor Deborah Marr, ScD, OTR/L, pediatric occupational therapy specialist joined the faculty in 2005. Her research program aims to help children improve skills in managing sensory input, especially in school. She and a colleague wrote stories for parents and teachers to read with children to help them develop the coping skill of predicting environmental challenges prior to entering the environment. The stories allow children to focus on relevant sensory information and to avoid distractibility.

Dr. Marr has presented papers about her research at national and international conferences, and published articles in occupational therapy and education journals. She has established relationships with local day care centers, Head Start programs, and public schools for SUDOT student education and research.

Professor Mary Corcoran, Ph.D., OTR/L, FAOTA, occupational therapist and gerontologist. The need to recruit faculty specialists affects university budgets and requires deviation from routine hiring practices. Dr. Corcoran is an example of an unusual hiring practice. SUDOT shares her with George Washington University under a joint Memorandum of Agreement. Dr. Corcoran has the rank of full-professor, half-time at SUDOT and half-time at George Washington University. She served as Editor of our primary professional journal, the *American Journal of Occupational Therapy*, up until recently, and published research articles and books in the fields of dementia and care-giving. Under the part-time agreement, she teaches 2-3 courses per semester.

Dr. Corcoran is responsible for student research programs. Three years ago, she developed a program for faculty members to mentor student research reasoning and skills. This program establishes student-faculty teams in a systematic process to design, implement, and evaluate new client-centered programs in community agencies.

Assistant Professor Leslie Davidson, PhD.,OTR/L, specializes in the practice area of neurological rehabilitation, and administration/management of health care systems. Before coming to SU, Professor Davidson was Coordinator of Special Projects, and Interim Director of Physical Medicine and Rehabilitation at Georgetown Hospital. Since 2002, she has been the American Occupational Therapy Association's Representative to the National Current Procedural Terminology (CPT) advisory board of American Medical Association. The CPT advisory board helps determine reimbursement codes for health professions patient billing. The SU community recognizes her role in the creation, implementation, and evaluation of the new General Education Program.

Professor Davidson developed two popular and complex new courses. In one course, she applied the anatomy and physiology of the human nervous system to the performance of daily occupations such as daily self care routines for individuals with Parkinson's disease. Students learned to analyze the disease's impact on human performance. In the other new course, Systems and Management, Davidson linked systems theories from a variety of fields to occupational therapy-related agencies. Professor Davidson is working on her doctorate in Adult Learning and Resource Development at Virginia Tech.

Assistant Professor Michael Pizzi, PhD, OTR/L, FAOTA, joined the faculty in August 2010 with over 25 years of experience in the field. His career has focused primarily on issues of health and wellness, but he has also worked in with adults with physical disabilities. He currently is the executive director/Founder of Touching Humanity, which is a not-for-profit community based organization committed to promoting disability awareness and social justice through the arts and education. Dr. Pizzi has provided numerous national and international presentations on a range of topics.

For 10-11, Dr. Pizzi will be teaching the Foundations course and the Analysis of Health and Occupation courses among others.

Assistant Professor Kathryn Levit, PhD, OTR/L, joined the SUDOT faculty in January 2011. She serves as fieldwork coordinator and teaches the anatomy and neuroanatomy courses. Dr. Levit has over 30 years experience with stroke and adult and pediatric neurologic dysfunction, and has taught as adjunct faculty in occupational therapy, psychology and kinesiology. She is co-author of a clinically focused textbook on neurological dysfunction and several textbook chapters, and has presented at national and international conferences on stroke and upper extremity dysfunction. Prior to completing her doctoral degree in Applied Developmental Psychology, she operated a private practice specializing in neurological rehabilitation, and taught basic and advanced NDT/Bobath courses in the United States and Europe.

### **Appointments with Faculty**

Faculty members will inform students of available office hours at the beginning of each semester. Appointments can be conducted face to face, or using synchronous chat, email, webinar, or phone. It is recommended that students engage in scheduled appointments with an agenda of issues to be discussed for efficient utilization of office time.

## **1.12 Responsibilities**

### **Faculty Responsibilities**

Occupational Therapy faculty members have many responsibilities that include teaching, scholarly activity, curriculum development, university and community service, and clinical participation. While teaching is a primary focus of the faculty, there are other responsibilities that they have which consume significant amounts of work time. Students need to be aware of these commitments.

### **Student Responsibilities as Active Participants in the Learning Process**

A guiding philosophy of the Division of Occupational Therapy is that students are active participants in the learning process. Learning is an active process that requires initiative and continual participation by the student. Individual course objectives are designed to meet student learning needs; but, students are encouraged to take responsibility for developing their own learning goals, communicating them, and taking an active role in seeing that they are met. Learning is a lifelong process. As a future health care provider, the individual must take responsibility for his or her own professional growth and development.

Active learning includes peer review and program evaluation. Peer review involves critical analysis of another's work, cooperative problem solving, and mutual respect. Program

evaluation will take many forms during the education process. This includes, but is not limited to evaluation of faculty, instruction methods, and curriculum.

### **1.13 Occupational Therapy Staff Members**

Ann Marie Keenan, Clinical Coordination Secretary	540-665-5540
Linda Burrow, OT/PT Admissions Coordinator	540-665-5559
Laurie Murray, Office Manager	540-678-4313

## **2.0 STUDENT POLICIES AND PROCEDURES**

### **2.1 Academic Honor Code**

SU's Academic Honor Code includes violations (cheating, plagiarism, etc.) and Honor Court procedures and appeals process. Students are expected to read the Honor Code and abide by it throughout the curriculum. A copy of the Honor Code is located in the OT Coffee Shop. Click on Student Information and it is one of the items there.

Carefully read the Honor Code, sign the sheet (at the end of this handbook) stating that you have read and fully understand the Honor Code. Be prepared to turn into the Office Manager before the first day of classes.

### **2.2 Non-Discrimination Policy**

Shenandoah University's Division of Occupational Therapy does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation or disability (in compliance with the American with Disabilities Act) with respect to employment or admissions or in conjunction with its programs and activities. Inquiries or requests for reasonable accommodation should be brought to Deborah Wyne, the Director of the Academic Enrichment Center at 540-665-4928)

### **2.3 Sexual Harassment Policy**

[http://www.su.edu/student\\_life/3324FD69F34A400DACD53701255C5774.asp](http://www.su.edu/student_life/3324FD69F34A400DACD53701255C5774.asp)

See Shenandoah University Student Handbook

### **2.4 Alcohol and Other Drug Policies**

[http://www.su.edu/student\\_life/205FE1CC386E482D8F9D72C273BC2E58.asp](http://www.su.edu/student_life/205FE1CC386E482D8F9D72C273BC2E58.asp)

See Shenandoah University Student Handbook

### **2.5 Legal Issues and the Family Education Rights and Privacy Act**

Shenandoah University is committed to protecting the privacy of your education records and complies with the Family and Educational Rights Privacy Act (FERPA) and applicable privacy laws. Please contact the office of the registrar for more information.

### **2.6 Shenandoah University Criminal Background Check Policy**

All students who have an experiential learning component required as part of their degree programs must authorize, submit to, and pay for a criminal background check (CBC) prior to entering the program, and in some circumstances, on an annual schedule after admission. Details

are available from each program director or dean. For occupational therapy, the initial background check (CBC) will occur at the beginning of your first semester. Subsequent CBC or drug testing may be done randomly or may be needed prior to going out on fieldwork experiences. Students will be responsible for all the fees associated with the CBC or drug screens. The fee for the initial CBC will be between \$50 and \$100. If a drug screen is required for a fieldwork experience, please contact, the Academic Fieldwork Coordinator, on where to go to have this done. The fee for this screening is \$30-\$50.

Students must report any criminal charges that result in a conviction after the initial criminal background check to the director as soon as possible. A student who is concerned about the effect their criminal background check or drug screening results may have on their ability to ultimately sit for the national exam should consult the National Board for Certification in Occupational Therapy website. ([www.nbcot.org](http://www.nbcot.org)).

Students on a leave of absence for one semester or more may be required to have a CBC and/or a urine drug screen repeated upon return.

## 2.7 Health and Educational Requirements

The university health record (found on the SU website) **must** be completed and returned to the Wilkins Wellness Center prior to the start of the first semester. The health requirements include a physical examination, record of health insurance, and procedures listed below. *The student will not be allowed to attend COURSES until the completed health record is on file.* **No exceptions will be made.** Absence due to incomplete health record is an unexcused absence. The cost of these immunizations will be the student's responsibility.

*Health Requirements: Documentation must be provided by the start of fall classes to Wilkins Wellness Center*

- a. Current Tuberculosis test (PPD).
- b. Hepatitis B inoculations-Documentation for three shots.
- c. Measles, Mumps, Rubella (MMR) titer.
- d. Polio (show the last date in series).
- e. Tetanus/Diphtheria (within 10 years).
- f. Tdap (if Td is greater than 2 years old)
- g. Varicella/Chicken Pox.( Two dates are required for the Varicella/Chicken Pox.)
- h. Meningitis (only for those planning to live in the residence halls)
- i. Physical examination-Physician's report of results, done within past year
- j. Personal Health Insurance card.

*Educational Requirements:*

- a. Current Basic Cardiac Life Support for Healthcare Providers (CPR and AED) program offered by the American Heart Association. This training is not provided by SUDOT but we often set up courses for new students through Valley Health (to be renewed annually or biannually depending on the course). Documentation on your completion of this requirement should be provided to the Clinical Coordination Secretary.

- b. OSHA/ Bloodborne Pathogens/ Universal Precautions training certification (training provided by SUDOT). Materials and quiz can be found on the OT Coffee Shop.
- c. HIPPA training (training provided by SUDOT). Materials and quiz can be found on the OT Coffee Shop.

## **2.8 Accommodations for Students Under the Americans With Disabilities Act (ADA)**

Special accommodations will be made for students who, because of a disabling condition, require special accommodations in order to meet course requirements. To receive special accommodations, appropriate supportive documentation must be placed on file with Shenandoah University's Americans with Disabilities Act (ADA) designated official, located in the Academic Enrichment Center. Both the official and students requiring accommodations must inform the course instructor of needs at the beginning of each semester, before exams and assignments. Accommodations cannot be made retroactively. See current Shenandoah University graduate catalog for detailed policy and grievance procedure.

## **2.9 Attendance & Participation**

Students are reminded that this is a demanding full-time academic program. The Division of Occupational Therapy Faculty support the University attendance policy as described in the University catalog. Students are expected to meet the objectives of the course. Class attendance and online participation is essential to academic progress. It is important that students review and understand the class attendance policy in the catalog.

All students are required to attend all scheduled lectures, laboratories, clinical experiences and Case Groups. Legitimate excuses for absence are personal illness, death in immediate family, or professional activities which have prior approval. Physician and dental appointments, other than emergency, are not justifiable reasons to miss class. Faculty and students have a responsibility to ensure an environment conducive to learning. Therefore, classroom attendance is restricted to those individuals enrolled in that class. Children or guests may be permitted in the classroom only with prior approval of the course instructor.

Students are required to attend all community and campus learning lab experiences in order to meet the objectives of the courses with a clinical component.

- Two (2) missed clinical sessions/labs are considered to be excessive and may result in a reduction of one letter grade for the course.
- Three (3) missed clinical sessions/labs are considered to be unacceptable and may result in failure of the course.

A student missing clinical sessions/labs due to extenuating circumstances may, in conjunction with faculty, develop a plan to make-up the missed clinical experience. Faculty may provide make-up clinical time if:

- The course objectives cannot be met in the remaining scheduled clinical labs.
- There is a legitimate cause for absence (legitimacy is at the discretion of the faculty member).
- Clinical facilities and appropriate faculty are available.

## 2.10 Leave of Absence- Medical/Surgical

If a leave of absence is requested for a medical or surgical condition, documentation from a qualified health care provider must be submitted to the Dean/Director with the written request from the student. The Dean/Director will file a copy of the written request with the Wilkins Wellness Center. This written request may be waived in the case of a documented emergency. In all cases, written clearance to return to classes must be provided by a qualified health care provider to the Dean/Director and the Wilkins Wellness Center. If absent for an extended time for medical leave, a student may be required to verify that he/she can still meet the physical and mental requirements consistent with the occupational therapy educational program.

If a student has taken a leave of absence greater than one year prior to fieldwork and the outstanding clinical experience is required for the receipt of a degree one or more of the following must be met:

- Students may be required to audit previously completed courses
- Students may be required to complete independent study courses
- Students will be required to complete competency checks
- Students may be required to complete other assignments designed to demonstrate competence

Students must begin fieldwork within twenty-four (24) months of course completion. Faculty will review for special circumstances.

## 2.11 Level One (Part Time) and Level Two (Full Time) Fieldwork Experiences

Clinical education is an important aspect of the curriculum. Level I Fieldwork is an integral part of the curriculum design. Each Level I experience is designed to enrich didactic coursework through direct observation and participation in selected aspects of the occupational therapy process. Level I students must complete a minimum of 48 hours during the semester. Students are to travel to Level I Fieldwork sites during the Basic and Bridge semesters of their training. Students are expected to comply with the attendance policies and procedures specified by the fieldwork site's clinical education coordinator. A student who is absent from fieldwork is responsible for rescheduling time at the site and for all fieldwork assignments, regardless of the reason for his or her absence. In the event of illness or other unanticipated absence, students must contact their site supervisors per their instructions. All fieldwork students are required to comply with the policies and procedures for safety and security in clinical settings. Students should follow their clinical supervisor's instructions for fire and electrical safety, occupational safety and health, and personal safety. **Level One Fieldwork experiences are completed on non-campus days and during normal working hours.**

Level II Fieldwork is a critical part of professional preparation. Each Level II Fieldwork experience is designed to provide students with the opportunity to integrate academic knowledge with the application of skills in a practice setting. Upon completion of the Level II Fieldwork experience, the successful student will function as an entry-level practitioner. In accordance with national standards, students are responsible to complete a total of 24 weeks of **full-time** Level Two Fieldwork. This is done in two different settings, with each placement lasting 12 weeks. Fieldwork sites are arranged between the university and participating clinical facilities. Students pay regular tuition during this period.

Students must be approved for all fieldwork placements by the Academic Fieldwork Coordinator, Faculty, and Division Chair. Considerations in this recommendation include student academic performance, completion of program requirements, demonstration of adequate

professionalism, and behaviors indicating ability to be successful during the student's fieldwork rotation (see Professional Development Plan in appendix). Fieldwork sites may require students to complete a criminal background check and/or drug testing. Students on all fieldwork assignments must follow safety procedures of the institution, plus any other requirements of the site.

Students should recognize the serious nature of and potential liability involved with fieldwork education. Patients being treated by a student in a clinical facility have the right to know the level of training of the person administering treatment, the right to receive the same standard of care as provided by licensed therapists, and the right to refuse treatment administered by any health care provider. The clinical supervisors are responsible for the care given to patients and must, therefore, guide and supervise a student's activities.

The university has developed a number of procedures to minimize risks. These include: stating the objectives for each fieldwork assignment; providing the fieldwork supervisors with information related to the curriculum and level of preparation of the student, providing current professional liability insurance for all students during every semester of the curriculum, and requiring health immunizations, physical examinations, health insurance, and other protections for students. A legal contract between fieldwork sites and Shenandoah University further clarifies the duties and responsibilities of each party in regard to student fieldwork education.

**Policy on Fieldwork Grading:** As stated in the Shenandoah University Division of Occupational Therapy Fieldwork Handbook, the final grade for each fieldwork placement is **determined by the University**, based on information provided by the fieldwork instructor. Grading will be based on the following criteria:

1. Scores on the Fieldwork Evaluation Form
2. Demonstration of professional, ethical and safe behaviors during fieldwork placement
3. Completion of the Student's Evaluation of Fieldwork Form.

Students who fail Level I (OT 628 and OT 638) or Level II (OT 640 and OT 641) fieldwork may repeat the failed course one time only. Level I fieldwork is graded by the stated criteria and yields a letter grade. Level II fieldwork is graded on a pass/fail basis by the instructor of record. Details pertaining to the grading of fieldwork may be found in the fieldwork handbook.

For further information on Fieldwork education, consult the Division of Occupational Therapy Fieldwork Handbook.

**All fieldwork students are required to comply with the policies and procedures for safety and security in clinical settings. Students should follow their clinical supervisor's instructions for fire and electrical safety, occupational safety and health, and personal safety.**

## **2.12 Professional Behavior**

Students are reminded that the Division of Occupational Therapy is located in a professional rehabilitation/medical center. As a representative of the rehabilitation community, you are expected to act professionally at all times. This includes dress, communication and general behaviors.

The SU Division of OT has adopted and adheres to the American Occupational Therapy Association Code of Ethics (found at [www.aota.org](http://www.aota.org)).

Any student who demonstrates inappropriate professional behavior (including, but not limited to, the following: poor attendance or tardiness to class, missed examinations, lack of participation in required curricular activities, inappropriate behavior or dress in classroom or clinic, poor personal hygiene, violation of Student Handbook policies, unsafe behavior, or lack of respect for the dignity and rights of others) will be issued a verbal warning at first occurrence.

If the behavior occurs a second time, a written warning will be issued. This written warning will be reviewed with the student by their advisor or program chair and then placed in their student file. If a similar incident occurs a third time, the student may be placed on disciplinary suspension for a period of up to one year based on consensus of all primary faculty. In order to be reinstated after disciplinary suspension caused by inappropriate professional behavior, the student must demonstrate clear improvement in the offending behavior(s) as documented by the student's advisor in consultation with other faculty members. Any further incidents of a similar nature will be grounds for dismissal from the program.

### **2.13 Outside Employment**

Outside employment combined with student responsibilities may be very difficult to accomplish effectively. Students should not engage in outside employment if they are having academic difficulty. The student must realize that their number one commitment should be for academic and clinical achievement. **If no academic difficulties are present, it is recommended that full-time student's engage in no more than 10 hours per week of outside employment and no more than 20 hours for part-time students.**

### **2.14 Program Space and Equipment**

Everyone involved in the program is responsible for keeping program space orderly. Students must dispose of garbage and recyclable items appropriately. Personal items may not be left in classrooms, clinic or tutorial rooms. It is imperative that resources be returned promptly to their correct place.

Use of clinic and classroom space is not authorized for any student or faculty member who is in any way simultaneously caring for children.

**Equipment:** Use of department televisions, DVD/VCR, Camcorders, or other technology equipment is for the expressed purpose of student learning or research. It is not intended for use to view movies or other videotapes for personal entertainment. Anyone using the equipment is expected to leave it in the same configuration as it was found. Check out of all technical equipment must be authorized through the Office Manager or Faculty and returned within 7 days unless written authorization by Faculty.

Students may borrow instructional resources from the Office Manager with permission. A check-out system is in place and items may be checked out for one week.

Instructional materials owned by the Division of Occupational Therapy are not to be removed from the fifth floor unless permission is received from the chair or designated faculty. Students must formally check out these items through the chair or faculty member. Student library books and theses are to be checked out with the Clinical Coordination Secretary.

All labs contain expensive, sensitive equipment, as well as books and charts, which should be used carefully and appropriately. All work areas are to be kept neat and clean. Nothing is to be removed from any lab area without an instructor's permission. If permission is granted, items must be signed out.

**Classrooms:** All classrooms are a shared resource of the Divisions of Occupational and Physical Therapy. Highest priority use of classrooms is for instruction including scheduled classes, and examinations. Secondary priority is given to Division meetings. Facilities may only be reserved for instruction and Division sanctioned meetings. A classroom schedule will be posted in each classroom. Tertiary priority is given to homework or group study by students on a first-come, first-served basis.

Classroom tables and chairs may be rearranged to suit specific instructional or meeting needs, but must be returned to the original location immediately after each session. No computer or audiovisual equipment may be altered or removed from the classroom except by prior approval of the appropriate Division personnel.

Classroom technology including the computer-based projection system is for faculty and staff member use only. Students may use the equipment with faculty members present. Report all equipment malfunctions immediately to the Division Office. **Do not** attempt to repair or modify equipment yourself.

**Classroom Etiquette:** Food or beverage is permitted in classroom areas away from computer or audiovisual equipment. General order and cleanliness is the shared responsibility of all users -- remove trash, extra handouts and personal belongings after each session. Noise in the classroom is distracting and should be minimized by avoiding “splinter” conversations. If you arrive late for class or must leave during a class, always enter and exit from the rear door to avoid disrupting ongoing instruction. Under no circumstances should a student not enrolled in a course enter a classroom where instruction is in progress.

**Blackboard Netiquette:**

- a. Check the discussion frequently and respond appropriately and on subject.
- b. Focus on one subject per message and use pertinent titles for your posts.
- c. Capitalize words only to highlight a point or for titles – Capitalizing otherwise is generally viewed as SHOUTING!
- d. Be professional and careful with your online interaction.
- e. Cite all quotes, references, and sources.
- f. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- g. It is considered extremely rude to forward someone else’s messages without their permission.
- h. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you’re being humorous.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, *The Net User Guidelines and Netiquette*, Florida Atlantic University, 1994, available from Netcom.]

**Common Types of Online Postings and Replies**

Supplement the Posting: Add to the content of your teammate’s posting by citing additional data or material from the reading assignments or other reading materials. (When you do this, please cite your references at the end of the posting – book or article title only).

Example: “I agree with what Laurel has said about coaching. As the article “Coaching: The Ten Killer Myths” point out, coaching isn’t that obscure or difficult to learn.

- 1. Supplement the Posting:** Add to the content of your teammate’s posting by citing additional data or material from the reading assignments or other reading materials. (When you do this, please cite your references at the end of the posting—book or article title only). *Example:* “I agree with what Laurel has said about coaching. As the article “Coaching: The Ten Killer Myths” points out, coaching isn’t that obscure or difficult to learn.
- 2. Apply the course or team material to your experience:** Relate the content of the posting or paper to present or past experiences in your professional and/or personal life. *Example:* “Although I agree in theory with the idea of coaching, my own experience coaching employees has had mixed results. I’m not sure I am cut out for coaching.”
- 3. Critique your teammates:** Evaluate or take issue with various aspects of the posting or paper. *Example:* “While I agree with Ryan about the difficulty of coaching some individuals, I don’t think, as he does, that we should not bother with people who don’t seem “coachable.”
- 4. Support your teammates:** In all of your responses and postings, you should strive to enhance and promote the learning and development of your colleagues. *Example:* “Brian, I really liked what you said about your experiences coaching. The way you write makes what happened really come alive. Your descriptions are so vivid and funny! Thanks!

Common mistakes in replying include (1) merely summarizing the work offered by your teammates, (2) only sharing personal experience (not professional as well), and (3) only giving a word or two of praise, but not being very specific (Example: “Great posting!”)

**Classroom Access:** Locked classrooms may be accessed with the permission of a faculty or staff member. Students who wish to use the facilities after business hours should make prior arrangements with faculty or staff. All building security policies and procedures must be strictly observed. Students should exercise appropriate precautions to guarantee personal safety at all times. Students should turn off lights and lock doors when they leave the classrooms.

**Fifth Floor Clinic:** The clinic is used to provide services to clients, for skill development sessions, and special events. A schedule for the clinic use is posted on clinic doors. Students may not enter the clinic when it is in use. It is important to remember that the equipment in the clinic is to be used for therapeutic purposes only. Students may bring food and beverages into the clinic by permission of the instructor. It is imperative that items be returned to their proper place and that health and safety precautions are followed. **All mats, toys, and equipment must be washed after each use.**

**Student Lounge Policy Statement:** The lounge facilities provided by Shenandoah University – including appliances, furniture, reserve reading materials and computer workstations for E-mail and Internet access – are made available to students, and approved guests of the Divisions in Occupational and Physical Therapy primarily as a resource for enhancing and facilitating communication, learning, relaxation and student safety. The University encourages and promotes appropriate use of this shared Division resource.

## 2.15 Computer Laboratory on Second Floor

All computers in the labs are connected to the campus network. Lab computers are a shared resource of the Divisions of Occupational and Physical Therapy.

**Priority of Use:** Highest priority use of the laboratory computers is for instruction including scheduled classes, and examinations. Facilities may only be reserved for these activities. A laboratory schedule will be published. Secondary priority is given to homework on a first-come, first-served basis, with 50% of the machines reserved for each Division. Use beyond the 50% limit may occur if all machines are not being utilized. When exceeding the 50% usage rule, the machine must be yielded immediately upon request of those whose rights have been infringed.

**Individual Accounts:** In accordance with University policy, currently registered students will automatically receive a network and E-mail account when admitted into the Division which will remain active during continuous enrollment. It is the student's responsibility to appropriately use and maintain their accounts. Access to the network account is password protected. E-mail and network accounts will be used to disseminate important information including scheduled coursework, grades, and announcements.

**E-mail and Internet Access:** Non-instructional access of E-mail and the Internet should be through the dedicated computer workstations in the student lounge. Laboratory computers not in use for instruction or homework may be used to access E-mail and Internet.

**Equipment location:** Monitor and seat position may be adjusted for viewing comfort but monitor controls should not be changed. Location of the monitor, CPU, and other peripheral devices should not be changed to prevent damage to cables and interruption of service. No equipment may be altered or removed from the laboratory at any time.

**Powering Equipment:** If the power to the workstation is off, turn on the monitor first followed by the CPU and other peripheral devices. Computers should be left powered-on during the day throughout the semester. Power-off computers overnight, and during holidays and semester break. Power-off sequence should be the reverse of power-on.

**Log-In Procedures:** Each work session must begin by logging on to the system and conclude by logging off the system. Failure to properly log-off leaves your account vulnerable to unauthorized use.

**Software:** Do not install any software applications on local hard drives or networked volumes. Unauthorized copying of software is a violation of University policy and is punishable by law. Most software documentation is available on-line within the application. Documentation for those applications not available on-line will be stored in a designated location in the computer laboratory. Treat hard copy documentation with the same respect accorded to a library reference book. Promptly return documentation to its proper location after each use and do not remove any documentation from the laboratory.

**Virus Protection:** Computer viruses typically are transmitted by floppy disks or Internet access. Virus checking software has been installed on all University workstations to protect against equipment damage or loss of information. Home computer systems must have similar protection to prevent inadvertent infection of personal computers.

**Printing:** Laser quality printers are provided for laboratory use. Each workstation has been connected to a designated printer. Do not change printer connections. Use all available editing tools such as spell and grammar checker, page layout, and print preview to prevent wasted paper and toner. The university policy is that students may print up to 750 copies per

year for free. After that, the student may be charged for additional pages. Do not print multiple copies of a document -- use a photocopier for this purpose.

**Equipment Malfunction:** If a computer “freezes” during use, try to warm boot the machine by simultaneously pressing the control-alt-delete keys. As a last resort, power-off the CPU only, wait 30 seconds, and reapply the power. If the computer still malfunctions, power-off the equipment and report the problem. Low supplies and all equipment malfunctions should be reported immediately to the Division Office.

**Laboratory Etiquette:** No food or beverage is permitted in the laboratory at any time. General order and cleanliness is the shared responsibility of all users. Noise in the laboratory is distracting and should be minimized by speaking softly and using headphones whenever appropriate.

**Laboratory Access:** Laboratory facilities may be accessed 24/7 via combination locks. Do not allow others access by sharing the combination. All building security policies and procedures must be strictly observed. Students should exercise appropriate precautions to guarantee personal safety at all times.

**Violation of Lab Protocol/Privileges:** Violating lab policy/procedures will be handled in the following manner: All violations will be forwarded to the Division Director, including student's name, date and time of incident and nature of violation. First offense will be brought to the student's attention with a warning. Second offense will result in the loss of one week's laboratory privileges. Third offense will result in the loss of one month's laboratory privileges. Fourth offense will result in the indefinitely suspend laboratory privileges, pending a hearing before the Classroom Faculty.

During 11-12 school year, the computers and printers in the computer lab will be removed and that space will be a general lab space shared by SUDPT and SUDOT. A printing kiosk will be located in the student lounge on a fee-for-service basis. As these changes are made, students will be informed of the logistical details.

## **2.16 Photocopying**

Students are not permitted to use the copy machine on the fifth floor without express permission from a faculty or staff person.

## **2.17 Telephones**

A telephone is available for student use in the student lounge on the second floor. Dial (9) plus the number for local calls. Students may make long distance calls using a 1-800 personal calling card.

## **2.18 Student Mailboxes**

Student mailboxes are located on the fifth floor in the reception area. Mailboxes are used for distributing notices, mail and messages. Students are asked to check their mailboxes on a regular basis. Because the mailboxes are constrained by the reception area, students are asked to retrieve mail quickly and not linger.

## **2.19 Student Messages**

The office personnel have been asked not to take messages of a personal nature; it is against Division policy for the office personnel to take personal calls and place messages in mailboxes unless it is an emergency.

## **2.20 Student Files**

A file for each student is maintained and kept in the program office. Students may access their file by making an appointment with the Office Manager. Files contain the following information:

1. Advisor Sheets
2. Courses/Grades: this includes class registration forms and Case Group evaluations.
3. Correspondence, Release/Consent Forms: this includes correspondence to/from the student, consent forms, releases, general notes, and records of attendance.
4. Fieldwork Information: includes evaluation from fieldwork sites, information sheets, and other pertinent information.

## **2.21 Schedules**

Students should be aware that changes in schedule may occur to accommodate guest speakers and for special events. Students will be given advanced notice about such changes and are expected to attend.

## **2.22 Student Clubs and Activities**

**Student Occupational Therapy Association (SOTA)** is a student-run group that organizes student participation in program, community, and social activities. Membership in SOTA is voluntary and membership fees are paid each year. A SOTA representative should attend the annual VOTA and AOTA conferences to represent the needs of the SUDOT program. Expenses for travel would be the student's responsibility or the club can vote to pay for some or all expenses.

Students are encouraged to participate in campus-based clubs and organizations. Consult the University Catalog or University Student Handbook for a complete list of clubs.

## **2.23 Student Class Liaison(s)**

One or more student class representatives will be elected for each incoming class near the middle of their first semester. Representatives will attend a meeting with occupational therapy director once per semester to allow formalized communication on issues pertaining to academic and clinical preparation.

## **2.24 Student Addresses**

It is every student's responsibility to keep his/her address and phone number current with the Registrar's Office and the Occupational Therapy office. It is especially important to provide the Academic Fieldwork Coordinator with your current academic and permanent contact information. Forms to update the information are available on BLACKBOARD. See the Fieldwork Handbook for more information.

## **2.25 Student Fund-Raising**

Students who wish to collect funds for their class hooding ceremonies may not use the Shenandoah University Division of Occupational Therapy title, address, or space. All accounts

must be separate from the SU Division of OT. For bake sales in the building, contact the security office for display table.

## 2.26 Registration

**Students should be alert to university announcements about Early Registration periods.** The Registration Office will not allow students to register who have HOLDS from the Wilkins Wellness Center or Student Accounts in the Business Office. **Unregistered students may not attend Division of Occupational Therapy classes including fieldwork.**

## 2.27 Faculty and Course Evaluations

During the academic year, students will be asked to complete individual course evaluations. In addition, each student's feedback on the curriculum will be requested through the use of questionnaires and/or focus groups. Course evaluations are to be completed at the conclusion of a course via on-line or paper surveys. Any paper evaluations will be given to the program secretary who will compile the results. Course evaluations **are not** to be placed in faculty offices or mailboxes.

## 2.28 Student Evaluations

Course grades for each student will be determined via evaluation of the extent to which the student meets course objectives. Individual course syllabi identify the weighting system by which scores from quizzes, exams, written assignments, skill-based practical examinations, etc. contribute toward a final grade.

**Grading Scale:** The student's knowledge, understanding, and ability to integrate information and display clinical reasoning and competencies will be graded on a point system, which is used to determine the course grade. Points earned from each assignment or examination is totaled. These are then converted to a percentage based on the total number of points possible. The grading scale based on percentage is as follows:

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
61 - 69 = D
60% or below = F

This is a graduate program leading towards a professional qualification. Students will be awarded appropriate grades for actual accomplishment. It is this program's policy to ensure a standard of quality to maintain future safety and integrity in clinical practice. Students are responsible for understanding the criteria for academic standing in the Division of Occupational Therapy Student Handbook.

**Clinical Skills Competency Examinations:** Students must master and demonstrate various clinical skills and techniques in skills checkouts within courses as they progress through the program. Proficiency in clinical skills is factored into the grade in each course as designated in the syllabi.

## 2.29 Professional Development Plans

During each of the semesters, students will participate in the portfolio process (see section 1.7) which includes a professional development plan. This assessment process is designed to address the development of a wide range of professional competencies necessary for the successful practice of occupational therapy. Students are responsible for completing a self evaluation prior to reviewing the plan with their advisor (see appendix). Students must successfully demonstrate professional behaviors outlined within the development plan to be recommended for Fieldwork.

## 2.30 Student Academic Progression, Academic Standing, and Retention

**Before Beginning the Program:** Students accepted into the program, must begin coursework the fall semester of the year they gain acceptance into the program.

Incoming students are required to have a physical exam and all health vaccination responsibilities completed before **beginning** coursework. The physical exam and PPD test must be repeated annually. All vaccinations and health records, physical examination and proof of health insurance must be on file with the Wilkins Wellness Center before classes begin. Student's medical records are kept in the Wilkins Wellness Center and the records are confidential. If a student needs to have records sent to a third party (e.g., fieldwork site, employer, etc), the student may request either Wilkins Wellness Center staff or the SUDOT Clinical Coordination Secretary to send the records.

Basic Life Support for Healthcare Providers (BLS)(CPR and AED) must be obtained outside of SUDOT and must be renewed annually or biannually (depending on the course; see section 2.7 for details).

**Health requirements and insurance and renewable trainings such as CPR must remain active from the beginning of the first semester through the final six-months of fieldwork.**

**Progressing through the Program:** Fulltime students must progress through the program within four years; including fieldwork. Part-time students must complete the program within a maximum of 5 years. This is the SUDOT policy and is required by ACOTE.

Student progression through the program is based on the following:

- a. Satisfactory completion of all course prerequisites before beginning coursework each semester.
- b. Completion of all occupational therapy coursework with grades of C or better.
- c. Maintenance of the 3.0 Cumulative GPA.
- d. Satisfactory evaluation on the Professional Development Plan after semesters one through four.
- e. Payment of all university tuition and fees
- f. Maintenance of health requirements, insurance and BLS throughout program
- g. Successful completion of two continuous 3-month fieldwork experiences (Level II fieldwork).

## 2.31 Written Assignments

### Copyright Compliance and Peer-to-Peer File Sharing

It is the intent of Shenandoah University that all members of the university community adhere to the provisions of U.S. copyright law (Title 17, US Code), as well as requirements from

the US Department of Education (74 FR 55902) related to peer-to-peer file sharing and illegal downloading. Copyright is a legal protection for the creators of original works that include literary, dramatic, musical, artistic, filmed and other intellectual property. Copyright owners have a number of rights under federal law that includes the right to control the reproduction, distribution and adaptation of the work, as well as the public performance of the work. Copyright holders include the artists who create the work as well as the companies that record and distribute the materials. Shenandoah University takes seriously our institutional commitment to the enforcement of copyright.

Motion pictures, television shows and music obtained over the Internet is still protected by copyright law. Peer-to-peer software such as BitTorrent, Kazaa, Shareaza, Morpheus, Audiogalaxy and similar programs enables a user to search the Internet for recorded music or video. Downloaded audio and video files may be covered by copyright, in which case the copies may be illegal. Moreover, some peer-to-peer software, such as BitTorrent, can be used to distribute large video files illegally.

If you do not hold the copyright to an audio or video recording, you cannot reproduce the work or distribute it. The illegal uploading, downloading, copying and/or distribution of copyrighted works are serious offenses. Using a university computer to download illegal files is a violation of university policy. A student who is found responsible of misusing a Shenandoah owned computer or the Shenandoah owned computer network shall be subject to the maximum sanction of dismissal, or any lesser sanction deemed appropriate. This includes student using privately owned computers or equipment that accesses the university-owned network either on or off campus.

In addition to institutional sanctions, illegal downloading carries the risk of criminal prosecution and the likelihood of substantial monetary damages. If found guilty of copyright infringement, you can be compelled to stop what you are doing (cease and desist), forced to pay damages and to pay legal fees associated with the cost of suing you.

#### Technology-assisted deterrents

The university uses a network device (Allot NetEnforcer) to monitor and control bandwidth on the Shenandoah network, and this device is configured to interrupt and drop all peer-to-peer connections on campus. Network logs show specific IP addresses and IP ports assigned to computers in use by students, staff and faculty.

#### Alternatives to illegal downloads

An MPAA website, <http://www.respectcopyrights.org>, offers legal alternatives for viewing movies and TV shows. Some of these sites include Hulu, ABC, NBC, iTunes and Netflix. Music can be streamed or purchased from Pandora, purchased from the iTunes store and Lala, or free from sites such as EZ-Tracks. Naxos Music Library, licensed by the university, enables streaming of classical music and jazz. Library and Media Center staff can provide guidance on locating legal downloads.

#### Institutional Response to Claims of Copyright Infringement

Under the requirements of the Digital Millennium Copyright Act (DCMA), the university has designated a copyright compliance officer to monitor and respond to complaints regarding the infringement of copyright. Complaints about the content on the university website or claimed

copyright infringements on the university network are directed to this individual, who investigates the allegation and recommends appropriate action to ensure copyright compliance.

### Campus-wide Education Regarding Copyright Compliance

The designated copyright compliance officer will work with campus units to educate students, faculty and staff regarding copyright compliance, digital rights and the illegal use of peer-to-peer software, to prevent future occurrences of infringement. Institutional Computing will discuss copyright compliance and illegal downloading issues during student orientation; Student Affairs will actively disclose information to students living in residence halls. Similarly, the University Library and Academic Affairs will work with faculty to ensure a broad understanding of digital rights and the enforcement of copyright. This policy will be published in Faculty, Staff and Student handbooks.

### **Academic dishonesty in any form is prohibited**

Academic dishonesty includes actions such as plagiarism or giving and receiving unauthorized assistance in academic work. What is plagiarism? Plagiarism is an act of stealing. It doesn't help you to learn, and there are severe penalties for it. Plagiarism is taking someone else's words, ideas, or patterns of ideas and presenting them as your own. When you do use someone else's ideas or words, you (1) quote directly, or (2) paraphrase and summarize. The reader must be informed of what you are doing.

The Division of Occupational Therapy advises students to follow the edition of the American Psychological Association (APA) Guidelines found in the Smith Library weblink <http://www.su.edu/A5BE2BBCF226490D8D0DE0DB8856D490.cfm> for all written work.

If you quote the source directly, you must:

- Use quotation marks before and after a person's words;
- Use a verbatim direct quote;
- Let the reader know the source, including page, author, and date with full citation in references.

If you paraphrase or summarize, you must:

- Introduce the reference in some manner at the beginning or end of the thought or paraphrase of the section or passage being summarized or paraphrased; this lets the reader know where your idea stops and the other person's begins;
- A rule of thumb is that if you use three or more words in the exact form as the original author's, it is a quote and not a summary to paraphrase;
- Credit source author and date.

If, at any time, you have questions or doubts as to whether or not you are plagiarizing, check with your instructor before you complete the project or paper. Academic dishonesty in any form could result in a grade of "F" for any course in which a dishonest act has occurred. The severity of the penalty will be in keeping with the nature of the offense and will follow guidelines in the *Shenandoah University Academic Honor Code*. Students must review the Honor Code and sign the form indicating that the Honor Code is understood. If in doubt as to what constitutes academic dishonesty, contact the course instructors.

Each paper must include the due date, course number, and instructor's name. If the paper is more than one page in length, the pages must be securely fastened by a staple. All papers are to be typed in Microsoft Word and saved as a Word or PDF file prior to electronically mailing to instructor. Students are responsible for fully complying with the instructor's directions.

The following suggested guidelines may be used by instructors; however, instructors will use their own scoring methods and will specify requirements under each category as needed.

**Guidelines for Evaluation of Written Work**

Item	Deficient	Needs Development	Developed	Exemplary
States purpose of paper				
Clearly relates paper to assignment e.g., occupation				
Clearly identifies theoretical and conceptual bases.				
Uses precise, direct language, active verb tenses when possible.				
Organizes: paragraphs, flow of ideas, transitions.				
Uses references from reliable and scholarly resources in text of paper.				
Proofreads paper; punctuates correctly.				
Uses APA format, e.g. cover page, line spacing, pagination, levels of heading, citing references in text, references, and running heads. Check with instructor.				
Other: additional criteria for specific paper.				

Student assignments, projects, and tests must be completed on announced due dates. Given extraordinary circumstances, students who are unable to complete work by a due date will be given the option of requesting an extension. Requests for an extension must be submitted in writing to the course instructor at least 24 hours before the due date. The instructor will sign the request if she/he agrees that an extension is justified, and will indicate a revised due date. Students who do not receive permission for an extension and who do not submit work on announced due date will receive a reduction points/grade for each day the work is overdue. All course requirements (even if late) must be turned in to successfully complete each course.

**2.32 Missed Examinations**

All exams will be announced prior to the scheduled date and each student is required to take tests at the scheduled time. If a student misses any exam or quiz without a legitimate excuse (i.e., personal illness, or death in the family), the student will not be allowed to make up the exam and will receive a grade of zero. Students who must take a make-up exam may be required

to take a different version of the exam than the one presented to their class (either written or oral). Students who are unable to take exams when they are scheduled are not to talk to classmates about any aspect of the exam until they have completed the exam themselves. This is an ethical responsibility. In order to make up a test missed for legitimate reasons, the student must inform the instructor or Office Manager prior to the time when the test is given.

Students may be required to verify their illness upon returning to school by presenting a written statement from the Wilkins Wellness Center and/or physician to their instructor. Doctor and dental appointments (other than emergencies) are **not** considered legitimate excuses. Arrangements to take a missed exam must be made before the next scheduled class. It is the student's responsibility to contact the instructor to make these arrangements. If the student fails to show up at the designated time to take a make-up exam, a zero will be given for a grade.

### **2.33 Failure to Successfully Complete Coursework**

All courses must be passed before a student may continue in the program of study. If a student receives a "D" or "F" in a course, he/she will not be allowed to take any new courses in the curriculum and will be placed on academic probation until the failed course has been successfully completed. Students who fail a course who wish to continue in the program may submit a letter to the faculty within 30 days of the receipt of the registered letter informing student of their status to petition continuing in the program including plans to retake the course and complete it successfully. The faculty will discuss and vote on petitions.

Failure to successfully complete the failed course will result in termination from the program. Financial aid may be jeopardized during the semesters of academic probation. In order to be removed from academic probation caused by failure of a course, the student must repeat the failed course for credit at the next opportunity.

If the student successfully remediates a course, he/she will be allowed to re-enter the program at the appropriate point in the curriculum. All courses will appear on the transcript but only the grade from the last attempt will be used for calculation of the cumulative grade point average (GPA). A course may be repeated once. If the student does not pass the repeated course, he/she will be dismissed from the program.

Failure of two or more courses (regardless of semester of occurrence) is an automatic dismissal from the program. Remediated courses are included in the total number of failed courses.

Students are urged to take full advantage of help sessions offered by faculty and obtain a tutor, if necessary, to avoid failure of courses.

In addition to policies and procedures of the University as identified in the *Shenandoah University Graduate Catalog*, occupational therapy students are responsible for reading, understanding, and implementing the policies and procedures found in the *Division of Occupational Therapy Student Handbook*.

### **2.34 GPA Criteria for Retention**

Students must maintain a 3.0 or above cumulative grade-point average (GPA) to remain in good academic standing. Students who achieve below a 3.0 GPA following the first 15 credit hours of coursework will be placed on academic probation. Students who achieve an OT program cumulative below a 3.0 GPA after completion of 32 (first two semesters) credit hours will not be permitted to proceed in the program. Students must have a 3.0 GPA to graduate from the university.

### 2.35 Withdrawal Procedures

For students voluntarily wishing to withdraw from the program, the following steps must be taken:

- a. discuss the matter with your advisor;
- b. discuss the matter with the Division Director;
- c. submit a letter stating the reason for withdrawal to the Division Director
- d. complete the official withdrawal forms from the university;

If a student is on fieldwork away from the university, they must contact the Academic Fieldwork Coordinator at SUDOT to discuss the issue of withdrawal. Please refer to the Shenandoah University graduate catalog for detailed procedures regarding withdrawing from a course or Shenandoah University.

### 2.36 Unsafe or Impaired Behavior

The faculty of the School of Health Professions supports the Drug and Alcohol Policy adopted by the university (refer to the Student Handbook). The use of drugs or alcohol prior to or during class or clinical will not be tolerated.

If a faculty member or clinical supervisor suspects that a student is under the influence of drugs or alcohol, he or she may remove the student from the setting and immediately notify the Wilkins Wellness Service. The following steps will be taken:

- a. The student will be informed why the behavior is considered inappropriate and what steps will be followed.
- b. The Director of Wilkins will interview the student and determine the need for drug screening which may be ordered at the student's expense.
- c. If the drug screen is positive for drugs or alcohol, the Director of Occupational Therapy will be notified.
- d. A treatment program will be determined. This program may include random drug testing at the student's expense, a chemical profile, and attendance in a support group. Failure to comply with the recommended treatment program may result in dismissal from Shenandoah University.
- e. If the drug screen is negative, the student will be referred to the university physician for further examination to determine the cause of behavior.
- f. If the student refuses to take the drug screen, the student may be dismissed from Shenandoah University.

### 2.37 Counseling Services

Some students may experience higher levels of stress due to the demands of the professional education process. Also, some students may find that their previously successful methods of studying may need improvement in view of these increased demands. Students are encouraged to share their concerns with their faculty and advisors. Faculty will act as advisors and are not in the position of counselors in this situation. All information shared with the faculty advisor will be kept confidential.

Counseling services are available to meet the personal, health, social, vocational, and educational needs of students. These counselors have provided invaluable help for many students and the faculty supports **early intervention**. Counseling is available to students through

appointments, email or Skype (video conferencing). Further information on counseling services can be obtained from advisors, any faculty member, Wilkins Wellness Center, or the University Student Handbook.

### **2.38 Professional Appearance**

**Classroom:** The student is reminded that the school is located in a professional office building in a small community. Therefore, appropriate attire is required **at all times**.

**Fieldwork or Community Setting:** The appearance of all students **must** conform to the highest standards of cleanliness, safety, and good taste. Whenever in a fieldwork or community setting, you represent Shenandoah University, the SUDOT Program, the occupational therapy profession, and yourself. Failure to adhere to the regulations will result in dismissal from the experience following one warning by the faculty member or clinical supervisor. Community settings refer to all experiences where students come into contact with clients and/or professionals. Many facilities have regulations regarding dress and grooming. If these policies do not exist, students are required to adhere to the following:

*Apparel:* White lab jacket, if appropriate to the facility, with dress-type slacks or knee length skirts. Athletic suits, shorts, sweats, mini-skirts or jeans are not acceptable attire, unless this is standard attire for the facility. Shirts or blouses must be long enough to cover all abdominal areas when shoulders are flexed to 180 degrees or when sitting or bending over. Shirts or blouses should be high enough so as to not reveal cleavage.

*Shoes:* Comfortable, non-skid soled shoes are appropriate fieldwork attire. No sandals, high heels, or open-toed shoes. Athletic shoes may be appropriate in some practice settings, as dictated by the facility.

*Socks/Stockings:* Tasteful socks or stockings must be worn with shoes.

*ID Badge:* An ID badge is to be worn at all times in clinic unless specifically instructed not to wear it. The ID badge is obtained during the first fall semester and should be used at all times.

*Grooming:* At fieldwork, hair must be clean and styled in a manner which promotes safety; off the collar, and away from the face. Hair should not dangle in your face when leaning over a patient. Students are encouraged to choose a style which appears professional and would not be distracting or offensive. Men must be clean-shaven or maintain a well-groomed beard or mustache.

*Cosmetics:* Make-up, if used at all, should be light and tastefully applied. Perfume, aftershave, or cologne is **not** to be worn during clinical experience. Use of an effective deodorant and proper oral hygiene is essential.

*Jewelry:* A watch with a second hand or a digital watch is a measurement tool to be worn while in the clinic. Rings of any type with high, sharp settings pose a safety threat to both you and your patient. Remove this type of ring and secure in a safe location. For both safety and professional reasons, only post-type earrings are permitted to be worn in the clinic. Necklaces which drape below the clavicle or bracelets should not be worn in the clinic.

**When in doubt, ask your faculty person or supervisor, what is appropriate.**

### **2.39 Health Profession Social Network Policy**

Health Profession students should be concerned with any behavior that might reflect badly on themselves, their families, their academic program, and/or Shenandoah University. Such behavior includes any activities conducted online.

Health Profession students are not restricted from using any online social network site and/or digital platform. However, users must understand that any content they make public via online social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal government, Commonwealth of Virginia, Shenandoah University, the Code of Ethics of your respective health profession, and the Student Handbook of your respective program.

As a School of Health Professions student- participating in classroom, clinical field experiences and community activities as part of Shenandoah University, you are a representative of the University. Before participating in any online community, understand that anything posted online is available to anyone in the world. Any text, video, or photo placed online is completely out of your control the moment it is placed online – even if you limit access to your site. Materials created or posted prior to matriculation to Shenandoah University also are representative of you and your relationship with Shenandoah University.

Program faculty and/or other Shenandoah administrators may and will monitor these web sites. Potential employers, internship supervisors, graduate program personnel, and scholarship committees now search these sites to screen candidates and applications.

To provide for your own safety, you should not post your home address, local address, phone number(s), birth date, or other personal information, as well as your whereabouts or your plans. By doing so, you could be placing yourself or others at risk to predators.

The following activities are prohibited when participating in social networking web sites and other media:

- Postings about yourself, your peers, faculty, staff, or clinical instructors, your respective program, or Shenandoah University that are inaccurate, unprofessional, or could be interpreted to negatively alter professional reputations. These postings may be information, videos, photos, music, or other online items.
  
- Posting any online materials that could be interpreted as a violation of the Health Insurance Portability and Accountability Act (HIPPA) or Family Educational Rights and Privacy Act (FERPA).
  
- Malicious use of online social networking programs. This includes derogatory language directed at Shenandoah faculty, staff and students; demeaning statements about or threats to any third party; incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use, or any other behaviors considered inappropriate and unprofessional for health professions students or providers.

Failure to agree and adhere to this policy will result in actions ranging from reprimand to dismissal from the program. It is the School of Health Profession's intention to achieve a level of behavior that reflects positively on all of us.

Violations of this School of Health Professions policy or evidence of such violations in the content of social networks or digital platforms may be subject to investigation and sanction under the *SU Occupational Therapy Student Handbook*. Any behaviors considered to be illegal will be referred to the appropriate law enforcement agency for investigation and potential prosecution. Students are also responsible for reading and complying with the Shenandoah University Information Technology Policy (found on the Blackboard log in page - IT Policy).

#### **2.40 Faculty Advisors**

Faculty advisors are assigned to students once they are admitted to the program. Students are to use scheduled office hours to schedule appointments with their advisors. Advisors will schedule appointments with students to discuss professional development and review goals in the student's portfolio during the four semesters on campus. Student evaluation of advising is required twice during the program.

#### **2.41 Scholarly Projects**

A scholarly project must be completed by a student for the Master of Science Degree in Occupational Therapy from Shenandoah University as outlined in the Scholarly Inquiry courses. It must represent a significant body of work on the part of the student, and be conducted under faculty supervision. Since the projects are under faculty or practitioner direction, planning and guidance, authorship considerations should be discussed at the beginning of the scholarly project. Authorship should be agreed upon by all members in advance.

#### **2.42 Formal Academic Appeals Procedure and Complaints**

The following is the procedure to be used when a student does not agree with a decision made by a faculty person. At each step in this process, the student may request to meet directly with the person hearing the appeal. The person hearing the appeal may meet with the student or seek the counsel of faculty members or others who may have pertinent information.

1. In the event the concerns cannot be resolved informally, the student may appeal to that person's school dean or Division director.

2. If the matter comes up at the end of a semester and it is not reasonable to contact the party(ies) involved at that time, the appeal must be presented no later than the end of the Drop/Add period of the following semester.

3. If the dean or director is unable to offer a satisfactory resolution, the student may appeal to the Vice President for Academic Affairs. The dean/director will advise the student of the right to appeal and will submit his/her own recommendation to the VP. The appeal to the VP must be in writing and must be accompanied by any evidence the student has to support his/her claim.

4. If the VP is unable to offer a satisfactory resolution, the student may appeal to the President of the University. The appeal to the President must be in writing and must be accompanied by any evidence the student has to support his/her claim. The VP will advise the student of the right to appeal and will submit his/her own recommendation to the President.

5. The decision of the President is final.

Complaints can be anonymously filed by students. A complaint form is available on BB organization – OT Coffee Shop and when filled out can be left in a designated “Complaint” mailbox with the faculty mailboxes.

### **2.43 Certification Examination**

Graduates from this program are able to sit for the national certification examination for occupational therapists administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). *A felony conviction before or during a student’s coursework may affect a graduate’s ability to sit for the certification examination or attain state licensure. If concerned, a student or prospective student should consult with the National Board for Certification in Occupational Therapy (NBCOT)(www.nbcot.org).*

NBCOT administers on-demand testing. Candidates can request an examination date and time that fits their schedule. After graduation, an official transcript must be submitted before an individual may take the exam. For further information on the NBCOT exam, contact:

National Board for Certification of Occupational Therapy  
12 S. Summit Ave., Suite 100  
Gaithersburg, MD 20877 – 4150  
Phone: 301-990-7979 [www.NBCOT.org](http://www.NBCOT.org)

### **2.44 Accreditation**

Shenandoah University is accredited by the Southern Association of Colleges and Schools. This accreditation is reviewed every ten years. The most recent accreditation visit was in March 2009. Shenandoah University is approved to grant Bachelor’s, Master’s, and Doctoral degrees.

The Division of Occupational Therapy was awarded full re-accreditation from the Accreditation Council for Occupational Therapy Education in 2011. The next re-accreditation visit will be made in 2017/2018.

ACOTE (c/o AOTA)  
4720 Montgomery Lane  
P.O. Box 31220  
Bethesda MD 20824-1220  
(301) 652-AOTA (or 2682)

### **2.45 Regulation of Practice**

Many states require licensure, certification, or registration in order to practice occupational therapy. Generally, passing the national certification examination will qualify graduates to apply for practice credentials in a state. Graduates of Shenandoah University are responsible for meeting the practice requirements established by the state in which they intend to practice. It is the responsibility of the student to investigate state credentialing requirements.

### **2.46 Occupational Therapy Practice Regulations in the Commonwealth of Virginia**

10.15.1 No person shall practice as an occupational therapist or occupational therapist assistant in the Commonwealth of Virginia except as provided in regulations VR465-08-01. A copy of these regulations is available in the Division of Occupational Therapy office. Students are expected to be familiar with these regulations.

## 2.47 Graduation

Organization and planning of a celebration event at the time of graduation is the responsibility of the Division chair and faculty in conjunction with representatives of the graduating class. In this curriculum, each cohort officially graduates in December; however, the university does not hold a university-wide commencement ceremony at that time. A celebration for the graduating OT's is held in December and students may choose to walk in the commencement ceremony the following May.

## 2.48 Publications

The Division of Occupational Therapy is developing a reputation for publication of research and scholarly activity which students are encouraged to continue. Issues regarding permission to publish, authorship, and ownership of data need to be discussed between the student, their research group members, and the faculty research advisor **before** a project commences.

## 2.49 SCHOLARSHIP OPPORTUNITIES

The following is a partial list of scholarships available to graduate students.

**1. THE AMERICAN OCCUPATIONAL THERAPY FOUNDATION** awards scholarships to undergraduate and graduate OT students. Their Web site is:

<http://www.aotf.org/html/Awardsletter2007.shtml> Deadline for applications is January 15.

Contact:

The American Occupational Therapy Foundation  
4720 Montgomery Lane  
P.O. Box 31220  
Bethesda, MD 20824-1220  
Telephone (800)366-9799 or (301)652-2682

**2. THE AMERICAN LEGION** provides various kinds of awards. Go to Web Site:

<http://www.americanlegionauxiliary.org/> and search on Scholarships.

**3. NSDAR (NATIONAL SOCIETY, DAUGHTERS OF THE AMERICAN REVOLUTION)** offers scholarships. Funds are administered by state societies and each state has its own requirements and procedures. State addresses are available from the National Headquarters. It is suggested interested applicants go to the website [www.dar.org](http://www.dar.org) for detailed information. Deadline for applications is April 1. Address your request to:

Committee Services Office  
Attn: Scholarships  
1776 D Street, NW  
Washington, DC 20006-5303

**4. VIRGINIA OCCUPATIONAL THERAPY ASSOCIATION (VOTA)** Website advises as follows; **VOTA** awards scholarships to second year OT students each year at the VOTA conference. Students must be a member of VOTA and apply for the scholarships during their first year of OT school. The OT Undergraduate Award, OT Graduate Award, and the OT Assistant Award are \$1000 each. Two other scholarships are also available: The Barbara Howard Scholarship which is \$400 with a bonus of \$100 if you take a position in the Tidewater area after

graduation, The Kirsten Akehurst Scholarship is \$500 and is awarded to a student of the Jefferson College of Health Sciences. The application with the criteria can be found in the back of your VOTA directory or to print an application, go to [www.vaota.org](http://www.vaota.org).

**5. THE NATIONAL ASSOCIATION OF AMERICAN BUSINESS CLUBS (AMBUCS)** administers a “scholarships for therapist” program, go to web site [http://www.ambucs.org/Scholars/program\\_information.aspx](http://www.ambucs.org/Scholars/program_information.aspx) accepting applications from Mid-January until April 15 annually

**6. THE BUSINESS AND PROFESSIONAL WOMEN’S FOUNDATION**

Web site: <http://www.bpw.org/>

**7. THE VETERAN’S ADMINISTRATION** Web sites for information:

[www.va.gov/oaa/ahe\\_default.asp](http://www.va.gov/oaa/ahe_default.asp) and [www.va.gov/dmeee/scholar.htm](http://www.va.gov/dmeee/scholar.htm)

**8. ROTARY FOUNDATION INTERNATIONAL FELLOWSHIPS**

For international students wish to study in the United States, please go to their web site [http://www.rotary.org/foundation/educational/amb\\_scho/](http://www.rotary.org/foundation/educational/amb_scho/) Applicants must contact the nearest Rotary club to determine if funding for the desired scholarship is available at this time, obtain application materials, and inquire about local application deadlines.

**2.50 Certified Occupational Therapy Assistants**

Students entering the program as Certified Occupational Therapy Assistants (COTA’s) are required to complete the same coursework and requirements as non-COTA’s with the following exception: They can waive their Level I rotation 2 Fieldwork experience if

1. they successfully completed their Level I rotation 1 Fieldwork and
2. will have a minimum of 150 credit hours (including undergraduate and graduate work) by the time they graduate from SUDOT.

**3.0 GENERAL POLICIES**

**3.1 Inclement Weather**

As health care professionals in training, we expect you to use proper judgment and caution regarding travel when conditions are not safe. Remember that part of an occupational therapists job is maintenance of safe environments for others; we must also do so for ourselves. The university policy requires the following adverse weather procedures:

1. Check the SU website at [www.su.edu/](http://www.su.edu/) or listen to one of the radio stations listed below or the local cable station to find out if Shenandoah University is closed. The Division of Occupational Therapy operates consistent with the University.  
Radio Stations: WINC (667-2224), WUSQ/WNTW (667-8761), WTRM (869-4997) [all in Winchester];  
WESI/WAPP (722-6109 or 465-9100) [Berryville/Strasburg],  
WJEJ/WWMD (301/739-2323) [Hagerstown, MD].
2. If the University is open but it is unsafe for you to travel, exercise appropriate judgment and do not travel to class. Please contact the division secretary (540/665-

- 5540) or leave a message if you will be unable to attend class. You will be responsible for making up the material covered in class by:
- collecting notes from fellow students;
  - reading up on pertinent materials reviewed in class;
  - contacting faculty members only after you have made the effort to obtain and learn the information presented; do not contact faculty as a first strategy for obtaining missed information.
3. If you are a commuter and there is a prediction of bad weather, it is recommended that you make arrangements to stay in the local area to prevent having to drive in unsafe conditions and missing class.
  4. **Do not** call individual faculty members, the chair, or the Division to find out if the school is open. Again, we operate according to university policy; check with local cable and/or radio. Please **do** call the division and leave a message if you are unable to attend class and send an email message.
  5. When the university is closed due to inclement weather on a Wednesday, this is not a “day off” from academic activity. All students are required to monitor emails and Blackboard as each faculty will communicate with you regarding alternative ways to make up the missed time. This may mean alternative online tasks will be required.

### 3.2 Use of Cork Street Facility

The Cork Street Facility is open for Occupational Therapy student use from 6:00 a.m. to 9:30 p.m. All entrances to the building are locked at 9:00 p.m. **Be sure to exit from the first floor Cork Street Lobby (near Security) after 9:00 p.m.** Students must have their Shenandoah University (SU) identification badges at all times when in the building after hours.

#### **Coffee Shop**

A coffee shop is located on the first floor. The hours of operation are 7:00am to 10:00 am and 11:00am -2:00 pm. Vending machines are available on the first floor as well.

#### **Patio**

Use of the patio on the first floor is permitted for eating or socializing. Tables and chairs are not to be moved from the patio for student use and should always be under the canopy area.

#### **Gift Shop**

A gift shop is also located on the first floor (hours:10:00 a.m. to 5:00 p.m. Monday through Friday).

#### **Student Lounge**

The student lounge on the second floor is to be used for studying, eating, or socializing. Please be respectful of students using the lounge for study purposes.

#### **Security**

Security is provided by Winchester Medical Center maintenance personnel at the Cork Street Facility. Security may be contacted at their offices on the first floor (near the entrance) 24 hours a day 7 days a week. If no one is in the office, call the security cell phone at 536-1987 or 550-5296. Students are encouraged to have identification badges at all times when in the Cork Street Facility.

### 3.3 Fire Alarms

On occasion, fire alarms will sound in the building. When alarms sound, both students and faculty are required to exit the building using the closest designated stairway and to exit as promptly as possible (unless the program has been communicated by memo that testing of alarms will occur on that specific day and time). Gather as a group on patio or walkway areas adjacent to stairwell entrances. **Always** respond to an alarm unless the faculty indicates that it is a test. A recorded message heard over the public address system will inform all building occupants of the location of the alarm pulled and when it is safe to re-enter the building. No one is to re-enter the facility until the “ALL CLEAR” signal has been given.

### 3.4 Suspicious Occurrences

Please notify security immediately if you observe suspicious individuals loitering in the building, especially near locker rooms, classrooms, computer rooms, and labs. After security is notified, also notify a faculty representative.

Security should also be notified if suspicious letters or packages are delivered or discovered. Please observe the following:

U.S. Postal Service advice on letter and parcel bombs:

*Common Characteristics:*

- \* type mail: foreign, priority, special delivery;
- \* restrictive endorsements: confidential, personal, to be opened by addressee only;
- \* visual distractions: fragile, rush, handle with care;
- \* excessive postage (usually postage stamps);
- \* fictitious or no return address; incorrect titles; titles but no names; misspellings of common words;
- \* oily stains or discolorations;
- \* excessive weight or uneven weight distribution;
- \* excessive binding material: masking, electric or strapping tape, string, twine;
- \* rigid, lopsided or uneven envelope;
- \* protruding wires, screws or other metal parts.

*If you are suspicious of a mailing:*

- \* do not open the article;  
inventing potential explosive gases;
- \* do not put in water or a confined space;
- \* if possible, open windows in the immediate area to assist
- \* isolate the mailing and evacuate the immediate area;
- \* if you have any reason to believe a letter or parcel is suspicious, do not take a chance or worry about possible embarrassment if the item turns out to be innocent; instead, contact building security immediately.

### 3.5 Temporary Signs

Temporary signs are often posted around the facility to inform others of any event or opportunity. Please note the following restrictions:

1. Signs should be mounted on doors or walls with putty, **not tape**. Putty can be purchased at local supply stores. Pins can be used to mount signs on bulletin boards.
2. Signs need to be dated in the upper right-hand corner. Signs that are not dated will be removed within three (3) days. Signs that are dated will be removed after seven (7) days.
3. On the 5th floor there are bulletin boards available for posting notices. Each board is labeled according to topic. Notices must be removed in a timely manner.

### **3.6 Cell Phones**

Cell phones should not be used on the 2<sup>nd</sup> floor of the Cork Street facility because of the possibility of patients with pacemakers. Cell phone and text messaging usage in classes is considered unprofessional behavior and students must silence the phone to avoid disruptions.

### **3.7 Parking at Cork Street Facility**

Students are permitted to park only in Lot #1 (directly across Stewart Street) between 8:00 a.m. and 5:00 p.m. on a first-come, first-served basis. If this lot is full, you must use on-street parking. Parking in unauthorized lots is not permitted and may result in your vehicle being towed at your own expense. There are no parking restrictions between 5:00 p.m. and 8:00 a.m.

### **3.8 Smoking**

The Cork Street Facility is an entirely “smoke-free” building. Smoking is strictly prohibited by all persons transacting business in the facility. Smoking is not permitted in the building or anywhere on the grounds, including parking lots. Due to complaints from our neighbors, students may not cross the street to smoke on private property.

### **3.9 Security When on Main Campus**

If you are on main campus and an emergency situation arises, call 336-1071 (security cellular phone). As a backup to the cellular phone, security’s pager number is 665-7304.

### **4.0 Information Technology Policy Statement**

The IT policy for using Shenandoah University computers and technology is located here: [https://bbd.su.edu/modules/\\_214\\_1/ITPOLICY2008\\_Approved.pdf](https://bbd.su.edu/modules/_214_1/ITPOLICY2008_Approved.pdf) . Please take time to read this policy.

**1.0 APPENDIX**

**1.1 Professional Development Plan form**

**1.2 Student Handbook and Honor Code Signature Page**

**Student Professional Development Plan**

**Student Name** \_\_\_\_\_

**Semester** \_\_\_\_\_

**Date Completed** \_\_\_\_\_

**Advisor** \_\_\_\_\_

**1. Skill Competence:** Demonstrate the knowledge and skills necessary to safely, appropriately, and efficiently coordinate tasks and materials for activity completion.

WELL BELOW STANDARDS-----BELOW STANDARDS-----MEETS STANDARDS

**DISCOVERY**

This is the thread that describes the student's journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges as a result of critically analyzing information from a variety of sources.

**Evidence that meets standards of Skill Competence in Discovery:**

- Names and frames salient issues in cases, literature, and own performance (includes prioritizing issues)
- Operationally defines variables
- Seeks opportunities for new knowledge and skills through CE or literature

Comments:

**PRACTICE**

This is the thread that describes the ways students acquire and apply knowledge related to the provision of specific therapeutic services to clients.

**Examples that meets standards of Skill Competence in Practice:**

- Chooses and administers evaluation and intervention tools and techniques appropriately.
- Effectively modifies evaluation tools and intervention when needed and when appropriate.
- Safely interacts with all clients and materials.
- Demonstrates effective communication skills when sharing information with families, colleagues and organizations.

Comments:

**SERVICE**

This is meant to transform the student into the type of professional that understands the importance of ethics, advocacy, civic responsibility, professional engagement and leadership.

**Evidence that meets standards of Skill Competence in Service**

- Promotes the profession within a community, state, and/or national level project/organization.
- Seeks volunteer opportunities within a community, state, and/or national level project/organization.
- Demonstrates ethical behavior both personally and professionally.

Comments:

**Student Professional Development Plan**  
**Student Name** \_\_\_\_\_

**2. Social/Cultural Competence:** Demonstrate the ability to work with others (team, clients, families, peers...) in multiple context and cultures through understanding, empathizing, communicating (verbal, nonverbal, and written), negotiating, cooperating, mediating, facilitating, collaborating and building.

WELL BELOW STANDARDS-----BELOW STANDARDS-----MEETS STANDARDS

**DISCOVERY**

This is the thread that describes the student's journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges as a result of the critically analyzing information from a variety of sources.

**Evidence that meets standards of Social/Cultural Competence in**

**Discovery;**

- Functions as a member of a project team to design/conduct/disseminate knowledge
- Professional, scholarly products reflect cultural sensitivity
- Monitors and protects human subjects' rights

Comments:

**PRACTICE**

This is the thread that describes the ways students acquire and apply knowledge related to the provision of specific therapeutic services to clients.

**Examples that meets standards of Social/Cultural Competence in Practice:**

- Adapts behaviors to meet social and cultural demands of practice setting and client/family.
- Demonstrates cultural awareness and competence during evaluation and intervention.
- Presents self as professional and able to adapt to setting as appropriate (dress, language, footwear. . .).

Comments:

**SERVICE**

This is meant to transform the student into the type of professional that understands the importance of ethics, advocacy, civic responsibility, professional engagement and leadership.

**Evidence that meets standards of Social/Cultural Competence in Service:**

- Demonstrates the use of ethical principles when working with others in a variety of contexts (team members, FW supervisors, peers, faculty, clients etc.)
- Engages in service activities with individuals and seeks to understand the impact of cultural diversity.
- Demonstrates professional behaviors (i.e. communicates clearly written and/or verbal, uses active listening skills, empathizes with others, and is consistently reliable) when working with others in a variety of contexts.

Comments:

**Student Professional Development Plan**  
**Student Name** \_\_\_\_\_

**3. Methodological Competence:** Demonstrate the ability to understand and apply theoretical and scientific principles necessary for data collection, synthesis, clinical reasoning, treatment planning and application to the occupational therapy process. Additionally, students will appropriately utilize multiple reasoning skills, best practices, critical pathways and evidence across the continuum of care. Competence in this area leads to understanding, developing and organizing effective programs that are client and/or community specific.

WELL BELOW STANDARDS-----BELOW STANDARDS-----MEETS STANDARDS

**DISCOVERY**

This is the thread that describes the student's journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges as a result of the critically analyzing information from a variety of sources.

**Evidence that meets standards of Methodological Competence in Discovery;**

- Critically analyzes own work and others' work
- Synthesizes information from multiple sources
- Chooses and conducts accurate assessments and analytic procedures
- Produces evidence-based materials that are grounded in theory

Comments:

**PRACTICE**

This is the thread that describes the ways students acquire and apply knowledge related to the provision of specific therapeutic services to clients.

**Examples that meets standards of Methodological Competence in Practice;**

- Applies theory/FOR's to clinical decision making process.
- Develops occupation-based and client-centered interventions.
- Analyzes and adapts intervention activities based on the needs of the context and of the client.
- Applies appropriate evidence based practice principles to the OT process.

Comments:

**SERVICE**

This is meant to transform the student into the type of professional that understands the importance of ethics, advocacy, civic responsibility, professional engagement and leadership.

**Evidence that meets standards of Methodological Competence in Service;**

- Demonstrates the ability to apply OT theory to various service opportunities.
- Demonstrates the ability to apply activity analysis/synthesis skills to various service opportunities.
- Demonstrates the use of OT theoretical and/or scientific principles to advocate for the profession and/or clients across the continuum of care.

Comments:

**Student Professional Development Plan**

**Student Name** \_\_\_\_\_

**4. Informatics Competence:** Demonstrate and understand the ability to efficiently gain, use and disseminate information to multiple audiences as it applies to occupational therapy services.

WELL BELOW STANDARDS-----BELOW STANDARDS-----MEETS STANDARDS

**DISCOVERY**

This is the thread that describes the student’s journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges as a result of the critically analyzing information from a variety of sources.

**Evidence that meets standards of Informatics Competence in Discovery;**

- Uses literature to access assessment tools, theories and models, and background information
- Accurately cites sources
- Adjusts content and medium of information products to specific needs of audience
- Produces high quality oral and written products, such as manuscripts, posters and platform presentations.

Comments:

**PRACTICE**

This is the thread that describes the ways students acquire and apply knowledge related to the provision of specific therapeutic services to clients.

**Examples that meets standards of Informatics Competence in Practice;**

- Uses research evidence for clinical decision making.
- Disseminates information during poster and/or platform presentations.
- Demonstrates communication skills necessary to disseminate information to individual clients and colleagues about the OT process.

Comments:

**SERVICE**

This is meant to transform the student into the type of professional that understands the importance of ethics, advocacy, civic responsibility, professional engagement and leadership.

**Evidence that meets standards of Informatics Competence in Service;**

- Seeks opportunities to promote/describe the OT profession in written and/or verbal communication.
- Promotes the profession and/or advocates for a client/the profession through the use of effective verbal/written communication.

Comments:

**Student Professional Development Plan**  
**Student Name** \_\_\_\_\_

**5. Personal Competence:** Demonstrates the ability to reflect and evaluate one's strengths and challenges, seek and gain insight from others, and modify behaviors, set goals and seek assistance to insure competence in the other domains.

WELL BELOW STANDARDS-----BELOW STANDARDS-----MEETS STANDARDS

### **DISCOVERY**

This is the thread that describes the student's journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges as a result of the critically analyzing information from a variety of sources.

#### **Evidence that meets standards of Personal Competence in Discovery;**

- Seeks and uses feedback on performance, skills, and attitudes
- Engages in mentoring relationships with roles ranging from mentor to protégé
- Reflects on strengths and challenges as a scholar and sets appropriate goals for improvement

Comments:

### **PRACTICE**

This is the thread that describes the ways students acquire and apply knowledge related to the provision of specific therapeutic services to clients.

#### **Examples that meets standards of Personal Competence in Practice;**

- Uses instructor and client feedback, as well as self-evaluation to develop career goals.
- Modifies practice based on feedback and self evaluation.
- Makes FW and career choices based on personal strengths and challenges.
- Independently seeks out resources to close knowledge gap in his/her practice.

Comments:

### **SERVICE**

This is meant to transform the student into the type of professional that understands the importance of ethics, advocacy, civic responsibility, professional engagement and leadership.

#### **Evidence that meets standards of Personal Competence in Service;**

- Seeks opportunities to further develop/enhance advocacy, professional and leadership skills.
- Seeks service opportunities that will assist in the development of professional identity (i.e. leadership skills, ethical behaviors, and self-awareness).

Comments:

## STUDENT HANDBOOK & HONOR CODE

### SIGNATURE PAGE

\_\_\_\_\_ I have read and fully understand the policies and procedures outlined in the Occupational Therapy Student Handbook.

Trust and mutual respect are essential to an environment in which learning is fostered. To encourage and support such an environment, the University adopted an Honor Code based on the recommendations of the Student Government Association and the Faculty Assembly. The Honor Code provides mechanisms for dealing with those rare cases of academic dishonesty. Students are expected to read the provisions of the Honor Code and to abide by them.

\_\_\_\_\_ The student will sign below to indicate that he/she has read, understood, and agrees to abide by the provisions of the SU Honor Code.

*Printed Name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_