

Doctor of Occupational Therapy

Student Handbook



Department of Rehabilitation, Exercise, and Nutrition Sciences

# Dear Student:

This handbook has been compiled to provide insight into the Doctor of Occupational Therapy (OTD) Program at the University of Cincinnati. It is designed to inform you about the various program policies as well as the program procedures that will be important to you. Students are advised to read the information carefully and to ask questions about coursework, clinical requirements, academic standards, the College of Allied Health Sciences and Occupational Therapy Program. Although this handbook is specific to the OT Program, the Graduate Handbook details policies not outlined in this handbook that are important to you as a graduate student in this University. Therefore, students are advised to access the Graduate Handbook at: [http://www.grad.uc.edu](http://www.grad.uc.edu/) (click on “Current Students” and then “Student Handbook”). Students are also directed toward additional information that can be provided by the Graduate School, Faculty Advisors, and OT Program Faculty. Students are advised that they must abide by the University of Cincinnati’s Student Code of Conduct (SCOC) which can be found at: [https://www.uc.edu/conduct/Code\_of\_Conduct.html.](https://www.uc.edu/conduct/Code_of_Conduct.html)

We hope that you will find this handbook useful as you embark on your graduate education in occupational therapy.

Sincerely,



Victoria McQuiddy, PhD, MHS, OTR/L

Occupational Therapy Program Director

Occupational Therapy Program Student Handbook

Table of Contents

[Dear Student: 2](#_Toc197594442)

[University of Cincinnati 7](#_Toc197594443)

[Mission 7](#_Toc197594444)

[College of Allied Health Sciences 7](#_Toc197594445)

[Mission 7](#_Toc197594446)

[Vision 7](#_Toc197594447)

[Department of Rehabilitation, Exercise, and Nutrition Sciences 8](#_Toc197594448)

[Mission 8](#_Toc197594449)

[OTD Program Overview 9](#_Toc197594450)

[Occupational Therapy Program Faculty and Staff 9](#_Toc197594451)

[OT Program Director 9](#_Toc197594452)

[Clinical Education Team 9](#_Toc197594453)

[Faculty 9](#_Toc197594454)

[Clinical Adjunct Faculty 10](#_Toc197594455)

[Affiliate Faculty 10](#_Toc197594456)

[Administrative Support Staff 10](#_Toc197594457)

[Doctor of Occupational Therapy Program Accreditation Status 11](#_Toc197594458)

[Occupational Therapy Program Mission 11](#_Toc197594459)

[Occupational Therapy Program Philosophy 11](#_Toc197594460)

[Occupational Therapy Program Curriculum Design 13](#_Toc197594461)

[Course Sequence 18](#_Toc197594462)

[Program Policies and Procedures 19](#_Toc197594463)

[Occupational Therapy Program and Faculty Goals (OT Policy 001) 19](#_Toc197594464)

[OT Program Goals 19](#_Toc197594465)

[OT Program Faculty Goals 20](#_Toc197594466)

[Occupational Therapy Program Student Goals (OT Policy 002) 21](#_Toc197594467)

[OT Program Student Goals 21](#_Toc197594468)

[Criteria for Retention and Progression (OT Policy 003) 21](#_Toc197594469)

[Completion of the Occupational Therapy Program (OT Policy 004) 25](#_Toc197594470)

[Dismissal from the Occupational Therapy Program (OT Policy 005) 26](#_Toc197594471)

[Occupational Therapy Program Leave of Absence (OT Policy 006) 27](#_Toc197594472)

[Student Advising (OT Policy 007) 28](#_Toc197594473)

[Classroom Attendance (OT Policy 008) 29](#_Toc197594474)

[Tardiness (OT Policy 009) 30](#_Toc197594475)

[Class Cancellation (OT Policy 010) 30](#_Toc197594476)

[Occupational Therapy Practical Examinations (OT Policy 011) 30](#_Toc197594477)

[Classwork Re-Take (OT Policy 012) 30](#_Toc197594478)

[Classwork Make-Up (OT Policy 013) 31](#_Toc197594479)

[Grading Scale (OT Policy 014) 31](#_Toc197594480)

[Occupational Therapy Program Professional Behaviors (OT Policy 015) 32](#_Toc197594481)

[Occupational Therapy Program Professional Behavior Incidents (OT Policy 016) 34](#_Toc197594482)

[Academic and Non-Academic Misconduct (OT Policy 017) 35](#_Toc197594483)

[Assignment of an “Incomplete” Final Grade (OT Policy 018) 38](#_Toc197594484)

[Borrowing Equipment (OT Policy 019) 39](#_Toc197594485)

[Essential Program-Related Functions (OT Policy 020) 39](#_Toc197594486)

[Fieldwork Education Considerations 42](#_Toc197594487)

[Student Use of the Occupational Therapy Labs (OT Policy 021) 4](#_Toc197594488)3

[Laboratory Rules (OT Policy 022) 4](#_Toc197594489)4

[Dress Code (OT Policy 023) 4](#_Toc197594490)6

[Hazardous Materials and Potential Health Risks (OT Policy 024) 4](#_Toc197594491)7

[Student Expenses (OT Policy 025) 4](#_Toc197594492)7

[Communication with Students (OT Policy 026) 5](#_Toc197594493)0

[Accessibility Policy (OT Policy 027) 5](#_Toc197594494)0

[Participation as a Student Subject in Laboratory Activities (OT Policy 028) 5](#_Toc197594495)1

[Additional Requirements (OT Policy 029) 5](#_Toc197594496)2

[Appeal Process/ Complaints (OT Policy 030) 5](#_Toc197594497)5

[Use of Electronic Devices (OT Policy 031) 5](#_Toc197594498)7

[Policy on Harassment/Abuse (OT Policy 032)](#_Toc197594499) 58

[Program Awards and Recognition (OT Policy 033) 60](#_Toc197594500)

[Additional Information 61](#_Toc197594501)

[Emergency Procedure Guidelines for Students 61](#_Toc197594502)

[Student IDs 65](#_Toc197594503)

[Setting Up Your UC Email Account and Your Computer for Distance Learning 65](#_Toc197594504)

[Additional On-Campus Resources 69](#_Toc197594505)

[Donald C. Harrison Health Sciences Library 69](#_Toc197594506)

[Shuttle Service 69](#_Toc197594507)

[Fitness Center 70](#_Toc197594508)

[University Police 70](#_Toc197594509)

[Parking Services 70](#_Toc197594510)

[University Health Services 70](#_Toc197594511)

[Mental Health Services 71](#_Toc197594512)

[Metropolitan Rate (reciprocity) 73](#_Toc197594513)

[Fieldwork Education 74](#_Toc197594514)

[Fieldwork Education: An Overview 74](#_Toc197594515)

[Fieldwork Site Selection and Process (OT FW Policy 001) 74](#_Toc197594516)

[Fieldwork Objectives (OT FW Policy OO2) 79](#_Toc197594517)

[Fieldwork Educator Qualifications (OT FW Policy 003) 80](#_Toc197594518)

[Plan for Supervision Where No Occupational Therapy Services Exist (OT FW Policy 004) 82](#_Toc197594519)

[Supervision Guidelines (OT FW Policy 005) 83](#_Toc197594520)

[Formal Evaluation of Level I and Level II Fieldwork (OT FW Policy 006) 84](#_Toc197594521)

[Communication (OT FW Policy 007) 87](#_Toc197594522)

[Student Conflict Resolution Procedures in the Clinical Setting (OT FW Policy 008) 87](#_Toc197594523)

[Absence, Tardiness, and Early Departure Policy (OT FW Policy 009) 89](#_Toc197594524)

[Fieldwork Experiences Outside of the United States (OT FW Policy 010) 90](#_Toc197594525)

[Clinical Experience Dress Code (OT FW Policy 011) 90](#_Toc197594526)

[Required Documentation for Clinical Assignments (OT FW Policy 012) 91](#_Toc197594527)

[Additional Information on Fieldwork Rotations (OT FW Policy 013) 91](#_Toc197594528)

[Doctoral Capstone Project and Experience 97](#_Toc197594529)

[Doctoral Capstone: An Overview 97](#_Toc197594530)

[Doctoral Capstone Prerequisites and Timelines 97](#_Toc197594531)

[Identification of Capstone Team Roles 98](#_Toc197594532)

[Capstone Site Selection and Process (OT Capstone Policy 001) 100](#_Toc197594533)

[On-Site Capstone Experience 101](#_Toc197594534)

[Capstone Objectives (OT Capstone Policy 002) 101](#_Toc197594535)

[Capstone Mentor Qualifications and Supervision (OT Capstone Policy 003) 102](#_Toc197594536)

[Evaluation and Grading of Doctoral Capstone (OT Capstone Policy 004) 102](#_Toc197594537)

[Student Conflict Resolution Procedures in the Capstone Setting (OT Capstone Policy 005) 102](#_Toc197594538)

[Capstone Outcomes/Dissemination of the Capstone (OT Capstone Policy 006) 103](#_Toc197594539)

[Appendices 103](#_Toc197594540)

[Important Websites 103](#_Toc197594541)

[Background Check Consent and Release Form 105](#_Toc197594542)

[Professional Behavior/Development Plan Form 106](#_Toc197594543)

[University of Cincinnati OTD Professional Behaviors and Essential Functions Form 107](#_Toc197594544)

[Doctor of Occupational Therapy Incomplete Grade Form (Part I) 111](#_Toc197594545)

[Doctor of Occupational Therapy Incomplete Grade Form (Part II) 112](#_Toc197594546)

[Student Incident Report 113](#_Toc197594547)

[OT Lab Activities Consent – Student 114](#_Toc197594548)

[OT Lab Activities Consent – Community Member 115](#_Toc197594549)

[Fieldwork Education Release of Information 116](#_Toc197594550)

[OTD Program Consent and Release Form 117](#_Toc197594551)

[Handbook Acknowledgment 119](#_Toc197594552)

# University of Cincinnati

## **Mission**

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence in our students, faculty, staff, and all our activities. We provide an environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy, and enrich our university, city, state and global community.

## **Statement of Commitment**

The University of Cincinnati declares that it will educate students by means of free, open, and rigorous intellectual inquiry to seek the truth. The University of Cincinnati declares that its duty is to equip students with the opportunity to develop the intellectual skills they need to reach their own, informed conclusions. The University of Cincinnati declares its commitment to not requiring, favoring, disfavoring, or prohibiting speech or lawful assembly. The University of Cincinnati declares it is committed to create a community dedicated to an ethic of civil and free inquiry, which respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community. The University of Cincinnati declares that its duty is to treat all faculty, staff, and students as individuals, to hold them to equal standards, and to provide them equality of opportunity, with regard to those individuals' race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.

# College of Allied Health Sciences

## **Mission**

The College of Allied Health Sciences educates and prepares future allied health and other science professionals to provide high quality health service in their respective fields. In conjunction with community-based partners, students achieve clinical skills and learn the values of critical thinking, good communication, collaboration on a team, cultural competence, and service-learning. The college’s faculty commit themselves to excellence in teaching, research, service, and leadership.

## **Vision**

It is the belief of the faculty that the vision and mission of the college will be served best by encouraging our

students at all levels, by explanation and by example to:

* Strive for excellence in the scientific, professional, and humanistic aspects of their chosen discipline.
* Be aware of the changing needs and demands in health professions which may lead to changes in practice and/or education patterns.
* Participate in activities which enhance the role played by all allied health professions.
* Practice in a manner current and consistent with well-established methods, and use treatments which have been fully explained to, and accepted by, the patient or client.
* Provide an environment conducive to gaining an awareness of the importance of lifelong learning.
* Foster an open and collaborative relationship with other disciplines.

# Department of Rehabilitation, Exercise, and Nutrition Sciences

## **Mission**

The Department of Rehabilitation, Exercise, and Nutrition Sciences prepares students to provide high quality health care within their respective fields. In collaboration with community-based partners, students acquire professional skills together with proficiency in critical thinking, effective communication, teamwork, cultural sensitivity, and service learning. Through their focus on wellness, prevention, injury or illness recovery, functional adaptation, and community participation, our programs share a commitment to improving human performance and well-being across the lifespan. The Department faculty value and engage in innovative teaching, service, scholarly activity, interdisciplinary collaboration, and leadership.

# OTD Program Overview

## **Occupational Therapy Program Faculty and Staff**

### OT Program Director

**Victoria McQuiddy, PhD, MHS, OTR/L**

Assistant Professor, Department of Rehabilitation, Exercise, and Nutrition Sciences

Program Director, Occupational Therapy

University of Cincinnati

### Clinical Education Team

#### Academic Fieldwork Coordinator:

**Kelly Kennedy, OTD, OTR/L, NTMTC**

Associate Professor, Rehabilitation, Exercise, and Nutrition Sciences

Academic Fieldwork Coordinator, Occupational Therapy

University of Cincinnati

#### Doctoral Capstone Coordinator:

**Carrie Solomon, MSc, OTD, OTR/L**

Assistant Professor, Rehabilitation, Exercise, and Nutrition Sciences

Doctoral Capstone Coordinator, Occupational Therapy

University of Cincinnati

### Faculty

**Karen Craven, OTD, OTR/L, OTPP, CDRS**

Assistant Professor, Department of Rehabilitation, Exercise, and Nutrition Sciences

University of Cincinnati

**Anne Fleischer, PhD, MPH, OT/L, CLT-LANA**

Associate Professor, Department of Rehabilitation, Exercise, and Nutrition Sciences

University of Cincinnati

**Valerie Miller, PhD, MS, OTR/L**

Assistant Professor, Department of Rehabilitation, Exercise, and Nutrition Sciences

University of Cincinnati

**Kelly Neal, OTD, OTR/L, BCPR, c/NDT, CBIS**

Instructor Department of Rehabilitation, Exercise, and Nutrition Sciences

University of Cincinnati

### Clinical Adjunct Faculty

**Natalie Centers, MOT, OTR/L**

Occupational Therapist, Queen City Clubhouse

**Stephanie Lambers, Med, OTR/L**

TriHealth Rehabilitation Network

**Colton Sayers, MOT, OTR/L, CNS**

UC Health

**Krystin Turner, DHSc, OTR/L**

Cincinnati Children’s Hospital

**Susan Walters, OTR/L, CHT**

Occupational Therapist, Hand Therapy, NovaCare Rehabilitation, Cincinnati, OH

### Affiliate Faculty

**Dennis Cleary, MS, OTD, OTR/L**

Senior Researcher, Disabilities Services

Cincinnati Children’s Medical Center

**Jenny Dorich, MBA, OTR/L, CHT**

Occupational Therapist / Program Lead, Hand Therapy

Cincinnati Children’s Medical Center

**Karen Harpster, PhD, OTR/L**

Occupational Therapist III

Cincinnati Children’s Hospital Medical Center

### Administrative Support Staff

**Mandy Finamore**

Program Coordinator, Department of Rehabilitation, Exercise, and Nutrition Sciences

**Rachel Sellmeyer**

Financial Administrator, Department of Rehabilitation, Exercise, and Nutrition Sciences

## **Doctor of Occupational Therapy Program Accreditation Status**

The University of Cincinnati Doctor of Occupational Therapy Program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number is (301) 652-6611, and its web address is www.acoteonline.org. The OTD program at UC is currently working on submitting the self-study for pre-accreditation review to ACOTE. Pending accreditation from ACOTE, graduates of the program will be eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are based on the results of the NBCOT Certification Examination.

\*Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. NBCOT can be contacted prior to beginning the OTD Program to determine student’s ability to sit for the exam.

## **Occupational Therapy Program Mission**

The mission of the Occupational Therapy Program at the University of Cincinnati is to educate students to become licensed occupational therapists capable of competently and independently evaluating, treating and/or consulting with clients, groups, and populations in a variety of settings. In addition, it is the mission of the program to educate those who might not have access to traditional forms of higher education through a mix of distance learning technologies and face-to- face instruction. The program strives for excellence in teaching, service, scholarly activity, and leadership while supporting the professional growth of faculty and students, instilling a commitment to lifelong learning, and responding to the needs of the region that it serves.

## **Occupational Therapy Program Philosophy**

The philosophy of the University of Cincinnati (UC) Occupational Therapy program integrates the core values and mission of the University, the UC College of Allied Health Sciences (CAHS), and the CAHS Department of Rehabilitation, Exercise, and Nutrition Sciences (RENS) with basic tenets of occupational therapy education and practice and the World Health Organization’s International Classification of Functioning, Disability, and Health (ICF).

Within its mission, the UC emphasizes experience-based learning in an environment that welcomes innovation and freedom of intellectual inquiry. Consistent with this notion of “learning by doing,” the UC Occupational Therapy program will utilize experience-based and service-learning activities to foster a student’s personal and professional growth. Occupation is the central component of occupational therapy, defined as “activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society (AOTA, 2017, p. 1). Occupational therapy practitioners use occupation as both the means (a change agent) and the ultimate goal (engagement in occupations) of the rehabilitation process.

In the context of experience-based learning, a student’s engagement in occupations serves as both the foundational framework for understanding the occupational therapy process and as a preparatory strategy for professional development. Through participation in theoretical coursework, students gain knowledge about the importance of occupation and its central role within occupational therapy. Such knowledge helps develop frames of reference that continuously evolve and serve at the core of professional decision making, clinical judgment, and professional identity. However, it is through participation in learning tasks that utilize occupation that the student builds on foundational knowledge to promote self-awareness, professional skill development, and personal growth. The educational and professional experiences of occupational therapy assistants provide unique insights into the therapeutic use of occupation. The UC OTD program will recognize the value of such experiences through admissions policies and a curriculum design supportive of the OTA to OT transition.

Within the ICF, “participation” reflects involvement in life situations (WHO, 2001). It is our belief that it is through facilitating a client’s “doing” and engaging in meaningful occupations in a variety of contexts (cultural, physical, social, personal, temporal, spiritual, and virtual environments) that occupational therapy practitioners impact human performance, health, and the effects of disease and disability (AOTA, 2017; AOTA, 2020). Occupations are ascribed value and meaning by each individual culture. Engagement in occupations involves the transactional interaction of the mind, body, and spirit to support survival, self-actualization, occupational balance, and quality of life (AOTA, 2017; AOTA, 2020).

Faculty of UC’s occupational therapy program serve as educators and role models committed to excellence in teaching, research, and service while demonstrating professionalism, ethical behavior, and cultural competence. Through an appreciation of the complexity of human beings, faculty collaborate with students in a student-centered manner, demonstrating the importance of a person-centered approach, central to occupational therapy practice, while nurturing the student’s physical, cognitive, psychological, emotional, and spiritual growth. It is through this collaborative process that students develop greater awareness of the means by which their actions can impact individuals, communities, and populations at the local, State, National, and global level.

OT Lab in Health Sciences Building 


*OT Lab in Health Sciences Building*

## **Occupational Therapy Program Curriculum Design**

The curricular philosophy of the UC Occupational Therapy Program integrates foundational principles of the missions of the University, College of Allied Health Sciences, and the Occupational Therapy Program, with essential concepts of occupational therapy and established learning theories and taxonomies. Grounded in the concepts of *occupation* and *participation*,the curriculum design seeks to educate ethical, competent, evidence-based, entry level generalists committed to professionalism, lifelong learning, and leadership. The curriculum design, together with the Program Philosophy, serves as a guide for faculty and students in respect to course planning, content, instructional approaches, student evaluation, and program evaluation.

*On-site transfers lab at community partner -Encompass Health in Norwood*

The curriculum design for UC’s Occupational Therapy Program has its foundation in the principles of adult learning. In both structure and process, the curriculum design is also consistent with adult learner theory, as described by Knowles (1980). The program is based on a blended curriculum model of both supervised on campus work and distance learning through a variety of online learning approaches. Students participate in self-directed web-based coursework to receive didactic “knowledge” content while the on-campus sessions provide knowledge, supervised competency building, and clinically relevant real and simulated experiences. The blend of on-campus and online work is designed to maintain the rigor of a traditional on-campus program while creating a more accessible path to occupational therapy graduate education for the adult learner needing greater flexibility.

Admitted students bring varying educational backgrounds and experiences to the Program which, for some (i.e. occupational therapy assistants), may include education specific to occupational therapy. Such backgrounds provide unique contributions to the classroom experience and expand the richness of discussions both within and outside the classroom. Participation in the occupational therapy curriculum serves as the means by which all students transition into the role of professional occupational therapists – evidence-based critical thinkers committed to professional leadership and contributors to their communities.

The blended instructional approach supports the student progression from dependence to more self-directedness in their professional development. Case-based, problem based, and experiential learning activities create relevance for the student, nurturing the adult learner’s internal motivation to actively participate in their educational experience. As students’ progress through the curriculum, they will be encouraged to provide input into their educational experiences, select research topics of personal interest, develop professional development plans, provide input into fieldwork preferences and capstone experiences, and self-evaluate progress and performance. Faculty serve as role models for professionalism during this process. Students meet with their assigned faculty advisor each semester to review professional behaviors using a professional development assessment consistent with the AOTA Code of Ethics and the affective domain of Bloom’s Taxonomy.

The program’s curricular approach embodies the philosophy of OT education as well as the philosophical basis of the OT profession. The OT profession believes that “occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation” (AOTA, 2017, p. 1). Occupational therapy education views students as “occupational beings who are in dynamic transaction with the learning context and the teaching–learning process.” (AOTA, 2018, p.1). The AOTA Blueprint for Education (AOTA, 2009) challenges educators to embrace technology and virtual environments and evolve to meet the learning needs of current students who think and process information differently, and who are accustomed to receiving information and feedback on their performance quickly.

In addition to the unique hybrid model for delivery of the occupational therapy curriculum, UC’s Doctoral Occupational Therapy Program emphasizes the core beliefs of the occupational therapy profession - teaching students about the transformative nature of occupation and the impact of participation in occupations on health, well-being, and quality of life. Students within UC’s Occupational Therapy Program participate in a variety of learning experiences both within and outside of the program as they prepare for entry-level occupational therapy practice. Throughout courses in the curriculum, students are given feedback as they develop their skills for occupational therapy practice but are also taught about the importance and encouraged to engage in self-reflection. The value of lifelong learning is instilled in students and students are encouraged to plan for how their learning will continue post-graduation from the Occupational Therapy Program. With a terminal degree in the discipline of occupational therapy, graduates will be prepared to contribute to practice, education, and/or research. 

*OT Practical Exam with Dr. Karen Craven*

While the curriculum is designed to cover all aspects of occupational therapy education as defined in the

Accreditation Standards for Occupational Therapy Education (ACOTE), areas of special emphasis, known as curricular “threads,” are consistent with the missions of the University, College, and Program. The curricular threads of UC’s Occupational Therapy Program are described in more detail below in relation to curricular progression and activities:

* **Occupation Based Practice**

Beginning in their first semester, students are educated about the impact of occupational participation on individual, group, and population health. As students progress through the curriculum, occupation and occupation-based practice are emphasized so that they learn how to facilitate occupational participation with persons throughout the lifespan.

* **Evidence Based Practice**

Evidence-based practice is a point of evidence for students throughout the Occupational Therapy Program. Students are taught how to appraise and critically review evidence and apply that information to case scenarios, occupational therapy practice, and research and capstone projects. Students will understand and articulate levels of evidence.

* **Community-Based Health Care**

Students in UC’s Occupational Therapy Program participate in a variety of activities within the local community. Students are required to complete volunteer hours within the program to facilitate engagement in the local community and instill the importance of service to students.

* **Instructional Technology**

Given the blend of online and in-person instruction in the Occupational Therapy Program, students learn how to use a variety of technology and participate in various instructional methods. The use of instructional technology allows students to engage in self-directed learning and builds their critical thinking skills as they prepare for entry-level practice. Exposure to a variety of technology and instructional methods during their education is also beneficial for students as it provides a strong basis for the use of technology in practice.

* **Inter- and Intra- Professional Learning and Advocacy**

The College of Allied Health Sciences (CAHS) at UC is committed to developing students prepared for interprofessional practice in health care settings. Students in UC’s Occupational Therapy program participate in activities within the OT program and within CAHS to develop competencies for participating in interdisciplinary teams, such as nursing, physical therapy, nutrition, speech language pathology, etc. Students are able to apply for recognition on their diploma upon graduation showing their participation in interprofessional educational activities. Additionally, given the inclusion of Occupational Therapy Assistants within the cohort of students and learning activities on intra-professional practice, students in UC’s Occupational Therapy Program participate in a variety of activities to prepare them for intra-professional practice.

* **Experiential Learning**

Students in UC’s Occupational Therapy Program participate in a variety of experiential learning activities both within and outside of the classroom. Students benefit from partnerships between the Occupational Therapy Program and Cincinnati Children’s Hospital, University of Cincinnati Medical Center, the Transition and Access Program at UC, etc. which enable students to participate in experiential learning activities beyond the classroom setting.

These curricular threads are woven throughout coursework, fieldwork, advising, capstone, and research activities, and occur on-campus, online, and in the community. In some cases, these threads may be overtly discussed as part of the presentation of specific course material. At other times, they are the product of the learning approach, activity, or environment. For example, occupation-based practice is formally defined and explored as part of coursework but also emphasized less formally as part of the decision-making process during case study analysis, lab activities, and clinical practice experience in virtually all coursework. The integration of Program threads with occupational therapy education entry level core competencies promotes the development of clinicians grounded in the occupational therapy theory and equipped to succeed in a variety of practice settings, clinical populations, roles, and healthcare environments.

Both within courses and across semesters in the sequence of the UC Occupational Therapy curriculum, student learning is progressive in its complexity. Prior to entering the Occupational Therapy Program, all student’s complete prerequisite and leveling coursework that provides the knowledge upon which professional competencies are built. While not specifically part of the Occupational Therapy curriculum, prerequisite courses are foundational knowledge building blocks that are consistent with the Program’s mission, philosophy, areas of emphasis, and objectives. Upon entering the OT Program, students immediately begin integrating this knowledge from the physical and social sciences with the various theories, frames of reference, and models that influence occupational therapy practice. Beginning in first semester, and continuing over the remainder of the program, concepts of occupation, occupational performance, and occupational science are integrated into the assessment, prevention, and rehabilitation of neurological, orthopedic, and mental health conditions, of an acute and chronic nature, across the lifespan. Learning activities are structured to promote analysis, assessment, synthesis, and evaluation of information and performance consistent with Bloom’s taxonomy (Bloom, 1956). This progression of learning complexity promotes high level cognitive processing which is not only conducive to the development of skills in clinical reasoning and professional decision making but encourages a level of self-evaluation supportive of ongoing professional growth.

Student learning goals have been established consistent with the Occupational Therapy Program’s areas of emphasis. They are as follows:

1. Students will understand the dynamic nature of human occupation and demonstrate entry level competence in assessment and intervention approaches to facilitate participation in meaningful occupations across the lifespan.
2. Students will frame issues associated with impaired occupational performance through the lens of current frames of reference, theoretical models, and approaches consistent with the profession of occupational therapy.
3. Students will use evidence-based decision making to guide occupational therapy assessment and intervention.
4. Students will differentiate occupations as “ends” and occupations as “means” in the occupational therapy process and effectively apply these concepts to populations across the lifespan.
5. Students will identify issues unique to urban healthcare and demonstrate entry level competence in applying the occupational therapy process to facilitate meaningful community participation and occupational engagement.
6. Students will demonstrate cultural competence and an ability to incorporate cultural considerations during client-centered, collaborative assessment and intervention.
7. Students will apply current technologies to support client assessment, intervention, prevention, and wellness to populations across the lifespan.

**References:**

American Occupational Therapy Association (2010). Blueprint for entry-level education. *American Journal of Occupational Therapy, 64*(1), 186-203. <https://doi.org/10.5012.ajot.64.1.186>

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy, 71*(Suppl. 2), 7112410045. https://.doi.org/10.5014/ajot. 716S06

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy, 72(*Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

American Occupational Therapy Association (2020). *Occupational Therapy Practice Framework: Domain and Process*, 4th Edition. AOTA Press.

World Health Organization [WHO] (2001). *International Classification of Functioning, Disability, and Health*. Geneva, WHO.

## **Course Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Course #  (Term #)** | **Course Title** | **Credit Hours** |
| **Semester 1**  ***(14 cr.)*** | OT6010 (1)  OT6061 (1)  OT6074 (1)  OT6051 (2)  OT6031 (2) | Occupational Therapy Theory and Process  Functional Anatomy & Kinesiology  Evidence-Based Practice in Occupational Therapy  Clinical Conditions I: Pediatrics  Introduction to Assessment & Evaluation in Occupational Therapy | 3  3  2  3  3 |
| **Semester 2**  ***(16 cr.)*** | OT6021 (1)  OT6063 (1)  OT6052 (2)  OT6075 (2)  OT6091 (2)  OT8070 (2) | Pediatric Occupational Therapy Evaluation and Treatment  Brain, Behavior, and Human Performance  Clinical Conditions II: Adult  Research Methods in Occupational Therapy  Level 1 Fieldwork: Pediatric Occupational Therapy  Introduction to the Doctoral Capstone | 5  3  3  2  2  1 |
| **Semester 3**  ***(15 cr.)*** | OT7076 (F)  OT6025 (1)  OT6066 (1)  OT6065 (2)  OT6012 (2)  OT6092 (2) | Research in Occupational Therapy I  Gerontology Occupational Therapy Evaluation & Intervention  Orthotics and Assistive Technology  Neuromusculoskeletal OT Evaluation & Intervention  Professional Decision Making in Occupational Therapy  Level 1 Fieldwork: Neuromusculoskeletal/Gerontology OT | 3  2  3  3  2  2 |
| **Semester 4**  ***(17 cr.)*** | OT7077 (F)  OT6081 (1)  OT7041 (1)  OT7085 (1)  OT7061 (2)  OT6093 (2)  OT7081 (2) | Research in Occupational Therapy II  Mental Heal Evaluation & Intervention in Occupational Therapy  Occupational Therapy Group Process and Intervention  Administration, Leadership, & Management  Occupational Performance in Work and Leisure  Level 1 Fieldwork: Mental Health/ Community-Based OT  Community Based Occupational Therapy | 3  3  2  3  2  2  2 |
| **Semester 5**  ***(11 cr.)*** | OT7011 (1)  OT7091 (F)  OT8074 (F) | Seminar I: Clinical Reasoning for Fieldwork  Level II Fieldwork  Occupational Therapy Doctoral Capstone: Evidence-Based Foundations I | 1  9  1 |
| **Semester 6**  ***(10 cr.)*** | OT7092 (F)  OT8075 (F) | Level II Fieldwork  Occupational Therapy Doctoral Capstone: Evidence-Based Foundations II | 9  1 |
| **Semester 7**  ***(14 cr.)*** | OT8033 (1)  OT7083 (1)  OT8091 (1)  OT8092 (2)  OT8050 (2) | Scholarship of Teaching & Learning  Global Health Practices  Occupational Therapy Doctoral Capstone I  Occupational Therapy Doctoral Capstone II  Health Policy and Advocacy | 3  2  3  3  3 |
| **Semester 8**  ***(10 cr.)*** | OT8095 (F) | Capstone Experience (80% for 14 weeks) | 10 |
| **Semester 9**  ***(12 cr.)*** | OT8099 (F)  OT8013 (1)  OT8061 (1)  OT8086 (2)  OT7012 (2)  OT8021 (2)  OT8065 (2) | Doctoral Capstone Dissemination  Advanced Concepts in Professional & Clinical Reasoning  Knowledge Translation & Advanced Application of Evidence in Practice  Advanced Leadership Development  Seminar II: Professional Development  Elective: Advanced Topics in Pediatrics *OR*  Elective: Advanced Topics in Neurorehabilitation | 2  3  3  2  1  3  3 |

# Program Policies and Procedures

## **Occupational Therapy Program and Faculty Goals (OT Policy 001)**

### OT Program Goals

• The program will provide the educational opportunities needed for students to be eligible for OT licensure.

* The program will meet ACOTE standards for accreditation.
* The program will maintain a comprehensive curriculum that adequately prepares students for entry level practice as indicated by results on the NBCOT, feedback from clinical instructors and results of the exit surveys.
* The program will maintain an appropriate fieldwork education component of the curriculum as measured by placement of each student in three level one experiences and two full time 12-week level two internships.
* The program will provide opportunities and guidance for students and faculty to participate in scholarly activities.
  + Under the guidance of a faculty member, each student will participate in a scholarly activity that culminates in a presentation at the College of Allied Health Sciences Scholarly Showcase, the UC OT Student Research Symposium, and/or an alternative setting.
  + Program faculty will be notified of internal and external funding opportunities as this information is received.
  + Within budget constraints, the program will acquire needed equipment to advance the scholarly work of the faculty.
* The program will promote excellence in occupational therapy through the provision of quality continuing education and other education initiatives.
  + The program will provide resources which will allow students and core faculty to participate in at least one activity per year that promotes professional growth.
    - The program will host at least one invited speaker per year.
    - The program will communicate information on professional activities such as OOTA functions to students and faculty.
    - Within budget constraints, the program will provide monetary support to faculty to attend a minimum of one continuing education course or professional meetings per year.
    - Within budget constraints, the program will provide monetary support to students who are representing the program at professional meetings.
* The program will monitor and attempt to respond to the needs of the community in the area of Occupational Therapy.
  + The program will maintain regular communication with the professional community through program mailings such as the Bearcat Banter (newsletter).
  + The program will host at least one continuing education course per year.
  + The program will take a leadership role in community-based rehabilitation, recovery, and coping through leadership and involvement in a minimum of one local support group(s).

### OT Program Faculty Goals

* The faculty will demonstrate a commitment to ongoing professional development commensurate with the contemporary practice of occupational therapy including a commitment to scholarly activity. o Each core faculty member will meet ACOTE requirements for scholarly activity.
  + Each core faculty member will submit a minimum of one abstract to a local, state, or national conference in areas/topics consistent with urban healthcare or education.
  + Faculty will explore grants and other means of financially supporting research in urban health and/or education.
* The faculty will demonstrate a commitment to ongoing professional development commensurate with the contemporary practice of occupational therapy including:
  + Providing effective teaching.
  + Satisfactory annual review.
  + Course evaluations with an average rating of at least satisfactory in 90% of the questions.
  + Attendance at a minimum of one continuing education course or teaching seminar each year.
* The faculty will demonstrate a commitment to service to the profession and the community.
  + Core faculty members will participate in at least one professional or community service activity per year.
  + Core faculty members will represent the profession and University through participation on local, state, and/or national committees or working groups – maintaining active membership on a minimum of one committee/ group outside the Department.

## **Occupational Therapy Program Student Goals** **(OT Policy 002)**

### OT Program Student Goals

* Be competent occupation-based generalist practitioners and be able to serve the health care needs of the local and global community.
* Develop evidence-based approaches to intervention.
* Provide occupational therapy services to individuals, groups and communities in a culturally competent manner.
* Engage in research and scholarly activities that will advance the profession of occupational therapy.
* Be advocates for inter- and intra- professional learning and collaboration.
* Use technology for learning and in occupational therapy practice.
* Understand the need for life-long learning.

## **Criteria for Retention and Progression (OT Policy 003)**

All aspects of the progression and graduation process for the OTD Program operate consistent with the University of Cincinnati’s commitment to non-discrimination. The University does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in university programs or activities. Full description and contact information at: [http://www.uc.edu/about/policies/non-discrimination.html.](http://www.uc.edu/about/policies/non-discrimination.html)

**OTD Program Progression and Retention**

Like many professional programs, the curriculum in the entry level doctoral occupational therapy program is fixed and intense. Semesters 1-4, 7, and 9 of the nine-semester program curriculum combine on-campus and online instruction that facilitates professional knowledge, behaviors, and skills that form the foundation for clinical practice. Given the full-time nature of the curriculum, it is recommended that students limit employment to less than 24 hours per week during the first four semesters. Semesters five and six include two 12-week off-campus, full-time clinical experiences known as level II fieldwork, and semester 8 includes the 14-week full-time doctoral capstone experience. Students are financially responsible for transportation, housing, and meal expenses related to clinical assignments. Due to the demands of occupational therapy fieldwork education and doctoral capstone experience, it is recommended that students not participate in additional employment during semesters 5, 6, and 8 of the OTD Program.

All students in the OTD Program must fully comply with the rules and regulations for student conduct and progression as set forth by the University of Cincinnati and University of Cincinnati Graduate School:

https://www.uc.edu/conduct/Code\_of\_Conduct.html<https://grad.uc.edu/content/dam/refresh/grad-62/docs/policy/handbook.pdf>

In addition, student progression in the OTD Program includes the following:

1. Attendance at all on-campus sessions is ***required***. On-campus sessions focus on skill development, competency evaluation, group work, guest lectures, oral presentations, level I fieldwork activities, access to UC on-campus resources, and face to face professional behavior and research advising. On-campus requirements for semesters 1-4, 7, and 9 include attending classes on campus or in the community approximately 1 ½ days per week. There will be circumstances in which students will be required to come to campus or participate in class activities beyond the regularly scheduled course times; students will be notified in the course syllabi and by the course director of these schedule changes. Additional optional lab sessions are also available once per week and students are encouraged to attend. Students missing an on-campus activity due to an emergency situation must notify the course instructor and Program Director as soon as possible. In cases where content cannot be made up, students may be required to withdraw from a course or courses. Make-up sessions for missed content is at the discretion of the instructor. Students repeatedly missing on-campus sessions (including excessive tardiness) may be dismissed from the OTD Program.
2. Students must maintain a semester GPA of 3.0 or better throughout the OTD Program. In cases where a student falls below this level, the student will be required to meet with the OT Program Student Affairs Committee and be placed on academic probation by the Program (see OT Policy 016 for a description of the OT Student Affairs Committee). The student will have one additional semester to raise the GPA to a 3.0 or above. Upon recommendation of the Student Affairs

Committee and the OT Program Director, a student may be required to complete additional learning or professional activities to address identified deficiencies. A student will be **dismissed** from the OTD program if their GPA remains below 3.0 for two consecutive semesters.

1. A grade of C or better is required in all OTD graduate coursework. Students receiving a grade below C may request the opportunity to retake the course. However, given the sequential nature of the curriculum, approval to retake a course will require ceased participation (suspension) in the OTD Program until the course is offered again in its regular sequence (the following year). This will result in additional time to complete the OTD Program as well as all associated expenses.
2. A student who receives more than 1 grade below C **will be dismissed** from the OTD Program.
3. **Academic Remediation Policy**

Remediation is a formal, student-specific process through which a student who is experiencing difficulty works to improve unsatisfactory performance and/or professionalism issues. The intent is to increase the likelihood of a student’s educational and professional success. Remediation may address written examinations, signature assignments or unprofessional behavior. The remediation may take the form of self- study, reading assignments, completion of specific tasks, written response to selected exam items, referral to support services, etc. Specific remediation activities will be developed collaboratively between the student and the course instructor.

Remediation is for the purpose of learning and the student must demonstrate they understand the material in which the deficiency was identified. Successful remediation will support student progression by providing students with opportunities to improve competency and preparedness as an entry-level occupational therapy practitioner. However, successfully completing remediation does not guarantee students’ progression in the OT program.

Remediation may not result in a grade change on the original failed assessment/assignment.

Academic Progression and Proficiency

1. Academic progression in the OTD program requires a grade of C+ or better in all OTD courses. A student receiving below 76% on any assignment (with the exception of daily lab checkoff sheets or those activities contributing to “participation points”) or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence may or may not result in a change in the initial grade. In addition, students may be required to complete a learning contract in collaboration with faculty and their OT program academic advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

**Remediation of assessments/assignments must be completed within two weeks.** This includes communication/meeting with course instructor, academic advisor and/or program director. The student must also complete a remediation plan of study and completion of the method through which a student can demonstrate proficiency as defined by the course instructor. The manner of remediation is up to the course instructor’s discretion.

1. Students must comply with the following in addition to course specific remediation:
   1. 1st remediation: meet with course instructor to determine remediation AND inform their OT faculty advisor.
   2. 2nd remediation: meet with course instructor AND meet with their OT faculty advisor to initiate a learning contract.
   3. 3rd remediation: meet with course instructor, OT advisor, program director to review the learning contract.
   4. 4th remediation: Student requiring 4 remediations in 1 course will be placed upon academic probation and required to repeat remediated course(s). Students who require 4 remediations in a single course are not able to demonstrate competency required for progression and to meet ACOTE standards.

**It is the student’s responsibility to communicate with course instructor and advisor regarding remediation.** Course instructors and advisors have the right to complete a “Professional Behavior” evaluation for individuals who do not follow steps listed in the “Remediation Policy.” If students fail to reach out to initiate the remediation process or do not successfully complete academic remediation, they will receive an incomplete or an F for the course.

1. The sequential nature of the OTD Program curriculum necessitates that all coursework be taken in sequence and on a full-time basis. Withdrawal from any one course equates to withdrawal from the OTD Program unless the student requests, and is granted by the Program Director, an academic leave of absence. Students may take a maximum of one year of academic leave of absence. (See OT Policy 006)
2. Students are expected to fully comply with all academic fieldwork requirements (level I and level II rotations), including Program and Fieldwork site rules and regulations. Due to the potential for serious ethical dilemmas and the need to develop entry-level generalist competencies, OTA students are not permitted to complete level II fieldwork at a site where they are employed as an OT practitioner. Students cannot begin level II fieldwork or the doctoral capstone experience until all prior curriculum coursework is completed.
3. Students are required to maintain full-time University enrollment, including payment of tuition and College and Program fees. These fees can vary from year to year. ***The current University and College Fee schedule can be reviewed at:*** [***http://grad.uc.edu/prospective/tuition.html.***](http://grad.uc.edu/prospective/tuition.html) ***Yearly tuition rates reflected in the published fee schedule reflect fall and spring semester enrollment. Students should use “per term” rates to reflect the consecutive summer, fall, and spring semester OTD Program enrollment.***

Textbooks will be required for all OTD courses and expenses associated with these are the responsibility of the student. Students are also required to maintain up to date CPR Certification. Estimates of additional OTD Program Fees are as follows:

Yearly Fees:

AOTA Membership Fee = $75.00 (Membership is mandatory)

NBCOT Exam Practice Test Fee = $25.00 (Covered by OTD Program)

SOTA = $30.00 (Membership is mandatory)

Fieldwork/Capstone Requirements (such as background checks) = $100.00 (approximate)

SPSS Software (research) = $110.00 (Available through CAHS vpn upon request)

Supplies (Orthotics) = $100.00

These fees are subject to change. OTD Program fees are paid directly to the program, testing agency, background checking agency, or organization.

## **Completion of the Occupational Therapy Program (OT Policy 004)**

To complete the OT Program, students must satisfactorily complete all program courses and requirements, including all fieldwork assignments and meet all University of Cincinnati obligations, including all financial responsibilities. All OTD Program requirements must be completed within 5 years. Students extending beyond that period will be required to reapply and, upon admission, retake all OTD coursework and fieldwork.

**Graduation**

Students are responsible for ensuring that all administrative and academic requirements for graduation have been met. The Doctor of Occupational Therapy (OTD) Degree is awarded upon completion of all required graduate work (typically the end of the third year/ninth semester in the OTD Program). The total number of credits hours of graduate occupational therapy work (including both academic and clinical fieldwork) is 120 credit hours. In addition, students must meet the following criteria:

1. Completion of all University of Cincinnati admission, retention, and graduation requirements as outlined in the University of Cincinnati Graduate Handbook:

<https://grad.uc.edu/content/dam/refresh/grad-62/docs/policy/handbook.pdf>

1. Completion of all OTD required coursework, including

* 24 weeks of full-time fieldwork,
* The doctoral capstone including dissemination and sign off by the doctoral capstone coordinator and faculty mentor, and
* A research project with presentations at the research symposium and the CAHS Scholarly Showcase

All coursework counted towards the degree must be completed at the University of Cincinnati.

1. Completion of a minimum of 24 service hours completed within the first four semesters.
2. Participation in a minimum of 3 inter-professional educational activities at UC within the first three semesters.
3. Attendance at the OT Student Research Symposium and CAHS Scholarly Showcase each year.
4. Maintenance of a minimum of a 3.0 overall GPA with no OTD course below a grade of C (unless that course has been successfully retaken).
5. Completion of all OTD Program requirements within 5 years. Students extending beyond that period will be required to reapply and, upon admission, retake all OTD coursework and fieldwork.

Violations of policies or actions may result in:

* Removal of the student from the program,
* Additional scheduled time in the program,
* A delay in return to the program,
* No opportunity to make up missed time,
* Placement in an additional clinical experience,
* Need to cover additional tuition costs associated with clinical education extension,
* Delayed graduation
* Failure in the clinical experience, and/or
* Termination from the OT program.

## **Dismissal from the Occupational Therapy Program (OT Policy 005)**

Student progression through the occupational therapy program is outlined in OT Policy 003 – *Criteria for Retention, Progression, and Graduation*.

Additional reasons for dismissal from the program include, but are not limited to, the following:

* A student who has withdrawn, with an approved leave of absence, returns and then withdraws a second time.
* A student who achieves acceptable academic standing but, in the professional opinion of the faculty, demonstrates unacceptable professional behavior may not be recommended for a fieldwork experience or may be dismissed from the program. A decision to not place a student in a fieldwork experience or to dismiss a student from the program will occur only after a student has been notified of the faculty’s concerns and has been given the opportunity to correct the deficiencies (See OT Policy 003: Retention, Progression, and Graduation in the Occupational Therapy Program and OT Policy 015: Professional Behaviors).
* A student who is unable to meet the essential program functions.
* A student who fails to submit required documentation within program timelines is also, upon a recommendation from the Student Affairs Committee, subject to dismissal.
* Violation of the University of Cincinnati Student Code of Conduct

A student has the right to appeal a dismissal decision. See OT Policy 030: *Appeal Procedure.*

Anyone dismissed from the Occupational Therapy Program may re-apply for admission. Re-admission will be determined by the Admissions Committee utilizing all admissions criteria and is a competitive process. The Committee will also take into consideration the reason for the dismissal. Faculty must also approve, by a majority vote, readmission.

## **Occupational Therapy Program Leave of Absence (OT Policy 006)**

On occasion, a student may experience academic difficulty, illness or personal issues which prevent the student from completing the requirements of a specific course. A request for leave of absence must be submitted to the program director in writing, within one week of the withdrawal and cannot exceed one calendar year. Program faculty will review the request and have the discretion, but are not required, to grant such leaves. In addition, the faculty may recommend that the student complete specified activities while on leave that will allow the student to be better prepared to resume full-time studies upon their return. This may include, but is not limited to, additional coursework, tutoring, meetings with faculty, etc. Prior to their return, the student’s academic record will be reviewed and, if courses which have already been completed are considered out of date, or if new requirements/competencies have been added to such courses, the faculty may stipulate that certain courses be taken or retaken to meet requirements.

A student may only be granted one leave of absence. If a student withdraws, they must withdraw from all courses in which they are enrolled. Students are not permitted to withdraw from a specific course and remain enrolled in other courses. Any student who withdraws from courses and is granted a leave of absence must repeat the courses the next time they are offered. Please note that OT courses are only offered once per year.

A student who is in good academic standing and requests a leave of absence can be reinstated at the same course level if the leave is approved by the faculty and the student is reinstated within one year. Students who request a leave of absence because they are academically ineligible will be required to repeat the course(s) the next time the course is offered.

Before returning to the Program, the student must complete all additional requirements (as outlined in OT Policy 029: *Additional Requirements*). Proof of compliance with these additional requirements must be submitted prior to resuming courses. The student must notify the OT Program Director in writing of his/her continued intention to return to the program by the date stated in the letter informing the student that the request for a leave of absence has been granted. In addition, the student is required to pay all fees required of incoming students by the stated deadline. A student who withdraws from any required occupational therapy course without requesting and/or receiving a leave of absence from the program will be dismissed from the program.

NOTE: Students must register for at least one graduate course (minimum of 1 credit hour) during an academic year in order to maintain graduate student status within the University. If a student chooses not to register for at least one graduate credit hour, then the student must request a leave of absence from the Graduate School. This request must be made on a Request for Leave of Absence form, obtained from the graduate school website (www.grad.uc.edu) and submitted to the program director. The program director will forward the application to the department head and college dean for approval. Upon approval of the dean, the dean will forward the application to the Associate Dean of the Graduate School. The Associate Dean will notify the student in writing of the approval or denial of the request. Please note that the Graduate School will only approve a leave of absence under very specific circumstances. Please refer to the Graduate School at (513) 556-4335 for further details.

If a student takes an approved leave of absence during the first semester of the program, the $500 admission deposit will be applied to the student’s University of Cincinnati bursar account upon successful completion (B or better) of the returning semester.

Students with financial aid or student loans should confer with the Office of Financial Aid at (513) 556-6982 o[r www.financialaid.uc.edu p](http://www.financialaid.uc.edu/)rior to requesting a leave of absence to ascertain the consequences of such action on their loan status.

## **Student Advising (OT Policy 007)**

Upon admission to the OT Program, each student will be assigned a faculty advisor. Students are required to contact and arrange a meeting with their advisor at the conclusion of each semester throughout the program. Academic progress and professional development are to be discussed and documented. If, during the student review by the faculty which takes place at the end of each semester (see OT Policy 003: *Retention in Occupational Therapy Program*), or at any other time, it is determined that a formal professional abilities plan is needed for a student, the student’s faculty advisor will meet with the student and will be responsible for overseeing the writing, initiation, and completion of the professional abilities plan by the student (See OT Policy 014: Professional Behaviors). It is also recommended that a student discuss any extenuating circumstances with their faculty advisor that might affect the student’s attendance or performance in class.

During each semester, the student will schedule a meeting with their faculty advisor. At that time the student will complete a self-evaluation using the Standards of Performance Professional Behaviors Form. The faculty advisor will also fill out a form and the student and advisor will discuss the student’s strengths and areas of growth. By the end of the fourth semester, the student needs to have received a proficient rating in each category. If the student does not receive a proficient rating in a category, it means that the student has not exhibited professional behaviors consistent with being prepared for fieldwork. The student will then meet with the AFWC to devise a professional development remediation plan. The student will then need to complete the remediation plan before he/she will be allowed to complete Level II fieldwork. Students should be aware that a professional development remediation plan could delay fieldwork and graduation.

The goals of the Occupational Therapy Program advising are as follows:

1. To help students understand the realities of a career as an OT.
2. To help students evaluate personal strengths, weaknesses and areas of concern that might affect successful completion of the OT Program.
3. To facilitate, if needed, the development of a professional abilities plan.
4. To assist the students with specific areas of academic concern.
5. To assist those students who choose to leave the OT Program through available information and referrals.
6. To serve as a conduit to university student services as needed by the student.

\*Note that this advisor does not replace the need for students to contact the college academic advisors.

## **Classroom Attendance (OT Policy 008)**

The Occupational Therapy Program at the University of Cincinnati **requires** students to attend all scheduled class activities including those in the classroom, virtual environments, and the community. Students are responsible for all information, assignments, homework, handouts, discussions, and any necessary additional assignments as determined by the instructor. In addition, the student is advised that missing classroom discussion, lab questions, assignments, checkoffs, quizzes, practical exams, exams, and/or any other activities may have significant effects on the student’s grade and ability to pass the course.

On Campus Classes: If a student misses a class for a non-emergent reason (such as a vacation), students will receive a zero for participation in the class that day and receive a minimum of a 10% deduction on any assignment(s) missed in class.

Lab and Community Experiences: If the absence involves a community experience or lab activity, the student may receive a zero for that activity. Due to nature of lab experiences, and coordination with community partners, many of these activities are not able to be made up, and the instructor is not obligated to provide a make-up activity for student absence.

If a student wishes to have an absence considered as an emergent situation or issue, a doctor’s note or documentation of the emergent situation must be submitted to the program director and course director. A student who misses more than two classes must have a written note from his/her physician. The note must state whether the student may fully participate in class or lab.

If the student is unable to fully participate, any activity restrictions must be outlined. A written note from the student’s physician will be required for the student to be permitted to return to normal activity.

Students are responsible for their own attendance and, thus, take responsibility for consequences of nonattendance.

**Students are responsible for their own attendance and, thus, take responsibility for consequences of nonattendance.**

## **Tardiness** **(OT Policy 009)**

Students are expected to be in the classroom or lab at the start of class and stay until all activities are completed. On all occasions, the student will be responsible for all activities missed and must recognize the consequences of an absence. Note: *Exceptions may be made to the above in individual courses as noted on the course syllabus*.

## **Class Cancellation** **(OT Policy 010)**

In the event of an unscheduled University closure or cancellation of program classes, students may be required to make up the missed class time. The decision to make up the class time is at the sole discretion of the course instructor. A specific date/time will be identified at the beginning of each semester as a potential make-up time for program activities. Students will be informed of the dates/times that are to be reserved for potential make-up. Students are advised not to schedule other responsibilities during these times in order to allow attendance. In addition, an individual instructor may schedule a make-up class outside of the program make-up date.

## **Occupational Therapy Practical Examinations (OT Policy 011)**

Practical examinations are given to students to assess competency in a given patient evaluation, treatment and/or assessment skill. In addition to assessment concerning the actual performance of the skill, all practical exams will include assessment of communication skills, any required adaptations, appropriate professional behavior and when indicated, decision making. All practical exams must also include an assessment of safety. Safety must be weighed such that a student who is unsafe during the practical will not pass the practical. Students must achieve a grade of 74.6% or better on all practical exams. In the event that a student performs lower than a 74.6%, the instructor will determine whether the student will be permitted to re-take the practical and what, if any remediation, will take place. NOTE: EXCEPTIONS MAY BE MADE TO THE ABOVE IN INDIVIDUAL COURSES AS NOTED ON THE COURSE SYLLABUS.

## **Classwork Re-Take (OT Policy 012)**

The decision to require/allow a student to re-take an exam, practical, quiz and/or final is made solely by the instructor. The instructor is in no way obligated to allow a student to re-take an exam, practice, quiz and/or final.

## **Classwork Make-Up (OT Policy 013)**

Students who are unable to attend a scheduled exam, quiz, final exam or practical exam must notify the Program office and the instructor prior to or at least within 24 hours of the scheduled exam, quiz, final exam, or practical. Written documentation of the reason for absence at the exam must be submitted to the instructor within 48 hours of the scheduled exam, quiz, final exam, or practical. The instructor has the ability to do any of the following:

1. Award a zero for the exam, quiz, final exam or practical.
2. Allow the student to take the exam at a later date and time without a penalty. Failure to take the exam on the indicated date and time will result in an “F” for the course.
3. Allow the student to take the exam at a later date and time but average the grade of the exam with a score of zero from the exam missed. Failure to take the exam on the indicated date and time will result in an “F” for the course.
4. Allow the student to take a make-up exam at a later date and time without penalty. Such a makeup may be in any format desired by the instructor and may include oral portions. Failure to take the make-up exam on the indicated date and time will result in an “F” for the course.
5. Allow the student to take a make-up exam at a later date and time and subtract up to 20%. Such a make-up may be in any format desired by the instructor and may include oral portions. Failure to take the make-up exam on the indicated date and time will result in an “F” for the course.

The decision about the make-up is made solely by the instructor. The decision of the instructor is final. NOTE: EXCEPTIONS MAY BE MADE TO THE ABOVE IN INDIVIDUAL COURSES AS NOTED ON THE COURSE SYLLABUS.

## **Grading Scale (OT Policy 014)**

The recommended grading scale for the OT Program shall be as follows:

|  |  |  |
| --- | --- | --- |
| ***Grade*** | ***Description*** | ***Quality Points*** |
| A (93 – 100) | Excellent | 4.0000 |
| A- (90 – 92.999) |  | 3.6667 |
| B+ (86 – 89.999) |  | 3.3333 |
| B (83 – 85.999) | Good | 3.0000 |
| B- (80 – 82.999) |  | 2.6667 |
| C+ (76 – 79.999) |  | 2.3333 |
| C (73 – 75.999) | Satisfactory | 2.0000 |
| F (Below 73) | Fail | 0.0000 |

Grade requirements for progression and graduation in the Occupational Therapy Program are detailed in Policy 003. In some situations, a course instructor may determine and assign the grade of P (Pass) to students for work of B- quality or better, as approved by the Program Director.

## 

## **Occupational Therapy Program Professional Behaviors (OT Policy 015)**

Students in the occupational therapy program must satisfactorily exemplify the eleven OT specific professional behaviors and the three levels of associated behavioral criteria throughout the OT Program. Satisfactory progress is demonstrated by exhibiting consistent growth from the Beginning Level/

underdeveloped criteria to Intermediate Level/ developing and eventually to fieldwork ready/ proficient prior to beginning fieldwork experiences.

The Professional Behaviors are:

1. **Communication** – The student will communicate all needs and concerns in a timely and respectful manner; maintain a positive attitude with encouraging words in all interactions; express ideas clearly and confidently.
2. **Professional Approach** – The student will use professional approaches in communication, dress, and interpersonal actions, be sure to SMILE; take concerns directly to the instructor rather than promote negativity and complaining to peers.
3. **Restraint** – The student will use restraint from personal discussion, cell phone and social media usage in class; remain professional by controlling my emotions and behaviors.
4. **Pride** – The student will show pride in their work, the program and the profession; maintain a clean classroom and lab environment by picking up trash as well as cleaning and returning equipment properly; be proud of my program and others; refrain from negativity.
5. **Accountability** – The student will show accountability for his/her actions by initiating and becoming well informed about policies and procedures; taking ownership of his/her actions, behaviors, and communication, and being timely and committed to his or her work, program, and the profession.
6. **Collaborative Behavior** – The student will show collaborative behavior to ensure equal participation in all learning activities; seek out ways to improve learning for myself and others; actively contribute while assuming an appropriate workload and will respect the opinions of others.
7. **Commitment** – The student will show commitment to meeting and exceeding expectations of the program, academics, and the profession; follow through with promises to do something or obligations; be reliable and dependable.
8. **Emotional Maturity** – The student will show emotional maturity in his/her interactions and behaviors by demonstrating flexibility and a positive willingness to adapt to changes, events, conditions, activities, and tasks; being open minded; handling frustration or conflict appropriately.
9. **Proficiency** – The student will seek and be receptive to feedback as well as change his/her behavior in response to feedback.
10. **Respect** – The student will show respect for all students, faculty, and staff to include new and different ideas, cultures, and beliefs; have respect for my program, the school, and the profession.
11. **Ethical Practices –** The student will demonstrate ethical practices in all work and activities; be proactively seeking solutions for academic issues, while maintaining confidentiality; display honesty in all dealings; adhering to the professional code of ethics and ethical standards.

Mastery of these behaviors facilitates the ability to:

1. Generalize from one context to another.
2. Integrate information from different sources.
3. Apply knowledge and skills in the practice setting.
4. Synthesize cognitive, affective, and psychomotor behavior.
5. Interact effectively with clients, families, the community, and other professionals.

Each semester, students perform a Professional Behaviors self-assessment prior to meeting with their faculty advisor. The intent of the Professional Behavior Standards of Performance Assessment is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of occupational therapy. This Professional Behavior Standards of Performance Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. Each Professional Behavior is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the Professional Behavior they represent.

Each developmental level builds on the previous level such that the tool represents growth over time in occupational therapy education and practice.

It is critical that students, academic and clinical faculty utilize the Professional Behavior Standards of Performance Assessment Tool in the context of occupational therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their occupational therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other, and thus must be used in the appropriate context to be effective.

Opportunities to reflect on each Professional Behavior through self-assessment and instructor assessment is critical for progress toward entry level performance in the classroom and clinic. A learner does not need to possess all behavioral criteria identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Formal opportunities to reflect and discuss with an academic and/or clinical instructor is key to the tool’s use, and ultimately professional growth of the learner. The Professional Behavior Standards of PerformanceAssessment Tool allows the learner to build and strengthen skills in the affective domain to augment the cognitive and psychomotor domains. (See Appendix for a document describing the Professional Behaviors and a blank Professional Behaviors Assessment Form).

If a student is not progressing satisfactorily or if problems such as inappropriate behaviors are identified, the student will receive individual feedback regarding the inappropriate behavior and/or level of behavior. The student will then determine a plan that will remediate the behavior to the required level. Upon approval of the OT Program Student Affairs Committee, the plan will be implemented and completed according to the timelines accepted by both the student and faculty. Failure to satisfactorily complete the plan or to reach the appropriate level of professional behavior in the agreed upon timeframe may result in delay in progression through the program or dismissal from the program.

The OT Program Student Affairs Committee is a committee established by the OT Program Director to serve an advisory function to the Program Director in cases of academic and non-academic misconduct or other issues that may potentially impact student progression in the OT Program. Referral to the OT Student Affairs

The committee is made up by the OT Program Director. Recommendations made by the OT Student Affairs Committee will be considered by the OT Program Director as part of the decision-making process in accordance with OT Program, College, and University policy.

## **Occupational Therapy Program Professional Behavior Incidents (OT Policy 016)**

Professional behavior is, without exception, required. A student who displays unprofessional behavior will be made aware of the behavior and the consequences of such behavior. This is necessary to provide the student with an opportunity to facilitate personal growth and development. Faculty should document what occurred if they witness a student acting in an unprofessional manner. Students who observe a fellow student acting in an unprofessional manner are encouraged to report such behavior to a faculty member. The following guidelines are offered to serve as a general course of action.

For less severe incidents: Information about student behavior or concerns will be documented by the faculty. The student’s faculty advisor will address the concern(s) noted each semester by any faculty or staff in the OT program during end of semester advising meetings. Students will work with their faculty advisor to develop goals as appropriate to address the concerns noted/observed.

For recurring or multiple incidents: The student will meet with their faculty advisor, the OT program director, and at least one of the faculty members noting the concern. The faculty and student will discuss concerns, and the student will develop goals based on the feedback. Information about concerns and goals will be documented on the Student Professional Behavior/Development Plan form. Students will meet with their faculty advisor at least two times per semester to discuss progress toward goals and development of professional behaviors.

For serious incidents or egregious behavior: Consequences may range from development of a professional behavior plan to dismissal from the program. Certain behaviors may be more appropriately dealt with according to OT Policy 017: *Occupational Therapy Policy on Academic and Non-Academic Misconduct*.

The Professional Behavior/Development Plan form is located in the appendices.

## **Academic and Non-Academic Misconduct (OT Policy 017)**

The Occupational Therapy Program is committed to educating students to assume the role of an occupational therapy professional. Such a role is guided by the American Occupational Therapy Association’s Code of Ethics ([http://www.aota.org)](http://www.aota.org/) and stresses ethics, adherence to acceptable professional behavior and avoidance of misconduct. Therefore, the Program will not tolerate any forms of academic or nonacademic misconduct. It is each student’s responsibility to know and comply with the University’s Student Code of Conduct (SCOC) ([http://www.uc.edu/conduct/Code\_of\_Conduct.html)](http://www.uc.edu/conduct/Code_of_Conduct.html) and/or Rules and Regulations of the University of Cincinnati. The SCOC applies to student conduct that occurs on campus or University owned, leased or controlled premises as well as off-campus conduct. Students who violate the SCOC, University Rules and Regulations, AOTA Code of Ethics and/or the law are subject to dismissal from the OT Program. As outlined in the SCOC, the head of each graduate program oversees the administration of academic misconduct procedures for graduate students in that graduate program.

Additionally, in relation to the use of artificial intelligence (AI) applications and program, the Occupational Therapy program continues to review and revise academic integrity policies in light of evolving technology and applications. AI technologies offer valuable tools for enhancing teaching, learning, idea generation, and research endeavors. However, their use must be governed by principles of honesty, trust, fairness, respect, and responsibility. Students are responsible for using sound judgement and familiarizing themselves with the Academic Integrity policy within each course syllabus for the OT program, as well as university policies related to AI. All use of AI tools must be documented and cited. Please refer here to a guide on citing AI content [UC Libraries](https://guides.libraries.uc.edu/citing/ai)-Citing Your Sources. Any use of AI tools not cited or documented will be considered academic misconduct and a violation of the [UC Student Code of Conduct standards](https://www.uc.edu/campus-life/conduct/student-code-of-conduct.html) under section (B) Academic Misconduct 3.b.viii (p. 10). Students unsure of whether intended use may be appropriate or inappropriate are encouraged to communicate directly to their course directors for given situations.

Non-academic misconduct is described in the SCOC and includes criminal offenses such as theft, disturbing the peace, etc. In addition, since the OT Program is a professional program, non-academic misconduct may also include behavior that is not specifically described in the SCOC such as inappropriate professional behavior. Instances of student misconduct resulting in criminal investigation must be reported to the OT Program Director. It is the responsibility of the student to report all criminal investigations, arrests, convictions and guilty pleas for any offense other than minor traffic violations to the OT Program Director as soon as possible after the occurrence but no later than seven calendar days after the occurrence. The reporting requirement includes DUI (driving under the influence) and OVI (operating a vehicle while intoxicated) offenses, any instance where the student is called into court as a defendant or any instance where the student is named a defendant in a lawsuit. If it is found that a student fails to report such an occurrence, the student is subject to immediate dismissal from the program. The OT Program Director will report any violation of the SCOC, University Rules and Regulations, AOTA Code of Ethics and/or the law to the Department Head, the Dean of the College and, as appropriate, to the University Office of Judicial Affairs, as soon as possible without unnecessary delay. The OT Program Director, in conjunction with the Department Head and the Dean and in consultation with the University Office of Judicial Affairs, will determine whether any violation of the SCOC, University Rules and Regulations, AOTA Code of Ethics and/or the law should be reported to the Program faculty for a student affairs hearing. If it is determined that a student affairs hearing is warranted, the OT Program Director will arrange a meeting with the student involved in the occurrence and the OT Program Student Affairs committee. Every effort will be made to arrange the meeting at a time when the full committee is available. However, due to varied schedules and responsibilities of the faculty, this may not be possible. The meeting will be scheduled as soon as possible without unnecessary delay. The purpose of the meeting is to determine if the student should be dismissed from the program, or a remediation plan is to be put into place. The student is permitted to bring an advisor to the meeting. The student will have 15 minutes to address the student affairs committee followed by 15 minutes of questions from the faculty. The student’s advisor is not permitted to address the faculty but may confer with the student during the hearing. A vote will be taken by the committee and recommendations will be made to the Program Director. Results of the hearing will be verbally conveyed to the student at the conclusion of the hearing followed by written notification within one week of the hearing. It will be up to the program director to make the final decision.

Faculty and students have an obligation to assure that all members of the occupational therapy learning committee abide by the UC Code of Conduct, the AOTA Code of Ethics, and the professional behavior standards established by the Occupational Therapy Program. It is the duty of each faculty member and student to report any Code of Conduct violation; failure to do so is itself a violation of the Code. Students who report misconduct that results in an OT Program Student Affairs Committee Meeting may be asked to attend a meeting with the faculty prior to the hearing.

Students in the OT Program found to be responsible for violating the Student Code of Conduct and/or academic standards or who are found to be involved in academic dishonesty may receive an “F” in the course in which the violation or the academic dishonesty occurred and may, upon recommendation of the OT Program Student Affairs Committee and the OT Program Director, be dismissed from the Occupational Therapy program.

While students are referred to the Program Admissions Forms, the University of Cincinnati’s Student Code of Conduct and the Graduate Student Handbook for additional information, students should be aware that the following are behaviors that shall be considered academically dishonest:

1. Aiding and Abetting Academic Misconduct - Knowingly helping, procuring or encouraging another person to engage in academic misconduct.

1. Cheating

Any dishonesty or deception in fulfilling an academic requirement such as:

* 1. Use and/or possession of unauthorized material or technological devices during an examination (any written or oral work submitted for evaluation and/or grade).
  2. Obtaining assistance with or answers to examination questions from another person with or without that person’s knowledge.
  3. Furnishing assistance with or answers to examination questions to another person.
  4. Possessing, using, distributing, or selling unauthorized copies of an examination or computer program.
  5. Representing an examination taken by another person as one’s own.
  6. Taking an examination in place of another person.
  7. Obtaining unauthorized access to the computer files of another person or agency and/or altering or destroying those files.

1. Fabrication - The falsification of any information, research statistics, lab data, or citation in an academic exercise

1. Plagiarism
   1. Submitting another’s published or unpublished work in whole, in part or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographic references.
   2. Submitting as one’s own original work, material obtained from an individual, agency, or the internet without reference to the person, agency or webpage as the source of the material. iii. Submitting as one’s own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators

If an OT faculty member suspects a student of academic misconduct, he/she will inform the student immediately of the alleged misconduct and provide the student the opportunity to respond. The faculty member has the option to assign a failing grade in the course and, if desired, recommend additional sanctions by the University of Cincinnati. A letter from the faculty member to the student in which the action taken is described will be sent to the student and the OT Program Director. Further action by the Program Director, including referral to the OT Program Student Affairs Committee will be determined according to the University of Cincinnati’s Student Code of Conduct.

## **Assignment of an “Incomplete” Final Grade (OT Policy 018)**

According to the Graduate School Handbook, for a student to qualify for an “I” grade:

The “I” incomplete grade is awarded as a final course grade (without grade point assignment) at the end of a term when a significant portion of course work has been satisfactorily completed, but not all the required course work has been completed. The incomplete grade is appropriate when the completed course work is of passing quality and the student has had such hardship that completion of the remaining course work within the term timeline would present an additional hardship.

The instructor who assigns the incomplete grade may set a specific date (up to one year) by which the student must complete the remaining course work. The student must work with the instructor to develop an agreement that indicates the date by which the remaining course work is to be completed and submitted to the instructor. The instructor is not obligated to provide the student with a full year to complete the remaining course work. If the remaining course work is completed within the time period agreed upon by the instructor and the student, and that completion occurs within the one year, then the instructor will submit, to the Registrar’s Office, a change of grade based on the quality of the remaining work.

Students should be aware that certain OT courses may have pre-requisite requirements that must be met prior to the commencement of the course. Therefore, if a student has a grade of “I” in such a prerequisite course, the student may be prohibited from enrolling in the OT course. If this occurs, the student must complete the requirements necessary to change the “I” grade to a letter grade and enroll in the OT course the next time it is offered. Students who are unable to progress in the program due to an “I” grade must request a leave of absence as outlined in OT Policy 005, Leave of Absence from the OT Program.

**NO Grade Replacements for Graduate Students**

Please note, if a graduate student re-registers and re-takes a course, both grades will be included in the student’s overall GPA. **There are no grade replacements at the graduate school level.** The process to make a grade change cannot be initiated by a student. The course instructor of record must send the form. At no time should a student be in possession of a change of grade form. Note: that an I/F grade is governed by the same policies that govern the F grade is weighted into the student’s GPA in the same fashion.

The Incomplete Grade Form can be found in the Appendices.

## **Borrowing Equipment (OT Policy 019)**

There may be instances when a student wishes to borrow equipment owned by the department to practice a technique, complete research, study for an exam, etc. The student must receive permission from the faculty member who teaches the class which is associated with the specific equipment and must obtain the equipment from the faculty member, or a person designated by the faculty member. A student is only permitted to borrow equipment if the department owns multiples of the equipment and there is at least one remaining piece of equipment in the storage room. Borrowed equipment must be returned to the same faculty member. Models may not be borrowed but may be used for study in the program classrooms.

It is recognized that the quality of a given course may be enhanced through the use of equipment not owned by the University of Cincinnati. It is also recognized that facilities, companies and/or individuals are often willing to allow their equipment or resources to be used during class periods. To ensure the proper handling and care of such equipment, the OT Program will follow the procedures listed below.

1. The faculty member or a staff member assigned by the faculty member in charge of the course in which the equipment is going to be used will make all arrangements for equipment.

1. Only a faculty or staff member may pick up the equipment.

1. Only a faculty or staff member may return the equipment.

## **Essential Program-Related Functions (OT Policy 020)**

Occupational therapists are health care professionals with expertise in the evaluation and treatment of the skills that support meaningful and satisfying participation in the “occupations” of self-care, work, and play. The University of Cincinnati (UC) Doctor of Occupational Therapy (OTD) degree program is a rigorous 36-month program dedicated to preparing entry-level occupational therapy generalists for practice across all age groups in common practice settings, such as hospitals, schools, clinics, skilled nursing facilities, and home health as well as in emerging or non-traditional areas of practice such as community-based settings, industrial rehabilitation programs, primary care, and research. The physical, cognitive, psychological, emotional, and professional demands of occupational therapy practice are reflected in student expectations in UC’s OTD Program. Students must have the capacity to assess and analyze the occupational performance of clients, provide occupational based interventions, and effectively communicate with clients, families, members of the healthcare team, and other numerous other stakeholders in clinic settings, schools, and local community as well as across the state and nation.

Essential skills and requirements reflect the necessary knowledge, clinical skills and abilities, and interpersonal competence necessary to graduate as an occupational therapy entry level generalist. Students must be able to perform the following tasks (with or without reasonable accommodation) safely, reliably, and efficiently in accordance with legal and ethical standards throughout their entire occupational therapy education at UC:

1. Attend class for up to 10 hours per day and be able to sit and/or stand and maintain upright posture for several hours at a time.
2. Have the intellectual skills to recall and comprehend large amounts of didactic information under time constraints and apply this information to the practice of occupational therapy.
3. Utilize appropriate verbal, nonverbal, and written communication with clients, families, and others.
4. Use sensory information, including visual, auditory, and/or tactile information, to evaluate occupational performance as well as develop and implement OT interventions.
5. Select, perform and document appropriate occupational therapy procedures used to assess the function of cognitive/mental/perceptual status, activities of daily living, behavior, social performance, functional capacity, ergonomics, vital signs, endurance, sensation, strength, tone, reflexes, movement patterns, coordination, ROM, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the pulmonary system.
6. Determine the occupational therapy needs of any client with perceived or potential movement, cognitive, perceptual, emotional, and/or psychosocial dysfunction.
7. Develop and document a plan of care for a client with occupational performance deficits across the lifespan.
8. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the client and family when implementing the plan of care.
9. Perform intervention procedures in a manner that is appropriate to the client’s status and desired goals. These include but are not limited to skills training in basic and instrumental activities of daily living, group interventions, cognitive rehabilitation, exercise, developmental activities, balance training, coordination training, transfer training, orthotics fabrication, positioning techniques, and CPR.
10. Possess the ability to manage a full client caseload and the ability to recognize and appropriately respond to emergency situations.
11. Demonstrate ability to apply universal precautions.
12. Participate in the process of scientific inquiry.
13. Maintain composure and continue to perform duties with clients experiencing personal distress and demonstrating challenging behaviors and/or attitudes.
14. Apply teaching/learning theories and methods in health care and community environments with the goal of health care promotion and prevention.
15. Demonstrate management skills, including planning, organizing, supervising, delegating and working as a member of a multidisciplinary team.
16. Develop responsibility for lifelong professional growth and development.
17. Have competence in computer use sufficient for participation in classroom and distance learning activities. See: <https://cahs.uc.edu/about/cetis/computer-requirements.html>
18. Act in accordance with professional values, ethical standards, and appropriate demeanor essential for client centered, quality client care.
19. The above requires students have no restrictions in the following: bending, carrying, climbing, grasping, heaving, lifting, pulling, pushing, reaching, sitting, crawling, sight, hearing, speaking, stooping, kneeling, use of hands, walking, and writing.

The OTD Program at UC welcomes all qualified Occupational Therapy applicants regardless of age, gender, heritage, ethnicity, race, religion, or disability. The Program acts in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008. Certain disabilities can interfere with a student’s ability to complete the program of study and acquire the skills and requirements necessary for the practice of occupational therapy. A student who feels they have such a disability is required to register with the Disability Services Office (http://www.uc.edu/aess/disability.html) (513) 556- 6823. Reasonable accommodations can be made to compensate for some, but potentially not all, limitations. Students should be aware that those that interfere with patient care, safety or require the use of an intermediary may be incompatible with independent professional practice. In accordance with the accreditation standards of the Accreditation Commission for Occupational Therapy Education (ACOTE), the OT program has the prerogative and ultimate responsibility for selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who is eligible to be awarded a degree.

Students accepted into the OTD Program will be required to sign a form stating they are able to fulfill the essential skills and requirements on a yearly basis in addition to passing an annual physical and annually submitting the Physical Update Form. Admission and retention decisions reflect both academic and nonacademic factors, including ability to perform essential skills, requirements, and functions. A student who is unable to fulfill essential skills and requirements for occupational therapy students at UC, as described above, may have their offer of admission withdrawn or be dismissed from the program if:

1. He or she has requested and received a reasonable accommodation and is unable to meet program qualifications including the “Essential Skills and Requirements.”
2. The requested accommodation(s) would fundamentally alter the nature of the University of Cincinnati OTD Program, or
3. The requested accommodation(s) would create a significant risk of harm to the health or safety of others.

Please refer to the University Health Services web page for information regarding current immunization and specific minimum physical requirements for acceptance into UC’s OTD and DPT programs. This is reviewed on a yearly basis and is subject to change.

<https://med.uc.edu/landing-pages/university-health/vaccination/college-of-medicine-md-immunization-requirements>

### Fieldwork Education Considerations

Fieldwork is an important part of the OTD program. Throughout the curriculum, students are carefully placed in a variety of settings to facilitate an appreciation of the scope of occupational therapy and foster a well-rounded, entry level, educational experience. Students are responsible for all fieldwork related expenses including transportation, housing, meals, and related costs. For level I fieldwork, students may be required to drive up to 60 minutes from UC’s East Campus or from their documented address on file. Level II fieldwork sites have been established for UC OTD students both within and outside the Cincinnati area. Students are matched with level II fieldwork sites (two separate twelve-week full-time internships) based on learning needs, student professional goals, availability of sites, and other factors as determined by the academic fieldwork coordinator in collaboration with the student. All students are responsible for the following:

1. Ensure that immunizations, CPR certification, and health insurance are current.
2. Completing education on infection control and prevention.
3. Completing education on HIPAA / HITECH compliance.
4. Completing drug screens upon request of the fieldwork site.
5. Disclosing health conditions / disabilities to the Disabilities Services Office and seeking accommodations for conditions that may impact fieldwork performance.
6. Criminal background check results clear of felony convictions.

Applicants must complete the required criminal background check **following the offer of admission** but prior to enrollment. Additional background checks may be required at the request of the fieldwork site / agency. A felony conviction may affect a graduate’s ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain licensure as an occupational therapist.

References:

Essential Functions, University of Cincinnati Doctor of Physical Therapy Program Admissions Brochure.

Essential Functions, Graduate Program in Occupational Therapy, Sacred Heart University.

http://www.sacredheart.edu/academics/collegeofhealthprofessions/academicprograms/occupationaltherap y/policies/essentialfunctions/

Technical Standards for Occupational Therapy Students, The Ohio State University.

https://hrs.osu.edu/~/media/Files/HRS/Academics/Graduate-Programs/Doctorate-in-OccupationalTherapy/Program-Details/OT-Technical-Standards.pdf?la=en

Occupational Therapy Fieldwork, Spalding University. https://spalding.edu/occupational-therapy-fieldwork/

## **Student Use of the Occupational Therapy Labs (OT Policy 021)**

The OT labs are to be utilized to facilitate learning. Any students in the OT Program and or RENS Programs are permitted to utilize the labs outside of scheduled class times. As outlined in the laboratory rules, conduct in the labs, at all times, must be professional, ethical, legal and safe. Laboratory activities must be limited to the equipment or techniques which students have been instructed in during class and only for the express, sole purpose of increasing competence. Use of equipment, machines or assistive devices for any other reason is prohibited. Students may utilize the lab when the lab is not being used for a scheduled class, class activity, or department activity.

When using the lab students are not to prop doors open or leave the rooms unsecured. When finished in the lab, students must be sure that the doors to the lab are closed and locked and lights are turned off. **Students in violation of this policy are subject to dismissal from the OT Program.**

Note: For safety and security reasons students should work in pairs or small groups. During evening hours, NightRide (513) 556-RIDE (7433) is available. NightRide is a student-run nighttime shuttle service. It exists to provide safe and reliable transportation to and from locations within a one-mile radius around the UC campus. Students, faculty and staff can call NightRide to pick them up and take them to/from places on and off campus. NightRide is available during fall and spring semesters. Currently the operating times are every day from 8pm – 5am.

Excluded are select holidays, and official breaks. Hours are subject to change without notice (but efforts will be made to provide notice.) Any other times which NightRide is not expected to be in operation will be announced the NightRide website: [https://www.uc.edu/campuslife/housing/resources/transportation.html](https://www.uc.edu/campus-life/housing/resources/transportation.html) [.](http://www.uc.edu/publicsafety/nightride.html)

Call (513) 556-RIDE (7433)

Students should also call security if safety is a concern or if an emergency arises (911) for emergencies or (513) 556-1111 or (513) 558-1111 for non-emergencies.

## **Laboratory Rules (OT Policy 022)**

The following rules are to be observed in all OT Labs:

1. The OT Lab is to be utilized primarily by students enrolled in the OT Program.
2. The OT Lab is available for independent use by the above qualified individuals twenty-four hours a day, seven days a week. It is the student’s responsibility to obtain a key for access to the lab.
3. Students participating in independent use of the lab will not utilize any equipment for which they have not been properly trained.
4. Students will utilize equipment for the sole purpose of becoming competent in its use.
5. Equipment will be utilized only for its intended purpose and following its use, will be returned to the condition in which it was found.
6. All equipment must be turned off, with intensity and other controls returned to a zero position.
7. Any malfunctioning or damaged equipment must be reported to a faculty member immediately.
8. Students must follow the department policy for borrowing equipment (see OT Policy 019: Occupational Therapy Policy for Borrowing Equipment). Equipment may not be taken home or off the premises of the University.
9. All equipment, except the hydrocollator unit, cold pack unit and paraffin bath, will be unplugged following use.
10. All lotions and oils should be capped after use and stored away from heat sources. Students are required to refill used bottles.
11. All individuals utilizing the lab are responsible for maintaining the lab in a clean, orderly fashion.
12. Linen and other equipment will be returned to its marked location for storage after each use. Linens left in the lab will be placed in a laundry basket in the back of the lab.
13. Equipment and tables are to be cleaned after each use using disinfectant spray bottles.
14. No food is permitted in the lab.
15. At all times, appropriate attire is required.
16. The use of sheets and pillowcases on treatment tables is required when performing treatment procedures.
17. Coats, books, and other articles should be stored to avoid tripping and injury. Laptop computers must also be stored during lab sessions. Damage to a laptop computer that is not properly stored during a lab session will be the responsibility of the student who owns the laptop.
18. All spills are to be cleaned up immediately.
19. Any injuries must be reported to a faculty or staff member immediately or if an injury occurs when no faculty or staff is present, the incident must be reported to the OT Program Director at the next available opportunity. An incident report detailing the injury and the circumstances surrounding it must be completed by the students involved in the incident. If an injury requires medical attention while faculty is not present or if emergency medical attention is required, the student is advised to call 911. The student incident report can be found in the Appendices.
20. Malpractice insurance must be kept current for students to participate in laboratory activities.
21. Locker rooms are to be kept neat with articles stored in appropriate areas.
22. The phones in the lab are NOT for student use except in the case of an emergency.
23. Students misusing equipment or in violation of laboratory regulations will be prohibited from attending or using the lab.
24. Students are not to use the lab for any reason other than listed above without receiving permission.
25. Students are not permitted to use the lab for any unethical (as described by the AOTA Code of Ethics) or illegal acts. Students involved in such activities will be prohibited from attending or using the lab and will be terminated from the Program.

The labs are used very heavily by many students; therefore, it is imperative to clean and organize the labs on a weekly basis. If OT students are using labs regularly for class, a cleaning schedule will be e-mailed to all OT students at the beginning of the semester. The cleaning schedule will also be posted in the labs. If a student is assigned to clean the labs and is unable to do so, the student must find an alternative to assume their cleaning duties.

* + All equipment must be returned to its proper location.
  + Pillows must be placed on the shelves in the back of the rooms.
  + All linens should be placed in the laundry baskets in the back of the room.
  + Garbage should be picked up from the floor, tables etc. and deposited in the garbage cans.
  + Tables should be wiped down with disinfectant spray bottles, rinsed with clean water and wiped dry.
  + Chalkboards and whiteboards should be cleaned.
  + Check water levels in hydro collator units and add water as needed.
  + Floors should be swept. If the floors need mopping, please notify the office staff so that maintenance can be contacted.
  + The plinths should routinely be checked for stability and for loose screws and reported to the program coordinator for repair.

Cleaning the labs is considered part of a student’s professional responsibilities. Failure to follow through with assigned cleaning duties will be considered unacceptable professional behavior and will be dealt with accordingly. (See OT Policy 012: Occupational Therapy Professional Behavior Policy and OT Policy 014: Professional Behaviors)

## **Dress Code (OT Policy 023)**

All students must adhere to a uniform dress code when visiting a clinic site as part of a class and when attending fieldwork rotations. Unacceptable dress or appearance could lead to course failure. Good personal hygiene must be practiced as part of conforming to the dress code. Students should contact the facility where they will be performing their clinical rotations and doctoral capstones to inquire about their dress code and should adhere by that dress code. If the facility does not have a dress code, students should adhere to the OT Program “Uniform”:

* Students will wear khaki/black pants and designated program polo shirt (or other collared shirt) tucked into their slacks.
* Shoes must have no more than a one-inch heel, be closed toed and heeled, and made of leather or vinyl. Tie-up shoes must be tied.
* A nametag must be worn and should appear as follows:

John M. Goldner

Occupational Therapy Program

University of Cincinnati

* Hair that reaches the collar or lower must be tied back.
* No jewelry other than watches, stud earrings (no hoops or dangles), and wedding bands.
* No colognes, perfumes, or heavily scented hair products.
* No hats.
* Clothing must always be neat and clean.

Even if permitted by the clinical site:

* Students must NEVER wear midriff tops, tops which expose the midriff when the arms are raised, see-through tops (even with another top underneath), pants whose hems drag the floor, ill-fitting pants, tank tops, sleeveless tops, shirts with logos or sayings (exception: shirts which bear the logo of the clinical site if they are acceptable to the site).
* Shoes must have no more than a one inch heal and be made of leather or vinyl (NO canvas) and completely enclose the foot. No open toed or sandals are allowed.
* Armpits must be covered at all times when working with clients.
* False/acrylic fingernails are not permitted.
* No fingernails visible above the fingertip.
* No front or back cleavage is permitted.

## **Hazardous Materials and Potential Health Risks (OT Policy 024)**

Laboratories and/or clinical facilities may house materials that could be hazardous. Proper adherence to the appropriate procedures when in contact with these materials must be practiced. It is the student’s responsibility to request, from clinical facilities, policies concerning hazardous materials and to follow these policies.

During the program, students are advised that they may be exposed to individuals who have communicable diseases. Hand washing is recommended to reduce the spread of certain communicable diseases. Standard precautions such as recommended immunizations are in place to protect the student, however any concerns a student may have regarding the potential of exposure should be discussed with the student’s physician. In cases where a student is engaged in an activity which could result in contact with body fluids, the student is advised to follow universal precautions as outlined by the Centers for Disease Control (CDC): https://www.cdc.gov/niosh/learning/safetyculturehc/module-5/5.html.

In each year of the program, students are required to complete an educational module on blood borne pathogens. Students assigned to a clinical site must follow the precautions recommended by the site.

**Infection Control**

All students in the OTD program at the University of Cincinnati will successfully complete HIPPA and Precautions training. Students shall follow precautions as noted in the training. Students shall ensure personal cleanliness during lab experiences and will let faculty know when their health may limit contact with others including other students, faculty, staff, or people in the community. Cleaning hands prior to and immediately after contact with others is essential for maintaining a clean environment.

## **Student Expenses (OT Policy 025)**

In addition to the usual costs of university tuition and fees, program fees, educational materials and textbooks, the students should be prepared for the following expenses:

1. Malpractice Insurance

a. Required for all students; renews in December of each year.

i. Cost: Approximately $20/year

1. Uniforms
   1. The purchase of at least one program polo shirt

i. Cost: Approximately $35

* 1. Nametag

i. Cost: Approximately $20

1. Program Fees
   1. Students will be assessed an approximate program fee of $215 per semester, including summer (subject to change). Students must also be prepared to assume reasonable costs of research projects that are not covered by grant funding including but not limited to transportation costs to research sites, costs of presentation materials such as posters, etc.
2. Medical Examination
   1. Students, at their own expense, must have a physical examination and required health forms completed by their physician on a yearly basis. In addition, immunization, as required by the OT Program, must be completed prior to the beginning of fieldwork experiences. Included among these immunizations are Hepatitis B and a yearly Mantoux TB test. Students are required to submit a medical history, immunization records and related health forms to the University Health Services on a yearly basis. The University Health Services charges a fee to maintain these student health records. Students are advised that failure to submit all required medical documents to the University Health Services by the required deadline will prevent the student from participating in classes or the clinical education process until the required documents are received and processed by University Health Services.
3. Health Insurance
   1. All students are required to carry health insurance. Specific information, including costs and instructions to waive student health insurance if you are covered by another policy can be found at <https://www.uc.edu/about/bursar/tuition-fees/student-health-insurance-.html>
4. Needle stick (Bloodborne pathogens) insurance
   1. Students who purchase Student Health Insurance through the University receive Needlestick insurance coverage as part of the basic policy. This will cover costs associated with follow-up care following a Bloodborne pathogen exposure. Students who do not purchase Student Health Insurance will be assessed a $29 fee for a Needle stick Insurance policy which will appear on the student bill (as Bloodborne Pathogen Insurance) the first semester of enrollment of each year. Specific information about coverage can be found at <https://www.med.uc.edu/landing-pages/studenthealth/bbpi/coverage>
5. AOTA Student Membership

a. AOTA membership is required each year a student is enrolled in the OT program.

Membership for OT and OTA students is approximately $75 per year. <https://www.aota.org/AboutAOTA/Membership/Types-and-Fees.aspx>

1. Fieldwork Expenses

a. Students are responsible for all costs related to the Occupational Therapy Practice fieldwork experience. Students must be prepared to potentially attend a clinical rotation outside of the Cincinnati area and to assume responsibility for all travel and room and board arrangements and costs associated with these placements. Students are required to get a background check prior to beginning the OT program and then again during the program as required by their fieldwork and/or capstone sites. Some fieldwork and capstone placements may require an additional background check, and other sites may not. The student’s “out of town rotation” budget needs to include tuition payments, travel, lodging, food, etc. The cost varies dramatically depending upon whether the student is able to stay with family/friends during the rotation and the location of the rotation. The cost can be $500 if staying in Ohio to $5000 for a rotation in Chicago. Students doing clinical experiences still have the usual financial obligations to the University.

1. Books

a. Books are estimated to cost between $600 to $800/ semester. Course materials must also be purchased. Please note that this is an average cost over the length of the program. The cost of books in the first year, especially the first semester, may be higher.

1. CPR Certification

a. CPR certification is required and must be maintained throughout the length of the program. Students must be certified in adult, child, and infant CPR. Successful completion of CPR/AED for Professional Rescuers and Healthcare Providers offered by The American Red Cross or the Basic Life Support (BLS) for Healthcare Providers course offered by the American Heart Association fulfills the CPR requirement. Online courses do not fulfill the CPR requirement.

Students are responsible for all costs associated with certification and/or re-certification. Students are advised that failure to submit documentation of CPR certification by the required deadline will prevent the student from participating in the clinical education process.

## **Communication with Students (OT Policy 026)**

All students enrolled in the OT program will receive a University e-mail account. It is the student’s responsibility to be sure their University e-mail account is activated. Important University and Program information will be communicated via the University e-mail system and listserv; therefore, students are advised to check their University accounts daily. In addition, students are required to report any changes in address or phone number to the department office in a timely manner.

Students should be aware that most program faculty utilize Canvas for their courses. Important course information may be posted under announcements on Canvas and students may be required to submit assignments via Canvas. Students must be registered for a course to access the Canvas site for that course. Students should check the course syllabus regarding the use of Canvas for a specific course. The Canvas site may be accessed directly at <https://uc.instructure.com/>

Students may sign up for the University of Cincinnati's emergency text messaging service. UC Public Safety uses this emergency text-messaging system only in the event of imminent or ongoing threats to campus safety and security. For more information and to enroll in the system, go to [https://www.uc.edu/about/publicsafety/emergencymanagement/advisories.html .](https://www.uc.edu/about/publicsafety/emergencymanagement/advisories.html)

## **Accessibility Policy** **(OT Policy 027)**

Students with disabilities have the right to full and equal access at the University of Cincinnati. The Accessibility Resources office on each campus will work with you and your instructors to identify reasonable accommodations to ensure an equitable opportunity to meet all requirements for your course. AR is also a resource for coordinating access and accommodation to all non-academic programs and opportunities available to UC students and potential students.

Contact Information:

* Accessibility Resources Blue Ash: [UCBAAR@uc.edu](mailto:UCBAAR@uc.edu)
* Accessibility Resources Clermont: [ClermontAR@uc.edu](mailto:ClermontAR@uc.edu)
* Accessibility Resources Clifton: [AccessResources@Uc.edu](mailto:AccessResources@Uc.edu)

If you require accommodations due to disability, please contact The Accessibility Resource Office at 513-556-6823, Campus Location: Commons Edge North Pavilion, near Daniels and Dabny Hall. You may also reach them at the following e-mail [disabisv@ucmail.uc.edu](mailto:disabisv@ucmail.uc.edu).  You will be provided with an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me as soon as possible to ensure your accommodation needs are discussed, agreed upon, and provided.

## **Participation as a Student Subject in Laboratory Activities (OT Policy 028)**

As part of the OT curriculum, students will be participating in laboratory activities in which they may be requested to assume the role of “patient” or “subject” or "treating therapist." It is the student's responsibility to inform the course instructor of any health concerns relevant to the student's participation in the laboratory activity prior to the beginning of class. If a student has had a recent illness, injury, surgery or other medical problem that limits their participation in these activities, the student must obtain a written note from their physician specifying the restrictions or limitations. The student must provide a note from their physician when they are cleared to fully participate in lab activities. This note must be given to the OT Program Director who will inform the faculty of the restrictions. A student who is unable to fully participate in class and/or lab activities and is unable to acquire and demonstrate the skills and knowledge required to successfully complete a course by the end of the term, may be required to take a leave of absence from the program. In addition, students are advised that laboratory activities are for the purposes of demonstration, instruction and practice and are not intended to be therapeutic or diagnostic for the student. Students are required to sign the Consent and Release form for Participation in OT Lab Activities as a Student Subject at the start of each academic year.

On occasion, an individual from the community may participate as a “patient” in a laboratory activity. Consent must be obtained from these individuals prior to their participation. The instructor is responsible for assuring completion of the consent form and maintaining these records. Students are reminded that HIPAA standards of privacy apply to the information shared by these individuals and the results of any examination or evaluation completed as part of the laboratory activity. In addition, if a “patient” is to be videotaped or photographed, it is the responsibility of the faculty member to obtain a photo/videotape release. If a student is videotaping a “patient” for an assignment, the student must obtain the photo/videotape release and submit it with their assignment. Students are required to delete images/photo/videotape from their devices once the assignment is complete and the grade has been recorded to ensure maintenance of patient privacy.

Consent forms for OT Lab Activities are located in the Appendices.

## **Additional Requirements (OT Policy 029)**

Additional testing, training, or other requirements are necessary for the student at various times within the program. The student is responsible for obtaining or completing these requirements and paying all associated fees. Below is a list of current requirements and deadline dates for their completion. Students are advised that this list may not be all inclusive as other requirements may be added as necessary during the year.

|  |  |  |
| --- | --- | --- |
| Requirement | Required sponsor | Deadline for completion |
| AOTA membership  This provides access to the  American Journal of Occupational Therapy which will be used throughout the program. | AOTA | May 30th, must be renewed yearly; additional fee |
| Blood borne pathogens training | UC website <http://webcentral.uc.edu/cpd_online2/>Compliance Training or Competency Testing  Blood Borne Pathogens Training | Beginning of fall semester of the first year of the program and renewed yearly. |
| Cardiopulmonary resuscitation (CPR)adult, including one person and two person CPR and pediatric  (infant and child) | Certified agency (American Heart Association, Red Cross) - for specific information on courses, refer to the paragraph on CPR certification under PT  Policy 027: Physical Therapy Student  Expenses. Online courses are not acceptable. | Beginning of the fall semester of the first year of the program and renewed every two years. Proof of CPR certification must be submitted by the end of the fall semester in years 2 and 3 of the program. Current CPR certification is required throughout the course of the program; additional fee |
| Department Forms  -clinical assignment agreement  -lab activity sheet  -essential functions agreement  -student information sheet  -activity, travel, and video releases | Department / OTD Program | In year one, forms are to be completed and submitted prior to June 1st. Updates must be provided by the end of the fall semester in years 2 and 3.  Students are advised that the  University Health Services charges a fee to maintain health records as required by the program. |
| Program Fee | Student | See OT Policy 027; additional fee |
| Background Checks | Student | A background check is required prior to beginning the OT program; additional background checks may be required by certain fieldwork or capstone sites. |
| Health Insurance and Needlestick  (Blood borne pathogens) insurance | University Health Services <https://med.uc.edu/landing-pages/studenthealth/home> | Upon entering the program and must be maintained throughout the length of the program; additional fee unless  the student is covered by the University Health Insurance |
| HIPAA training | UC website-  <http://webcentral.uc.edu/cpd_online2/>Compliance Training or Competency Testing  HIPAA Privacy Introduction | By the beginning of the fall semester of the first year and renewed yearly |
| Research training -Human Subjects | CITI website-  <https://about.citiprogram.org/en/homepage/> | By the end of the fall semester of the first year and renewed yearly |
| Laboratory consent, signed essential functions form | OTD Program | Upon entering the program and updated at the beginning of the fall semester of each year |
| Malpractice insurance | MARSH Affinity Group Services (through department office) | December of each year; additional fee |
| Yearly Physical Examination including an annual TB test and required vaccinations (Hepatitis B series and influenza vaccine) | University Health Services or private physician <http://www.uc.edu/uhs/> | Upon entering the program and beginning of the fall semester each year; additional fee |
| Required vaccinations:  Hepatitis B series  Influenza vaccine  MMR vaccination  TDAP vaccination  Varicella vaccination  Covid vaccination – see additional information below |  |  |
| Professional Behaviors Self-Assessment | OTD Program | See OTD Student Handbook Appendices |

**COVID-19 Vaccination**:

One of the following vaccines is required: two-dose series of Pfizer vaccines, two-dose series of Moderna vaccines, single-dose of Johnson & Johnson vaccine or documentation of an approved exemption that has been accepted by a clinical site.

You must upload your COVID-19 Vaccination Record Card to Exxat by the end of the first term of the program. Be sure to upload both the front and back of the card in the form of a PDF.

**IMPORTANT:**

Each clinical site sets its own requirements for learners and the full course of the COVID-19 vaccine is required. We cannot guarantee that an exemption request will be accepted as a form of compliance at the clinical site. We also cannot guarantee that you will be able to complete the program in a timely manner or at al​l ​if you choose not to comply with the clinical site's requirement. ​

Due to the fluid nature of this virus, all policies relating to COVID-19 are subject to change, ~~​~~as warranted, and without warning. To ensure your successful completion and graduation from the program you will be required to satisfy COVID-19 vaccine requirement. Please note: there are an insufficient number of clinical sites who will accept exemptions at this time.

**Exemption Process:**

If you have a medical or religious exemption for the COVID-19 vaccine you will need to notify the Academic Fieldwork Coordinator in writing and you must schedule an appointment within thirty days of matriculation into the program to discuss the exemption's potential impact on your clinical placement(s). ​If an exemption has been approved by the clinical site where you are scheduled to be placed, you must upload evidence of the exemption approval to Exxat.

Inter-Professional Practice and Education Requirement for OTD Students

Interprofessional Education (IPE) occurs when two or more **students** from **different** **disciplines** come together to **learn with, from and about each other** to improve collaboration and the quality of patient/client care (World Health Organization, 2010).

The occupational therapy program faculty believe it is important for students to learn how to work within an interprofessional team. As an occupational therapist, you will likely work with other professionals. Some IPE activities will be built into courses. In addition to building interprofessional learning activities within courses within the OT curriculum, students have the option for how to complete one IPE activity. Students will be required to attend one non-required IPE event offered by CAHS during their first three semesters of the program. Some examples of IPE events that you may be able to participate in include:

* Serving as a facilitator for the MidCollegiate Touchpoint Conference
* Attend and participate in the She’s Crazy Play with participation in the post-show interprofessional breakout discussions
* Completing the iTALC Workshop for graduate students
* Attend and participate in the Medical Error Disclosure Event
* Attend and participate in the Role Exploration event
* Attend and participate in Group Case Studies with the Student IPE Club

Students will complete a reflection assignment about their participation in the IPE activity in their third semester in OT 6093 when interprofessional education is discussed in more detail.

CAHS Interprofessional Education (IPE) Certificate of Recognition

As a student in the OTD program, you are eligible for the CAHS certificate of Recognition in Interprofessional Education. This certificate in an optional level of recognition offered to students in the College of Allied Health Sciences. Since the OTD program is three years, students would need to complete four IPE events during the OTD program to be eligible for this certificate at graduation. Examples of IPE events that students will complete during their time in the OTD program include:

* CECH Interprofessional Education Event
* IPE Experiences while on fieldwork or during your capstone experience
* May We Help Community Event

By earning the IPE certificate of recognition, you will be able to put this on your resume for future employers and/or potential graduate program admission applications. The IPE recognition may serve as a differentiator as it denotes that you have had training as it relates to understanding interprofessional team-based roles and responsibilities, values and ethics, communication, and teamwork.

World Health Organization. (2010). Framework for action on interprofessional education & collaborative practice. Retrieved from World Health Organization Website: <http://apps.who.int/iris/bitstream/10665/70185/1/WHO_HRH_HPN_10.3_eng.pdf?ua=1>

## **Appeal Process/ Complaints (OT Policy 030)**

Appeals:

A student has the right to appeal a dismissal decision or any other decision which affects the student’s standing in the program. A written appeal must be submitted to the program director no later than the first day of the final week of classes of the semester immediately subsequent to the semester in which the decision was rendered. The written appeal should include a specific plan describing how the student intends to address any deficiencies, professional behavior issues, etc. A student who has been dismissed is not permitted to continue in the program during the appeal process. The written appeal will be distributed to all program faculty members no less than one week prior to the meeting at which the appeal will be discussed. The entire appeal process will be completed no more than one semester and 30 days after the submission of the written appeal. Decisions based on academic factors will be appealed to the entire faculty. Decisions based on non-academic factors, such as professional behavior issues, will be appealed to a Faculty Appeals Committee. This committee will be appointed by the department head on an as needed basis. The Appeals Committee will consist of 3 department members, one of whom must be the student’s faculty advisor. A student who chooses to appeal a decision based on either academic or non-academic factors will be required to address the faculty or Appeals Committee for a maximum of 15 minutes at a meeting arranged by the program director. This will be followed by a maximum of 15 minutes of questions from the faculty/ committee. Every attempt will be made to schedule an academic appeal meeting at a time when all faculty are available to attend; however, this may not be possible due to varied faculty schedules. The decision regarding the appeal will be based on a majority vote of the full-time faculty present if the dismissal was for academic reasons or the Appeals Committee in the case of dismissal for non-academic reasons. The decision will be conveyed to the student, in writing, within one week of the appeal meeting. In the case of a tie vote, the student’s appeal will be denied. Note: this is a department procedure and does not replace the Grievance Procedure which is outlined in the Graduate Student Handbook.

Complaints:

Students who have an issue concerning a specific course should initially discuss the issue with the course instructor. If the problem persists and is not satisfactorily resolved the student should discuss the issue with their faculty advisor. If the problem continues to persist, the student should bring the matter to the attention of the Program Director. The Program Director will attempt to intervene to reach an agreement between the student and the course instructor. If an acceptable resolution is not reached, the Program Director will bring the matter to the attention of the Department Head. Please note that issues regarding course content and/or grades can only be addressed by the course instructor.

If a student has an issue with a fellow student, faculty member (who is not their course instructor) or a staff member, the student should initially address the issue directly with the individual involved. If the problem persists and is not satisfactorily resolved the student should discuss the issue with their faculty advisor. If the problem continues to persist, the student should bring the matter to the attention of the Program Director. The Program Director will attempt to intervene to reach an agreement between the student and the other individuals involved. If an acceptable resolution is not reached, the Program Director will bring the matter to the attention of the Department Head.

Students are advised that they may seek assistance of the Office of the University Ombuds. The Office of the University Ombuds is a safe and confidential place for all members of the UC community to talk about University related conflicts, issues, or concerns. The office staff will listen to your concerns and help you identify options for successful resolution. Contact information for the Office of the University Ombuds is:

Office of the University Ombuds

607 Swift

University of Cincinnati

PO Box 210180

Cincinnati, OH 45221-0180

Phone: (513) 556-5956 Fax: (513) 556-5959 Web: <http://www.uc.edu/ombuds.html>

If a student has exhausted due process within the program and University, the student has the right to contact the Accreditation Council for Occupational Therapy Education (ACOTE®). This is considered a last resort if other avenues for resolving the issue have been explored. The process for submitting a complaint can be found on ACOTE’s website (<https://acoteonline.org/about/compliments-complaints/>).

## **Use of Electronic Devices (OT Policy 031)**

The use of any electronic device(s) during scheduled class or exam periods is strictly prohibited. If a student has a need to use this type of equipment, the student must receive permission from the course instructor. **It is NOT acceptable to place cell phones on vibrate, have sitting on desk, or to participate in text messaging during class, labs, or exams.**

**Absolutely NO messaging, on laptop, phone, text, social media, virtual chat, email, or any other virtual means during class.** It is essential that all students follow this policy for the following reasons:

1. Messaging is distracting to the students sending and receiving messages, but also to other students in the course sitting near the students messaging.
2. Students who are messaging take poorer quality notes.
3. Retain less information essential to the course.
4. Perform worse on exams.
5. Students are distracted by non-course related tasks.
6. Engagement in messaging during class takes away from both you and your peers’ learning experience. If you need to, step out of class and tend to your business.

(Kuzenkoff & Titsworth; 2013) Article can be found at: <https://doi.org/10.1080/03634523.2013.767917>

Laptop computers powered by a battery source may be used during lecture as indicated by the course instructor but NOT during exams or lab sessions; unless otherwise directed by the instructor. Power cords may not be used at any time as they present a tripping hazard. Laptop computers must be stored during lab sessions. Damage to a laptop computer that is not properly stored during a lab session will be the responsibility of the student who owns the laptop. The only exception to this policy is in the instance of students using college owned laptops provided for use by the course instructor.

**It is strictly prohibited to engage in any virtual communication during guest lectures and will be noted in students’ professional behaviors evaluations and/or course participation.**

Social Networking Guidelines

As healthcare professionals, students need to consider the following social network guidelines to ensure compliance with HIPAA regulations. These guidelines are also in place to help facilitate the integration of professional skills and practices into students’ everyday routines as healthcare providers.

1. Students should consider what they post on any social networking site at any time. As a rule of thumb, students have to assume that any information they post on any social network is public. This means that family, friends, classmates, any university officials, faculty and staff, clinicians, employers, clients, clients’ families, and all others may see students’ postings. For example, many potential employers go to these sites to see what the employees and applicants have posted and often determine if they are interested in having the applicant as an employee. If students do not want any of these parties to read the information they post, then students should not post it. Students can consider Googling their name to discover what is in cyberspace that others can see about them.

2. Names of instructors and supervisors and comments and criticism about classes/sites or information about what is happening at classes/sites are not appropriate on public social network sites.

3. Students should not ask faculty to “friend” them while students are currently enrolled in the program. Likewise, students should not ask the fieldwork educator or clients to “friend” them while on fieldwork. This puts all individuals in an awkward situation with personal information about each other. If students and others mutually decide to do this after the fieldwork experience, this is students’ personal choice.

4. While visiting various sites for ***specific classes*** and while on fieldwork and capstone, students must also recognize they cannot share any patient information, or anything considered Protected Health Information on Facebook, Twitter, or other social network.

5. It is a HIPAA violation if students mention a client/patient with enough information that the client/patient might be identified, even if students avoid Protected Health Information. The consequences for violations are severe. Students should be safe and not mention clients/patients on social network.

6. Students should not put posts or photos on social networks about any fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators, capstone mentors, and staff, etc.). a. This holds true even if the site posts a picture of students and the clients on their organization’s webpage. Students are welcome to provide the link to that page, but do not repost those pictures on students’ personal social media pages.

7. Stating where students are on fieldwork is up to students but may lead to students being identified by others. Students should consider if they want privacy from clients, patients, and staff.

8. If there are any questions or students are unsure of something regarding social networking while on fieldwork, discuss the issues directly with the fieldwork educator or Academic Fieldwork Coordinator before acting. Otherwise, students can discuss questions with the Department Chair.

(Adapted from: Occupational Therapy Program, College of Health Sciences, the University of Texas at El Paso, Policy on Social Networking)

## **Policy on Harassment/Abuse (OT Policy 032)**

The Doctor of Occupational Therapy Program is committed to providing a positive learning environment both in the classroom and in the clinical setting. To achieve this goal, the Program has established standards of behaviors that are based upon mutual respect of all individuals involved in the learning process. No form of student harassment or abuse is acceptable. Any student who harasses/abuses another individual is in violation of the Student Code of Conduct and is subject to dismissal from the Program.

UC Title IX Grievance Procedure for Students and Third Parties

Introduction

This procedure applies to complaints of sex discrimination, including sexual assault, where neither party is a University of Cincinnati employee. It applies where both parties are UC students, or where one party is a UC student and the other is a third party (for purposes of this policy, a third party is anyone who visits UC’s campus or participates in a university program or activity.) For complaints of sex discrimination, including sexual assault, involving UC employees, please use the procedures set forth in th[e University Policy Statement on Sexual Harassment,](http://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_03_policy_statement_sexual_harassment.pdf) th[e University Policy Statement on Sex Offenses,](http://www.uc.edu/content/dam/uc/sas/docs/Policy_Statement_on_Sex_Offenses.pdf) th[e University Policy on Discriminatory Harassment a](http://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_02_discriminatory_harassment.pdf)nd th[e University Policy on Non-di](http://www.uc.edu/content/dam/uc/trustees/docs/rules_10/10-13-01.pdf)scrimination. The definitions in this procedure supersede the definitions that may exist in other university policies and procedures with dates prior to October 2014.

[Title IX of the Education Amendments of 1972 (](http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html)Title IX) is a federal civil rights law that prohibits discrimination on the basis of sex, gender, or gender identity in the university’s programs and activities.

Sexual harassment, including sexual violence and retaliation are forms of discrimination prohibited by Title IX. Individuals who experience sex discrimination are encouraged to report such incidents to the university.

Employees are required to report information about possible sex discrimination of which they have notice (see explanation of mandatory reporting below).

I. Anti-discrimination statement

The University of Cincinnati does not tolerate discrimination on the basis of sex, including sexual harassment, sexual violence, or retaliation. UC takes steps to ensure that the campus community is not subject to a hostile environment and to respond promptly and appropriately to allegations of discrimination or harassment on the basis of sex. The university promptly investigates incidents of discrimination or harassment on the basis of sex, takes appropriate action (including disciplinary action) against students found to have violated this policy, and provides remedies as appropriate to complainants and the campus community. The university takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

The university is committed to upholding the First Amendment principles and this policy does not impair the exercise of rights protected under the First Amendment. For more information about harassment and the First Amendment, please see th[e University Policy on Discriminatory Harassment.](http://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_02_discriminatory_harassment.pdf)

**Reports to the Title IX process:** Reports or complaints of possible Title IX violations where the alleged perpetrator is not a UC employee can be made by contacting the Title IX Coordinator or appropriate Deputy Title IX Coordinator:

► Title IX Coordinator, Jyl Shaffer, (513) 556-3349

► Deputy Title IX Coordinator for students, Nzingha Dalila, (513) 556-6145

A student who has been the victim of any type of harassment or abuse may report the incident to the OTD Program Director, another faculty member or the University Title IX Coordinator. Harassment or abuse that has occurred in the hospital or clinical setting should be reported to the Director of Clinical Education (DCE). It is the responsibility of any individual who receives a report of harassment/abuse to report it to the Dean’s office. Additional assistance may be obtained from the Office of the University Ombuds and the Office of Equal Opportunity.

## **Program Awards and Recognition (OT Policy 033)**

The occupational therapy program will award students who have done exceptional work during their occupational therapy education. The students will be honored at the Doctor of Occupational Therapy Program graduation celebration. The awards are earned through hard work, dedication, and excellence in community service, leadership, research/discovery, and academic achievement. The OTD program will give out an award for an outstanding fieldwork educator and an outstanding community collaboration partner as well at the ceremony. Students may nominate themselves, their classmates, or their fieldwork educators for these awards. The core faculty of the OTD program will vote on the winners of the awards. The students will be allowed one vote collectively as a class for each award category. The award categories are as follows:

* Service Award – Honors an occupational therapy student who has made a significant contribution to their community through their time, actions, talents, and dedication. This person serves as a role model for compassion and service and strives to make the world a better place.

* Dean Tina Whalen Leadership Award – Recognizes an occupational therapy student leader who has demonstrated emerging leadership and/or extraordinary service early in his or her occupational therapy career and whose efforts and leadership skills have significantly enhanced learning inside and outside the classroom. This student leader demonstrates a commitment to the values of justice and caring, acts from a strong self-concept, thinks critically and creatively, communicates effectively, exercises power appropriately, articulates a positive sense of direction, and serves as a strong mentor for his/her peers.

* Research/ Discovery Award – Recognizes an occupational therapy student who has developed an innovative and/or non-traditional occupational therapy practices for underserved populations or utilized the expertise of occupational therapy in new/visionary ways to achieve significant client outcomes to keep the profession relevant and responsive to the changes occurring in health care.

* Academic Achievement Award – Recognizes students that show outstanding educational growth, improvement, commitment, scholastic excellence, and intellectual development in their occupational therapy education.

* Community Impact Award –Honors an occupational therapy student who is having a tangible, measurable effect on their community in which her/she serves.

* Outstanding Fieldwork Educator – Recognizes an occupational therapy practitioner who has demonstrated excellence in clinical education of a student in a sustained partnership in practice, academic, or research contexts, where in mutual respect, guidance, and knowledge is shared.
* Outstanding Doctoral Capstone Site Mentor Award - Recognizes a capstone site mentor who has demonstrated excellence in mentorship of a student in a sustained partnership throughout the capstone project and with whom the spirit of mutual respect, guidance, collaboration and knowledge translation have been cornerstones of the mentor-mentee relationship.

* Outstanding Community Collaboration Award – recognizes an outstanding community partner who demonstrates excellence in partnering with the University of Cincinnati occupational therapy program who has provided opportunities for students to engage in and learn from the community.

# Additional Information

## **Emergency Procedure Guidelines for Students**

**FIRE**

All university buildings are equipped with automatic fire alarm systems. Many are equipped with voice systems that will give specific instructions, as well as automatic sprinkler systems. When a fire alarm sounds, all persons are required, under state law, to evacuate the building immediately. Failure to evacuate is a criminal offense. Persons in charge of a facility (including faculty teaching class) are also responsible for evacuating their area and may be held personally liable for a failure to evacuate. Once a fire alarm has sounded, do not re-enter a building until the “all clear” message has been given by emergency personnel.

Testing of the fire alarm system is normally conducted during hours the building is closed and is posted in advance. Any fire alarm that sounds must be treated as an actual alarm unless prior notice is given of the testing. When evacuating, take your personal belongings with you, and secure your office as you leave.

In the event of a fire or fire alarm, the student should take the following actions:

* Immediately exit the building via the nearest stairwell.
* Exit the classroom or lab, verifying all visitors have left.
* Students shall not attempt to extinguish a fire.
* Pull the fire alarm (located at each stairwell and main entrances).
* If possible, call 9-1-1 from a phone located a safe distance away from the building, to report the exact location of the fire.
* Exit the building and wait for the fire department.
* Do not re-enter until you receive the “all clear” message from Public Safety.

**PHYSICAL DISABILITIES**

Special Procedures are in place for persons with physical disabilities who may be present in a building during a fire. Persons with physical disabilities are permitted to stay in a building during an emergency only if they are non-ambulatory or where elevator assistance is essential for their evacuation, and they are located either above or below the ground floor. Elevators cannot be used during a fire alarm. All other persons with disabilities need to evacuate the building in an emergency. If required, persons with a visual impairment should seek assistance from other occupants in the building. Many UC buildings are provided with designated Areas of Rescue Assistance for this situation. These areas are equipped for two-way voice communications with the 9-1-1 dispatcher and are located within fire resistive areas of the building, typically stairwells. The faculty members may want to check on the presence of these areas to assist a person with a physical disability in their class. For buildings where there are not designated Areas of Rescue Assistance, or if their presence is unknown, persons with disabilities should be instructed to seek a safe place (preferably a room with an exterior window, a telephone, and a solid door), call 9-1-1 and report their location to the dispatcher.

The Fire Department will then determine if they need to provide evacuation assistance or if the caller should stay in place.

**SEVERE WEATHER**

The University has implemented a severe weather warning system as part of its ongoing fire and life safety systems upgrade. This system allows Public Safety to play prerecorded announcements in many of the campus buildings when severe weather threatens. This system will be used in conjunction with the existing Hamilton County siren warning system. The sirens effectively warn people out of doors; however, they do not provide good coverage indoors. The campus system delivers warnings to people inside the buildings, as well as providing more detailed instructions. The sirens and the campus system are activated for severe weather warnings only, not for watches. Each building has a designated severe weather shelter area. These locations can be found at:

<https://www.uc.edu/about/publicsafety/emergencymanagement/emergency-plans/severe-weather-locations.html>

A severe thunderstorm WATCH indicates that conditions are favorable for the formation of a thunderstorm of 58 mph or greater. Hail with a diameter of ¾” or more may also be present. A severe thunderstorm WARNING is issued when severe thunderstorms have developed in the area. Shelter should be sought indoors, away from windows. A tornado WATCH indicates that weather conditions are such that tornadoes can develop, as well as implying that thunderstorm activity may be severe. A tornado WARNING indicates that a tornado has been sighted in the reporting area. Immediate shelter should be taken in the lowest interior area of a building. Avoid long span roof areas (auditoriums and gymnasiums) and areas with large amounts of glass. The Hamilton County warning sirens use a steady tone to indicate a severe weather warning (a rise fall tone is used for an attack warning). Both tones are tested on the first Wednesday of each month at 12:00pm (noon); unless there is threat of severe weather. The campus weather warning system will be tested at the same time of the day also on the first Wednesday of every month. Should a severe weather WARNING be issued, faculty members should instruct their students to move to the severe weather shelter area of the buildings. In some cases (classrooms on lower levels with no exterior windows) it may not be necessary for the class to move. Everyone should review their class locations against the list of shelter areas (see above link in this section). Call the Fire Prevention Unit at (513) 556-4992 if you have questions.

**SHELTER IN PLACE**

Several potential emergency situations that release hazardous materials into the air may result in local government issuing a “Shelter in Place” warning. These situations include chemical spills, fires, and chemical/biological attacks. Shelter in place means taking refuge inside a building and isolating yourself as much as possible from the outside air. When a shelter in place warning is issued that affects the University of Cincinnati, an announcement will be made over the campus warning system. In buildings which are not part of the campus warning system, the warning will be issued via weather alert radio. The following steps should be taken upon hearing the shelter in place warning:

* Close outside windows and doors.
* Turn off individual window air conditioners or fan units that bring in outside air.
* Remain indoors and await further instructions or the “all clear” message.
* Faculty will keep students in the classroom/lab until the emergency is over, or until other instructions are given.
* For students living in a Resident Hall, the actions are basically the same. All Resident Halls are part of the campus warning system and will receive voice announcements.
* Residents should take the following steps upon hearing the shelter in place warning:
  + Close outside windows and doors.
  + Turn off individual window air conditioners or fan units that bring in outside air (Dabney, Turner, and Schneider).
  + Remain indoors and await further instructions or the “all clear” message.

**MEDICAL EMERGENCY**

Should any person suffer a medical emergency, assistance can be summoned by calling 9-1-1. University Hospital provides a paramedic service to the UC main campuses, with back-up coverage from the Cincinnati Fire Department. Be sure to specify exactly where in the building the patient is located and, if possible, send someone to meet the paramedics at the main entrance. An incident report should be completed and filed in the Dean’s office.

**THEFT**

In the event that a student is the victim of a theft (or other non-violent crime), contact the UC Police department at (513) 556-1111.

**WORKPLACE VIOLENCE & VIOLENT CRIME**

Unfortunately, workplace violence and violent crimes do occur on university campuses, although rarely. UC has a training program available for interested departments. For information, contact the Crime Prevention Unit at (513) 556-4900. Further information can be found at <https://www.uc.edu/about/publicsafety.html> . In the event that a violent event was to occur elsewhere in a building lock the classroom door and move out of the line of view of the door. Contact the police by calling 9-1-1 from a campus phone or (513) 556-1111 from a cellular phone. Police personnel will provide further instructions on the building public address system.

Should a violent event occur in a classroom, if the suspect has fled, follow the same steps as above. If the suspect is still present, attempt to evacuate from the room. Call 9-1-1 as soon as possible. Be aware that 9-11 calls from campus phones are automatically identified, so if you cannot talk, police officers will be sent to investigate. At the present time, there is no method of identifying where a cellular phone call is made, so you must be able to speak to summon assistance by cellular phone.

**BOMB THREATS & SUSPICIOUS PACKAGES**

If you should receive a bomb threat, a suspicious package, or locate a suspicious item, contact the Police Department immediately by calling 9-1-1 on a campus phone. DO NOT USE A CELL PHONE!! UC has training and information packages available regarding bomb threats and suspicious packages. For more information contact Crime Prevention at (513) 556-4900 or <https://www.uc.edu/about/publicsafety.html> . If you receive a bomb threat, write down exactly what is said as soon as possible. If you have a display phone, note the number that the call was received from. If you receive a suspicious package or locate a suspicious item, do not move or open the item. Clear persons away from the immediate area and lock the area. Meet the responding police officers outside.

**PHONE NUMBERS & WEB SITES**

* Department of Public Safety o Emergency Dial 9-1-1 or (513) 556-1111 o Non-Emergency (513) 5564900 o Dispatcher (513) 556-1111 or (513) 558-1111 o Crime Prevention (513) 556-4900 (Workplace violence, theft, general info) o Fire Prevention (513) 556-4992 (Fire Safety, evacuations, severe weather) o Emergency Planning (513) 556-4900 (UC emergency plan, terrorism) <https://www.uc.edu/about/publicsafety.html>
* Environmental Health & Safety (513) 556-496[8 http://ehs2.uc.edu](http://ehs2.uc.edu/)  • Radiation Safety (513) 558-411[0](http://www.uc.edu/radsafety) <https://research.uc.edu/support/offices/radsafety/overview>

## **Student IDs**

Student IDs are issued at the Office of Public Safety in Edwards Three. IDs are issued every day, but students should call for specific hours (513) 556-4900. IDs are required for various rights/privileges, including but not limited to, admittance to the Health Sciences Building and the Medical Sciences Building on evenings and weekends, tickets to University sporting events, etc. Students are advised to carry their student ID with them at all times while on campus. *Access to the Health Sciences Building and other doorways require your student identification swipe after business hours and on weekends*.

## **Setting Up Your UC Email Account and Your Computer for Distance Learning**

**Computer Set-Up**

Before accessing the OTD Courses, check your computer setup to ensure you will be able to access everything in our course site. Doing so can save valuable time and prevent you from having to set up your technology while the course is underway. UCIT provides instructions for a computer and browser check here: <https://cahs.uc.edu/about/cetis/computer-requirements.html>

UCIT recommends students use Google Chrome or Firefox as the preferred browser for our Canvas courses. When logging in to many programs on UC’s network, UC requires two-factor identification for additional security. Consider downloading the Duo app to your mobile device in order to quickly complete two-factor authentication (<https://www.uc.edu/about/ucit/get-connected/two-factor.html>.)

Install MS Word or MS Office if you do not already have it on your computer. You will be required to use Microsoft Word in OTD DL courses, including orientation. Please be aware this is not the same as MS Works, WordPerfect, Notepad, RTF writer, etc. The University offers the Microsoft Office suite as a free download to students via their Office 365 student e-mail account. As long as you are a student at the University of Cincinnati, you will be able to use the software free of charge. Download information at: <https://www.uc.edu/about/ucit/software-tools.html> . For instructions, click on “Microsoft” and then either the Windows or Mac Installation Guide.

UC also provides support for computer hardware and software. You can submit a request for malware or virus removal for free to ensure protection of your computer programming and documents at <https://www.uc.edu/about/ucit/software-tools/hardware-software.html>.

The software plug-ins listed below are the ones most commonly used in our courses. You should make sure that your computer has the most current version installed. They are free, and this UC website provides links to download them: <https://online.uc.edu/resource-topic/technical-requirements-support/>

o Java – Java is no longer supported in Chrome, so you must use Firefox to use Java.

o Adobe Reader

o Flash Player

The UC Help Desk can help you if you run into any difficulties with setup, so please do not hesitate to contact them (513.556.4357 or toll-free 866.397.3382). Your instructor cannot help you with this type of IT troubleshooting.

Before accessing your course information, you will need to complete some set-up related to your UC student email account (MS Office 365), Canvas (UC’s online learning system) and your computer. Doing this before the course starts can save valuable time and help ensure you can access the course site when it opens. This setup should take less than 1 hour if you have a working computer as recommended by your admissions enrollment advisor.

**The following items should be completed in the order listed:**

**UC Email Account**

As a University of Cincinnati student, you now have a University email account. This is a Microsoft Office 365 account which allows access to other MS tools, including a free download of MS Office and free cloud-based storage, details here: <https://kb.uc.edu/KBArticles/Office365-Email-FAQs.aspx>

All University communications must be made through your UC email account. You will need to activate this account immediately and begin using it to communicate with all University faculty and staff.

Access your UC Email account by following these instructions:

1. Go to <https://mail.uc.edu/>
2. On the bottom left, there is a "Is this your first time logging in?" link - click "Start here"
3. Follow those instructions.
4. If you check email on a smartphone/device, you should setup your device to receive your UC Student email. Follow directions provided on the webpage listed at the beginning of this section.

Important – Use the Correct Student Email Format! The UC address format for students is different from that of faculty and staff. Please be aware that student emails should end with @mail.uc.edu. Do not set up your email address using same format (“look”) as your instructor’s or use @uc.edu – these addresses will not work!

If you have difficulty, please contact the UCIT HelpDesk. Their contact number is 513.556.4357 or toll-free 866.397.3382. Your instructor cannot help you with account setup – only UC IT staff can do so.

**Canvas**

Canvas is the online site where you access your OTD courses. After you have set up your student email, you need to edit your personal settings in Canvas to ensure that your course sites send email to your UC email, not a personal (Gmail, Yahoo, etc.) email account.

Whenever you send an email through Canvas, it will go to the account that is listed in your personal Canvas settings. For most new students, your default listing is a personal email, such as Gmail, Yahoo, etc., so you will need to edit the email setting to show your UC email. We remind you to do this since our program requires that all university communications be sent through your UC email account – e.g., you cannot use your personal email account to communicate with anyone in the program.

Use the instructions below to access Canvas:

1. From the UC home page www.uc.edu, scroll to the bottom of the page for UC tools. Click it and select Canopy & Canvas. Then click the tile that says Canvas Login.
2. Log in using your UC username (this is the first part before the @ of your UC email) and password which you created during your email setup.
3. The black column on the left has icons you can click for: Account, Dashboard, Courses, Inbox, etc.

Course instructors will provide specific communication requirements in each course syllabus.

**Teams**

Teams is a cloud-based team collaboration software that is used for virtual classroom lectures, class work, and group work. Each course has a Team that can be accessed by students as provided by course instructor.

***Netiquette***

Due to the nature of the Doctor of Occupational Therapy Program, a lot of interaction will occur online. It is essential that every student follow proper “netiquette” which is a set of rules for behaving properly online. Listed below are the top five rules of netiquette. To see the full list please refer to the hyperlink below.

1. Be Friendly, Positive and Self- Reflective

When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. One word of advice is, do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Last, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary; say it in a positive tone. Reread what you have written to be sure it is positive.

1. Use Proper Language and Titles

Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name unless it is acceptable to him or her to do so. Also, do not use caps lock when typing. It will insinuate yelling. That would hurt someone's feelings and possibly give him (or her) the wrong impression of you.

1. Use Effective Communication

Say what you mean to say. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, another may have as well. Likewise, be mindful of chosen words and joking. Let's say for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.

1. Professionalism

Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you.

1. Ask for Clarification

If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though; wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand...", which will always keep the onus for the misunderstanding on yourself.

The Golden Rule of Netiquette

With these top five netiquette rules, you are on your way to a great grade in your online course. Most importantly, when speaking in an online course or in any online environment for that matter, the same rules apply for etiquette as in real-time. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say offline. ([http://www.albion.com/netiquette/corerules.html)](http://www.albion.com/netiquette/corerules.html)

## **Additional On-Campus Resources**

### Donald C. Harrison Health Sciences Library

Donald C. Harrison Health Science Librar[y http://libraries.uc.edu/hsl/](http://libraries.uc.edu/hsl/)

The Health Sciences Library entrance is on E level in the Care/Crawley Building across from the bookstore.

Regular hours are:

7:30 AM - 12:00 AM (Monday - Thursday)

7:30 AM - 9:00 PM (Friday)

9:00 AM - 9:00 PM (Saturday)

9:00 AM - 12:00 AM (Sunday)

Note: The main entrance doors to the CARE/Crawley Building and the Medical Sciences Building are accessible via card access ONLY from 7 PM to 6 AM, Sunday through Thursday, and 5 PM to 8 AM, Friday through Saturday. With questions on how to access the Donald C. Harrison Health Sciences Library after the building doors close, please call (513) 558-0127.

### Shuttle Service

Four (4) Campus Transportation Service (CTS) shuttle routes operate at various times during the year between designated stops on UC Campuses.

Six (6) Bearcat Transportation Service (BTS) shuttle routes operate at various times during the autumn and spring academic terms, and connect UC's Uptown Campus with the nearby neighborhood, and local and Greater Cincinnati entertainment areas. Schedule information for both services can be found at: <https://www.uc.edu/about/admin-finance/facilities-management/departments/transportation-services.html>

### Fitness Center

Payment of the University’s Campus Life Fee entitles full-time Occupational Therapy students to Campus Recreation membership. The Fitness Center at the Care/Crawley Building is located on E-level. Information on hours, other campus recreation facilities and programs can be found at:

<https://www.uc.edu/campus-life/campus-rec.html>

### University Police

For emergencies dial 911. The University of Cincinnati police provide campus safety services and crime prevention. Other services include lost and found reporting and crime statistic documentation. Police main headquarters are at Three Edwards Center, 51 West Corry Street, Cincinnati, Ohio 45221-0215. Nonemergency phone numbers are (513) 556-1111 or (513) 558-1111.

### Parking Services

Parking services maintains the parking facilities and sells parking passes to students, faculty and staff. Students are encouraged to purchase their parking passes as early as possible for best selection. Parking may be purchased via the web at [www.uc.edu/parking/ o](http://www.uc.edu/parking/)r in person at the parking office:

West (Main) Campus Office

Four Edwards Center

51 W. Corry Blvd

Cincinnati, OH 45221-0624

(513) 556-2283

Office Hours: Monday - Thursday 7:00 a.m. to 6:00 p.m.

Friday, 7:00 a.m. to 5:00 p.m.

Motorist Assistance: Monday - Friday 8 a.m.- 3 p.m., call (513) 556-2283. After hours, call (513) 556-1111.

### University Health Services

University Health Services (UHS) provides primary care to all registered University of Cincinnati students. In addition to primary care services, on-site specialty care is available in athletic, gynecology, dermatology, orthopedic, internal medicine and mental health. Other on-site campus services include laboratory, pharmacy, x-ray services, allergy injections and an international travel clinic. A doctor is on call 24 hours a day to advise students should an emergency arise when UHS is closed. All physicians are board certified. The UHS website is [http://www.uc.edu/uhs/clinics.html .](http://www.uc.edu/uhs/clinics.html)

|  |  |  |
| --- | --- | --- |
| University Health Services-West |  | University Health Services-East |
| Richard E. Lindner Center-3rd Fl |  | Holmes, 1st floor |
| (513) 556-2564, Fax (513) 556-1337 |  | (513) 584-4457, Fax (513) 584-2222 |
| 8:30-4:30 M, Tu, Th, F / 9:30-4:30 W |  | 8:00-4:30 M. Tu, Th, F / 9:30-4:30 W |

**University of Cincinnati Student Health Insurance Office**

All students and their dependents enrolled for six or more credit hours at the University of Cincinnati are required to carry health insurance and are eligible for the Student Health Insurance Program. All international students on F-1 or J-1 visas are required to have health insurance. Students will be enrolled in the student health insurance plan unless they submit a waiver form to verify similar or better coverage through other insurance. The fee is assessed two times a year (Fall and Spring). An additional fee is assessed to students who request optional insurance for their dependents. Insurance enrollment and waiver forms are available online.

Richard E. Lindner Center- 3rd floor (513) 556-6868, Fax (513) 556-6655 <http://www.uc.edu/uhs/studenthealthinsurance>

Students who purchase Student Health Insurance through the University receive Needlestick insurance coverage as part of the basic policy. This will cover costs associated with follow-up care following a Bloodborne pathogen exposure.

Students who do not purchase Student Health Insurance will be assessed a $29 fee for a Needlestick Insurance policy which will appear on the student bill (as Bloodborne Pathogen Insurance) the first semester of enrollment of each year.

<https://med.uc.edu/landing-pages/studenthealth/bbpi/overview>

### Trauma Exposure and Mental Health Services

Some of the material presented in this program —and some of the ways in which it is presented—may be upsetting or temporarily overwhelming at times. It is well-documented that indirect exposure to trauma narratives may put helping professionals and trainees at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. Self-awareness and good self-care go a long way in recognizing and minimizing distress and bouncing back from it. Be sure to do periodic self-checks on how the material in the course—and the ways in which the material is delivered and discussed—are affecting you.

Titrating exposure, limiting exposure before bedtime, and practicing grounding techniques if you start feeling overwhelmed can be helpful strategies for minimizing and managing distress. Getting support from friends, colleagues, family, and mental health professionals is also important, especially if you have risk factors that might make you more likely to be triggered by some material or you find yourself becoming distressed. Free campus and community services are listed in the Mental Health Resources section below. Please talk with OT program faculty if you find you are having difficulties with any aspect of the course. We are committed to using trauma-informed teaching and learning principles to cultivate an educational environment that is congruent with occupational therapy values, that reduces the risk of re-traumatization, and that supports your resilience and your success in the course and in the profession.

Your mental health is important. School, family, work, and everything included in trying to maintain a life balance can be overwhelming. The University of Cincinnati family is dedicated to serving the “whole student”, and we want you to come to a trusted adviser, faculty member, staff member, or friend for help. Please seek help early, we want to help make your educational journey successful, and we know that getting help before problems seem unmanageable is key to thriving. It’s also recommended that you view your mental health as something to be proactive about- so take advantage of wellness activities that could keep your mind and spirit in optimal function ahead of any problems. UC offers an array of services to support your mental health, whether its peer support, professional therapeutic services, professional administrative student support (i.e. Student Affairs office) or mental wellness campus activities. Additionally, you can visit the CAPS website for more information. Below are some resources for you to have on hand.

|  |  |  |  |
| --- | --- | --- | --- |
| **Service** | **Website and Info** | **Location** | **Number** |
| Counseling and Psychological Services (CAPS) | [https://www.uc.edu/counseling/getting-](https://www.uc.edu/counseling/getting-started-at-the-counseling-center.html) [started-at-the-counseling-center.html](https://www.uc.edu/counseling/getting-started-at-the-counseling-center.html)    Counseling and Psychological Services at the University of Cincinnati provides free and reduced costs crisis and therapeutic interventions for UC students. | \*New Location\*\*  HSB ground floor | (513) 556-0648  (appointments AND crisis) |
| UC Health Services | <https://med.uc.edu/uhs/clinics/mentalhealth>    University Health Services provides care for a variety of student health needs, including mental health/psychological assessment and treatment. | Linder Athletic Center, Room 335 | UC Psychiatric Emergency Services/Mobile Crisis, 513-584-8577 |
| UC CARE Team (Crisis Assessment Referral Evaluation) | [https://www.uc.edu/sa/deanofstudents/crisis-](https://www.uc.edu/sa/deanofstudents/crisis--assessment--referral--evaluation-team--care-team-.html)  [-assessment--referral--evaluation-team--care-](https://www.uc.edu/sa/deanofstudents/crisis--assessment--referral--evaluation-team--care-team-.html) [team-.html](https://www.uc.edu/sa/deanofstudents/crisis--assessment--referral--evaluation-team--care-team-.html)    The UC CARE Team responds to student emergencies via referral from UC Police Department. If a student is having a mental health or suicide crisis, the CARE team will provide critical campus-based follow-up. | Dean’s Office (Student Affairs) | Call UC Police Department 911 |
| National Suicide Prevention Lifeline (will triage to a local provider/crisis line) | <https://suicidepreventionlifeline.org/>    Calling the National Suicide Prevention Lifeline will connect you immediately to a crisis worker, who will triage you to a local crisis worker. | All of the U.S. | 1-800-273-8825 |
| Crisis Text Line | <https://www.crisistextline.org/>    A trained crisis worker will assist you in working through your immediate needs related to mental health or other crises. | All of the U.S. | Text HELP to 741741 |
| Daily Life Resources | The UC Bearcats Pantry (BCP) and Resource Center provides free food, hygiene items, cleaning supplies, and professional clothing to students of all backgrounds with food and other insecurities. The pantry also provides meal vouchers that can be used at campus dining halls and To-Go Bags that can be conveniently picked up at locations across campus. | HSB Nutrition Department |  |

### Metropolitan Rate (reciprocity)

University of Cincinnati graduate students living in select Kentucky counties are able to attend UC at an established metropolitan tuition rate. The graduate metropolitan rate equals Ohio in-state tuition plus $300 per semester for full-time graduate students (up to 18 credit hours per semester); the metropolitan rate for part-time graduate students and overload credit hours is in-state tuition plus $25 per graduate credit hour. <https://www.uc.edu/about/bursar/tuition-fees/non-resident-surcharges.html>

In addition, select counties in Indiana are included in the Indiana/Ohio Reciprocity Agreement. Residents of these Indiana counties can apply to receive tuition at the Ohio-resident rate. For more information on reciprocity and the metropolitan rate please visit:

<https://www.uc.edu/about/registrar/personal-info-changes/residency.html>

# Fieldwork Education

## **Fieldwork Education: An Overview**

Fieldwork education is an essential part of the Occupational Therapy Program. The occupational therapists and health care facilities participating in the fieldwork program are carefully screened and must share the OT Program’s commitment to excellence in patient care.

The fieldwork experience is spread throughout the student’s education. The curriculum is set up so that the student completes courses on theory and knowledge about the general population, then experiences a Level I fieldwork opportunity in that designated population. The different populations include pediatrics, mental health, and physical dysfunction. Level I fieldwork experiences are designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

After all course work has been completed the student completes two level II fieldwork experiences that total 24 weeks of full-time experience. These two fieldwork experiences are expected to be completed in different settings. Level II fieldwork experiences are designed to promote clinical reasoning and reflective practice, convey the values and beliefs that support ethical practice, and to develop professionalism and competence in career responsibilities.

Coursework and fieldwork experiences will help prepare the student to practice as a generalist with a broad exposure to different practice settings including inpatient, outpatient, schools, and long-term care facilities. The student will be prepared to work with a variety of populations including children, adolescents, adults, and the geriatric population. At least one fieldwork experience (either Level I or Level II) will have a focus on psychosocial factors that influence engagement in occupation.

Students participating in fieldwork rotations are still part of the University and are expected to meet all of the usual financial obligations and academic requirements of a student. Students must adhere to the schedule assigned to them by their clinical site, including holiday and work schedules.

## **Fieldwork Site Selection and Process (OT FW Policy 001)**

1. Student Fieldwork Orientation – Students will be oriented to the fieldwork site selection and placement process during their first semester (Summer I) of the OT Program. Information regarding fieldwork placement is also contained in the OT student handbook.

1. Exxat Fieldwork Database – Students have online access to the Exxat Fieldwork Database to review potential fieldwork sites. Included on the site are fieldwork data sheets, web links to the site (if available), and student evaluation of fieldwork forms.

1. Student Selection- The Fieldwork Plan worksheet is issued to students during the summer semester of their first year. Students independently complete the information sheet, then meet with the Academic Fieldwork Coordinator to clarify selections and ensure a variety of placements/populations.

* 1. Students will be given the opportunity to create a wish list of their preferred fieldwork sites once contracts have been confirmed for each given fieldwork rotation. Due dates for each wish list will be made available to the students the semester prior to level I rotations and two semesters prior to level II rotations. Students should keep in mind when completing their “wish list” that at least one level II fieldwork rotation is required to occur in a traditional setting.
  2. Careful attention is paid to the overall quality of the experience in that setting and practice areas, the quality of the clinical educator(s) available to supervise the student, and the specific strengths and weaknesses of the student.
  3. Students have the potential to complete level II fieldwork in a location of their choosing in United States as long as the Academic Fieldwork Coordinator can secure a legal contract. If a student has been on a professional development plan or academic probation during the OTD program, the AFWC may require the student to complete a local level II fieldwork successfully before being able to complete fieldwork at a location further from the University of Cincinnati.
  4. Students will not be sent to a level II fieldwork site that occurs outside of the United States.
  5. Special circumstances regarding placement requests:
     1. “Staying local”: is defined as sites within a 60-mile radius of Cincinnati, OH.
     2. Students are responsible for all fieldwork transportation.
     3. Preference is given to students that are married, have children, other human caregiver responsibilities, or educational obligations in the local area.
  6. If a specific location is requested due to transportation issues or family obligation, sincere attempts will be made to meet student’s request for placement location.
  7. Student request to change their fieldwork plan for Level II placement: must be completed at least 6 months in advance of the rotation. A request for change must be made in writing, reviewed with the Academic Fieldwork Coordinator, and approved. An approved change will be documented in the student’s file on the Exxat Fieldwork Database.

1. Site Determination and Confirmation

* 1. The Academic Fieldwork Coordinator reviews the FW site contract database for applicable locations with current contracts as per the students’ Fieldwork Plan worksheets.

* 1. The Academic Fieldwork Coordinator contacts the potential site representatives and documents communication on the Exxat fieldwork database.

* + 1. Ensure that the FW educator meets appropriate qualifications for the supervision.
    2. Ensure that the ratio of fieldwork educators to students does not exceed 1:4 for level I fieldwork or 1:2 for level II fieldwork.
    3. If site placement is confirmed, the Academic Fieldwork Coordinator sends the confirmation form via email or fax with a request to complete and return via email or fax. Electronic signatures on confirmation forms are accepted.
    4. If the site is unable to accept the student, the Academic Fieldwork Coordinator speaks with the student regarding alternative settings and locations based on current contracted fieldwork sites.
    5. Students are notified of placement via confirmation letter or confirmation email within one month of beginning level I rotations and within 3-6 months prior to beginning the level II experience.

1. Secure new site contracts or expired contracts

* 1. Justification for new site additions: use site long term, demonstrates alignment with curricular design and threads, offers a specialty area of practice, offers student perks, i.e., housing, stipends, site contacts UC OT program, student geographical request, and/or student personal needs, etc.

* 1. A verbal confirmation must be obtained and documented prior to starting a new contract process or renewing an expired contract.

* 1. New site information (i.e., site name, address, contact person, phone number and email) is forwarded to the UC Academic Fieldwork Coordinator to initiate new contract process.

1. Fieldwork Educator Packets

* 1. Level I fieldworks: The AFWC will share the syllabus, assignments, and objectives with the site, as well as send a personal link for the site to view the student’s verification of immunizations, personal data information, liability insurance, and student evaluation form.

* 1. Level II fieldworks: The AFWC will share the syllabus, liability insurance, and AOTA Fieldwork Performance Evaluation. The supervisor will be sent a link to the student’s verification of immunizations, student personal data, as well as have access to UC’s Fieldwork webpage that contains student tracking worksheets, helpful supervisor information, and FERPA information.

* 1. Packets are distributed at least two weeks prior to the student beginning the fieldwork rotation.

* 1. Packets are in electronic form, unless otherwise requested.

1. Site Cancellation

* 1. AFWC will refer to the student’s fieldwork plan worksheet to determine alternative placements. Once an alternative placement has been established, students will be notified and given the new confirmation. If unable to secure an alternative site, the student will be contacted for a meeting to discuss other possibilities.

1. Fieldwork Site Specifications

* 1. Level I

* + 1. No portion of level I may be substituted for level II fieldwork.

* + 1. All supervisors must meet the requirements for “Qualified Personnel”.

* + 1. Evaluation Tool: AOTA Fieldwork Competency Evaluation for OT students

* 1. Level II

* + 1. Students must complete 24 full-time weeks which may occur in a minimum of one setting (not common but may be considered on an individual basis) and a maximum of four settings as long as the one setting is reflective of more than one practice area.

* + 1. Sites will be reflective of traditional and emergent settings in occupational therapy. At least one level II fieldwork placement must be completed in a traditional OT practice setting.

* + 1. Sites will be consistent with the UC OT program curriculum design and threads.

* + 1. Level II fieldwork must be initiated within 18 months of completing academic coursework.

* + 1. Part-time fieldwork: It is not typical practice to accommodate a part-time request for completing a level II fieldwork placement. A request for part-time fieldwork is only considered on an individual basis.

* + 1. ADA Accommodations: The AFWC in collaboration with the student, will make considerations for students requesting accommodations under the Americans with Disabilities Act (ADA). If appropriate, then the UC OT Fieldwork Committee, student’s faculty advisor, and clinical educator may be involved in determining what will best meet the needs of the student and the demands of the fieldwork site.
    2. International fieldwork placement for level II rotations is not permitted.

5. Student Responsibilities and Roles:

1. Students are not to contact the site or supervisor prior to the receipt of placement confirmation by the AFWC unless otherwise authorized by the academic fieldwork coordinator.

1. Students are expected to contact their assigned supervisor as per confirmation at a minimum of two weeks prior to starting fieldwork.

1. Students are required to ensure that all necessary health information is current and uploaded to the Exxat Fieldwork Database.

1. If the site has special requests regarding additional paperwork (i.e. background checks, drug screens, etc.), the student is expected to contact the site in a timely manner in order to ensure that all special requests are met and documented prior to the student beginning the FW rotation.

## **Fieldwork Objectives (OT FW Policy OO2)**

The purpose of using fieldwork objectives is to provide guidance to fieldwork educators about UC OT program expectations while on their fieldwork rotations. The objectives help to ensure the UC OT program and fieldwork sites/ supervisors collaborate on use and design of fieldwork objectives.

Procedure:

1. Level I and Level II fieldwork objectives are written to provide guidance on assignments, expectations, and essential skills required. Please refer to each course syllabi for details.

1. UC OT program fieldwork objectives may be altered as per the needs of the fieldwork site and/ or the fieldwork supervisors.

1. Level I Fieldwork

* 1. Site(s)/ supervisor(s) may choose to add additional fieldwork objectives and assignments, but still must follow all written UC fieldwork objectives as per each syllabus.
  2. The syllabus and objectives will be sent out prior to the student’s arrival and the fieldwork educator will have a chance to review, edit, and sign that they have reviewed and agreed to the information prior to the start of the student’s fieldwork rotation.
  3. Objectives serve as a contract between the student and the site as to what is expected of the student throughout the fieldwork experience.

1. Level II Fieldwork

* 1. UC OT program has written fieldwork objectives in each Level II fieldwork syllabi.
  2. Site(s)/ supervisor(s) will be contacted prior to the student’s arrival to see if the site-specific objectives work for the site or if the site would like to add more site-specific objectives to the list.

* + 1. The AFWC will assist sites in creating site specific objectives if requested.

* + 1. Written documentation of these objectives is required prior to the beginning of the student’s rotation. This documentation is valid for 5 years.

* + 1. If changes occur with the fieldwork site/ supervisor or UC OT program, the other party will be notified, and documentation will be updated.

* 1. Objectives serve as a contract between the student and the site as to what is expected of the student throughout the fieldwork experience.

## **Fieldwork Educator Qualifications (OT FW Policy 003)**

Fieldwork education is an essential part of the Occupational Therapy Program at the University of Cincinnati. The occupational therapists and health care facilities participating in the fieldwork program are carefully screened and must share the OT Program’s commitment to excellence in patient care. The fieldwork educators at the level I and level II affiliation sites will meet the qualifications established by the Accreditation Council for Occupational Therapy Education.

The Doctor of Occupational Therapy program will only schedule students with supervisors who meet the following qualifications:

1. Qualifications for Fieldwork Supervisor for Traditional Level I OT Students

* + 1. Level I fieldwork experiences may be supervised by a currently licensed occupational therapist or occupational therapy assistant.

* + 1. License must be in good standing with the state licensure board.

* + 1. Fieldwork supervisors responsible for educating traditional Level I fieldwork Occupational

Therapy Students (OTS) shall be Occupational Therapists (OT) or Certified Occupational Therapy Assistants (COTA) licensed by the state in which they practice and have a minimum of 6 months experience in any practice setting, and meet their state regulations governing practice.

1. Qualifications for Fieldwork Supervisor for Non-Traditional Level I OT Students

* 1. Level I fieldwork experiences may be supervised by “qualified personnel”.

* 1. The qualified personnel may include, but not limited to social workers, behavior specialists, counselors, psychologists, teachers, supervisors, and programs managers, etc.

1. Qualifications for Fieldwork Supervisor for Level II OT Students

* 1. Level II fieldwork students must be supervised by a currently licensed occupational therapist.

* 1. License must be in good standing with the state licensure board.

* 1. Fieldwork supervisors responsible for educating level II fieldwork occupational therapy students shall be Occupational Therapists (OT), licensed by the state in which they practice, have a minimum of one year of NBCOT licensure, and meet their state regulations governing practice.

* 1. Level II Fieldwork Educators must be adequately prepared to supervise students.

* + - 1. Optional Fieldwork Educator certification through AOTA

* + - 1. Resources will be provided through UC’s fieldwork management system, Exxat for supervisors to read and use if they desire.

1. Each supervisor has their own separate login in and can access the resources that we have provided to them.
   * + 1. The University of Cincinnati holds a free CEU event every spring for our clinical educators to attend to become better educated on topics associated with students and fieldwork.

1. Qualifications for Fieldwork Supervisor for Non-Traditional Level II OT Students

* 1. Students who are placed at a site without direct OT services will be assigned to an occupational therapy mentor for at least 8 hours of direct supervision per week.

* 1. The OT Mentor will be available by others means (phone, email, Skype) throughout the day while the student is practicing.

* 1. The student will also be assigned an onsite supervisor who is a licensed professional, such as a physical therapist, social worker, teacher, or psychologist.

* 1. This onsite supervisor needs to have an active, and in good standing, state license in their specialty area.

* 1. The onsite supervisor needs to have at least three years of professional practice.

1. Screening Process for Fieldwork Educators

* + 1. All Fieldwork educators are screened prior to the start of the student’s rotation.

* + 1. License verification is completed prior to student arrival or as soon as the superivosr is known.

* + 1. If a fieldwork educator is changed between the AFWC screening the initial therapist and the student’s arrival, then the AFWC will re-screen the new fieldwork educator as soon as possible.

## **Plan for Supervision Where No Occupational Therapy Services Exist (OT FW Policy 004)**

The University of Cincinnati Occupational Therapy Program offers a multitude of traditional and nontraditional fieldwork sites to enrich the students experience for both level I and level II fieldwork. By offering these fieldwork opportunities where occupational therapy services currently do not exist, it allows us to branch out into our community. Per our mission at UC, we want to be an active participant in our Urban Health Community.

1. Level I Fieldwork
   1. Level I fieldwork experiences may be supervised by “qualified personnel”.

* 1. The qualified personnel may include but not limited to social workers, behavior specialists, counselors, psychologists, teachers, supervisors, and programs managers, etc.

* 1. Qualified personal need to have an active and in good standing state license in their specialty area.

* 1. Must have at least three years of experience in their field.

1. Level II Fieldwork
   1. Students who are placed at a site without direct OT services will be assigned to an occupational therapy mentor for at least 8 hours of direct supervision per week.

* 1. The OT Mentor will be available by others means (phone, email, Skype) throughout the day while the student is practicing.

* 1. The student will also be assigned an onsite supervisor who is a licensed professional, such as a physical therapist, social worker, teacher, or psychologist.

* 1. This onsite supervisor needs to have an active, and in good standing, state license around their specialty area.

* 1. The onsite supervisor needs to have at least three years of professional practice.

* 1. Prior to student’s arrival to the fieldwork site, the Academic Fieldwork Coordinator, the Occupational Therapy Mentor, and the daily site supervisor will have a meeting to discuss the fieldwork objectives, supervision schedule, assignments, daily activities of the student, as well as how to address any concerns that may come up throughout the experience.

* 1. Throughout the clinical experience, the Academic Fieldwork Coordinator, occupational therapy supervisor, and daily site supervisor will remain in communication through both formal and informal methods.

## **Supervision Guidelines (OT FW Policy 005)**

Occupational therapy practitioners often use supervision models that they encountered on their own clinical rotations when in school. The University of Cincinnati recommends that each student be handled differently depending on their needs as well as the needs of the setting and the severity of the client’s condition. The Academic Fieldwork Coordinator provides information on multiple different supervision methods to the fieldwork educators but recommends a developmental type of approach to supervision. First starting with constant supervision, direction, and guidance. As the student’s skills and confidence improve the fieldwork educator can begin to wean down on supervision as appropriate.

Supervision should also be student centered. Just like when in practice, occupational therapists strive to be client centered. We believe each student has a unique set of needs and abilities. The fieldwork educator’s job is to steer the experience when applicable but allows the student to take initiative in their own learning. The fieldwork educator provides the student with the tools, guidance, and resources that ultimately can get the student towards a successful experience; however, it is up to the student to use those tools and resources productively. Part of the mission of the UC OTD program is to create lifelong active learners. This holds true in the supervisory relationship as well. Although it is up to the supervisor to create the learning environment on fieldwork, it is also the student’s responsibility to take an active part in the process.

The UC OTD Program follows the recommended guidelines set forth by the state as well as the American Occupational Therapy Association.

* *The amount and type of supervision must be appropriate to the student’s documented level of knowledge, experience, and competence as determined by the supervising therapist.*
* *Students who have been approved by the supervising therapist to practice independently in selected patient/client situations can perform the selected patient/client services without line-of-sight supervision by the supervising therapist.*
* *The supervising therapist must be physically present in the facility and immediately available to provide observation, guidance, and feedback as needed when the student is providing services at all levels of supervision.*
* *When the supervising therapist has approved the student to perform medically necessary patient/client services and the student provides the appropriate services, the services will be counted on the MDS as skilled therapy minutes.*
* *The supervising therapist is required to review and sign all students’ patient/client documentation for all levels of clinical experience and retains full responsibility for the care of the patient/client.*
* *The supervising therapist is required to have one year of practice experience prior to supervising any students.*
* *Students who have not been approved by the supervising therapist to practice independently require line of sight supervision by the qualified therapist during all services. In addition, under these circumstances the supervising therapist will have direct contact with the patient/client during each visit. (AOTA, 2018)*

American Occupational Therapy Association (AOTA). (2018). AOTA OT/OTA Student Supervision & Medicare Requirements updated November 2018. Retrieved January 2, 2019.

## **Formal Evaluation of Level I and Level II Fieldwork (OT FW Policy 006)**

This policy provides a framework for effectively evaluating fieldwork. The procedures below dictate how the fieldwork student, the fieldwork educator /site, and the UC OT AFWC will be evaluated.

Procedure

1. Student Evaluation
   1. Level I: Each student will be evaluated by their fieldwork educator(s) using the AOTA OT Competency Checklist at the end of the rotation.

* 1. Level II: Each student will be evaluated by their fieldwork educator(s) using the AOTA Fieldwork Performance Evaluation. This evaluation will be completed at midterm and at the end of the rotation.

* + 1. Fieldwork Educator will notify the AFWC regarding the midterm score.
    2. If the fieldwork educator reports concerns that a student is below expectations at the midterm evaluation, increased communication between the fieldwork educator, student, and AFWC will occur to determine the need for learning contract.
    3. If students score below a 111 on the Fieldwork Performance Evaluation (FWPE) on their final evaluation, students will be required to complete remediation within the OT program and then complete an additional level II fieldwork experience to obtain a passing grade from two level II fieldwork placements.
    4. A sum score of 111 or higher will be required to receive a Pass on the FWPE for level II fieldwork. Students must receive a score of 3 or higher on the following items to pass fieldwork no matter what the total score is.
    5. Students receiving a score of 1 on any item will not be allowed to receive a cumulative passing score on the FWPE.
    6. The AFWC and OT faculty have final authority on determining whether students receive a passing grade for their level II fieldwork experience.

* 1. Remediation
     1. A student may enter remediation at any time during level I or level II fieldwork if the fieldwork course is failed/incomplete.
     2. A student may only complete remediation of one level II fieldwork experience.
     3. When remediation begins, the student, AFWC, and another faculty member will meet to draft a learning contract that specifies the terms and conditions of the remediation as well as the objectives to pass remediation. All three parties will agree on goals/objectives that the student must meet to successfully complete remediation. All parties will sign the learning contract to indicate their agreement with the established remediation plan.

* + 1. Remediation will commence once the learning contract is signed.

# 1 - Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.

# 2 - Adheres to safety regulations and reports/documents incidents appropriately.

# 3 - Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

* + 1. Student must pass all learning activities as well as an in-person practical examination displaying his/her learned skills before being able to return to a level II placement.
    2. Students must pass their new level II fieldwork to pass remediation and receive a passing grade in the fieldwork course.
    3. At any time during the remediation process, didactic work, or clinical experience, the AFWC reserves the right to halt the experience if adequate progress is not being made.
  1. Student evaluations become part of the student’s academic file. Evaluations are maintained in the AFWC’s office in a locked cabinet. One year post graduation, the evaluations become part of the student’s permanent academic file.

1. Site Evaluation

* 1. Each Level I student will complete the UC OT Program Student Evaluation of the Fieldwork Site at the end of the rotation.

* 1. Each Level II student will complete the Student Evaluation of Fieldwork Experience on their fieldwork site.

* 1. Site visits will be completed by the AFWC as needed and appropriate using UC’s OT Fieldwork Site Visit Form.

1. AFWC Evaluation

* 1. Each student is encouraged to complete a formal course evaluation at the end of the fieldwork rotation.

* 1. The course evaluation consists of questions related to the process of site selection, placement process, and communication during the fieldwork rotation.

## **Communication (OT FW Policy 007)**

Communication is essential throughout the fieldwork process. The Academic Fieldwork Coordinator communicates with fieldwork sites multiple times prior to the student’s arrival at the fieldwork site. It is expected that students will stay in contact with the Academic Fieldwork Coordinator throughout his/her rotation through email/ Canvas/ phone/ or in person meetings to provide updates on progress. It is much easier to work through conflict, concerns, or issues early in the process, than after the fieldwork rotation is completed. The Academic Fieldwork Coordinator will meet either in person/ virtually/ or by phone at least one time throughout the rotation to check in on the student’s progress. Please be advised that the Academic Fieldwork Coordinator is here for you throughout your fieldwork and educational experience. You are not alone in the clinic, and you are still a member of the University of Cincinnati. Please use the below contact information if you would like to reach the coordinator:

Kelly Kennedy, OTD, OTR/L

Office: (513) 558-6303

Cell: (513) 520-9988

Email: Kelly.kennedy@uc.edu

## **Student Conflict Resolution Procedures in the Clinical Setting (OT FW Policy 008)**

Should a conflict arise during the student’s performance in the clinical setting, the following steps for resolution should be followed:

1. The student and the Fieldwork Educator should try to resolve the conflict.

1. If the conflict is unable to be resolved, the Clinical Instructor should approach the site’s coordinator for fieldwork education for intervention.

1. The coordinator for fieldwork education should serve as an objective third party in his/her observation of the student/CI relationship and make recommendations for possible positive solutions to the situation.

1. If the conflict is judged by the fieldwork educator and/or the coordinator for fieldwork education to be a more serious matter, the fieldwork educator and/or coordinator for fieldwork education should contact the OT Program immediately and apprise the Academic Fieldwork Coordinator of the situation. The AFWC will then act based on the information provided.

1. At any point in the process, the student, fieldwork educator or coordinator of fieldwork education may contact the AFWC to assist with strategies to help facilitate a successful resolution.

When a problem situation arises, whether it is due to a conflict in professional behaviors or decreased performance expectations, the sequence of events will be as follows:

1. The AFWC will talk to the student and the fieldwork educator separately to get everyone’s account of the problem.

1. The AFWC may schedule a time to come to the clinic to discuss the situation further with all parties involved.

1. The AFWC will meet or speak individually with the student, the fieldwork educator, and/or the coordinator of fieldwork education, if indicated, and make recommendations for possible resolutions.

1. If indicated, the AFWC will then meet with all parties involved in a joint meeting to help define concrete actions that will be taken.

1. A written plan of action will be generated and specific timelines for completion will be agreed to by all parties involved (student, fieldwork educator, coordinator of fieldwork education, AFWC).

1. The AFWC will remain involved for as long a period as necessary and will go to the site as necessary to ensure resolution of the situation.

1. If the conflict cannot be resolved, or if the student has violated the law or the AOTA Code of Ethics, the student will be removed from the clinic immediately and dealt with in accordance with program policy.

1. If the conflict is judged by the AFWC to be a personality or professional behavior issue and if intervention has not been successful, the student will be removed from the clinical setting. If the student can successfully remediate, they will be reassigned to another clinical site.

1. Students who have been removed from the clinic, for knowledge or skill deficits, will be required to formulate and carry out a remediation plan in collaboration with the AFWC. The plan may call for the student to participate in a variety of activities such as reading the literature, working with the program faculty on case studies, practicing techniques, etc.

## **Absence, Tardiness, and Early Departure Policy (OT FW Policy 009)**

It is the belief of the University of Cincinnati’s Occupational Therapy Program that appropriate clinical attendance is a critical aspect of professional behavior. An occupational therapist must be present for meetings, conferences, consultations, and patient care to fulfill their professional responsibilities. Lateness, absences, and student-initiated schedule changes are only acceptable in the event of an emergency and with notification. The Program informs students that violations of the attendance policies may result in:

* Removal of the student from the clinic,
* Additional scheduled time in the clinic,
* A delay in return to the clinic,
* No opportunity to make up missed time,
* Placement in an additional clinical experience,
* Failure in the clinical experience, and/or
* Termination in the Program.

The Program emphasizes to fieldwork educators the need to reflect any violations of these attendance policies on the fieldwork performance evaluation sheets. The Program requires that acceptable and appropriate attendance be exhibited prior to completion of the Program.

Excused Absences

Excused absences are absences that occur for emergent reasons and are approved by the fieldwork site and AFWC. No more than 2 excused absences are allowed during the level II fieldwork placement without making up the time missed.

Unexcused Absences and Tardiness

Unexcused absences are not acceptable. The student is expected to be in the clinic when assigned. Absences and tardiness are considered unexcused when:

* They are for non-emergent reasons.
* They are not approved by the site and/or the AFWC.
* The AFWC and site are not informed of the absence or early departure prior to the event.
* The AFWC and site are not informed of the tardiness within 24 hours of the event.

Grading

If a student does not miss any fieldwork time or is given permission by the fieldwork educator to make up excused absences/tardiness/early departures in the most appropriate manner, the student will receive 100% in the category. Please note: Attendance must be recorded and turned into the office at the completion of the fieldwork experience. Detriments to grades for unexcused or excessive absences are fully outlined in each syllabus for each clinical experience.

Written authorization

Due to illness or accident, students who are out of the clinic for greater than two days will be required to get a physician’s note stating they are medically fit to return to the fieldwork experience or supply written evidence of the accident. The authorization must be submitted to the Program office and the student’s fieldwork site upon his/her return. Failure to adhere to this policy will be considered a violation of the policy.

## **Fieldwork Experiences Outside of the United States (OT FW Policy 010)**

The University of Cincinnati Occupational Therapy Program currently has over 210 clinical sites within the United States that students can potentially use for their fieldwork education and is not currently seeking fieldwork sites outside of the United States.

## **Clinical Experience Dress Code (OT FW Policy 011)**

All students must adhere to a uniform dress code when attending fieldwork rotations. Unacceptable dress or appearance could lead to course remediation with potential course failure. Good personal hygiene must be practiced as part of conforming to the dress code. Students should contact the facility where they will be performing their clinical rotation to inquire about their dress code and should adhere by that dress code. If the facility does not have a dress code, students should wear the OT Program “Uniform”:

1. Students will wear khaki/black pants and designated program polo shirt (or other collared shirt) tucked into his/her slacks.
2. Shoes must have no more than a one-inch heel, be closed toed and heeled, and made of leather or vinyl. Tie-up shoes must be tied.
3. At all times, a nametag must be worn and should appear as follows:

John M. Goldner

Occupational Therapy Program

University of Cincinnati

1. Hair that reaches the collar or lower must be tied back.
2. No jewelry other than watches, stud earrings (no hoops or dangles), and wedding bands.
3. No colognes, perfumes, or heavily scented hair products.
4. No hats
5. Clothing must always be neat and clean.

Even if permitted by the clinical site:

1. Students must NEVER wear midriff tops, tops which expose the midriff when the arms are raised, see-through tops (even with another top underneath), pants whose hems drag the floor, ill-fitting pants, tank tops, sleeveless tops, shirts with logos or sayings (exception: shirts which bear the logo of the clinical site if they are acceptable to the site).
2. Shoes must have no more than a one-inch heel and be made of leather or vinyl (NO canvas) and completely enclose the foot.
3. No open toed or sandals are allowed.
4. Armpits must be always covered when working with patients.
5. False/acrylic fingernails are not permitted.
6. No fingernails visible above the fingertip.
7. No front or back cleavage is permitted.

## **Required Documentation for Clinical Assignments (OT FW Policy 012)**

It is the student’s responsibility to submit required documentation by the stated deadline to the department or other appropriate parties. Failure to do so may result in termination from the program or the cancellation of a clinical assignment which may result in a delay in progression through the program. In the rare instance that an original, submitted document has been lost or misplaced, the student is responsible for submitting a copy of the original form. Therefore, students are required to make a copy of the documentation prior to submitting it. It is the student’s responsibility to keep these copies on file until completion of the program.

## **Additional Information on Fieldwork Rotations (OT FW Policy 013)**

1. Site selection
   1. All clinic facilities participating in our fieldwork education program must have a contract with the University of Cincinnati before a student can perform a fieldwork rotation in that facility.
   2. Students must be prepared to potentially complete at least one fieldwork experience outside of the Greater Cincinnati area (i.e., two hour driving distance). The student’s “out of town rotation” budget needs to include paying tuition, travel, lodging, food, etc. The costs can vary widely depending on the location of the rotation and what living arrangements can be made.
   3. If a student requests a clinical placement in an area where the program does not have an established site, the AFWC will investigate possible new sites depending on the current needs of the clinical education curriculum with consideration for the amount of time that is available before the proposed clinical rotation is scheduled to begin.
   4. Since participation in clinical education by the clinical facility is completely voluntary, assignment to a facility is subject to change until the first day of the rotation. Occasionally, clinic facilities may have to cancel a student’s rotation. The AFWC will then try to place the student in a similar setting. However, if this is not possible, the student will then have to be reassigned to an available facility.
2. Health and Other Requirements

1. Fieldwork facilities require the students to have completed health testing and vaccines and carry malpractice insurance. Satisfactory proof of these requirements must be in the Program office, to the faculty’s satisfaction, prior to attending clinical education. (See OT Policy 029) In addition, students are required to meet these additional requirements
   * 1. Malpractice insurance – Each student contributes approximately $20.00 to be covered by a student policy. Malpractice insurance must be renewed in December of each year.
     2. Health Insurance – Student Health Insurance is available for a fee and must be purchased if a student is not covered by private health insurance. Students who purchase Student Health Insurance through the University receive Needle stick insurance coverage as part of the basic policy. This will cover costs associated with follow-up care following a Blood borne pathogen exposure. Students who do not purchase Student Health Insurance will be assessed a $29 fee for a Needle stick Insurance policy which will appear on the student bill (as Blood borne Pathogen Insurance) the first semester of enrollment of each year.

<https://med.uc.edu/landing-pages/studenthealth/bbpi/overview>

* + 1. University Health Services – Students must complete the health requirements of University Health Services, including but not limited to testing, vaccines, and consultation. Failure to complete vaccination series and/or submit required documentation by the stated deadline will result in suspension from all program activities, including classes and fieldwork rotations. Some fieldwork facilities may have additional requirements, such as drug testing or criminal background checks. It is the student’s responsibility to fulfill these requirements and to pay any related costs. The AFWC will direct the student on to where to send the results of such testing. Please see the Background check release form in the appendices.
    2. According to the contract between the University and the fieldwork site, the fieldwork site will provide emergency care to students for any accident, injury, or illness. The student’s health insurance shall be billed for any services, and the balance billed to the student. Responsibility for follow-up care remains the responsibility of the student.
    3. Students are required to hand carry their medical documentation with them to the clinic on the first day they are required to report.

1. Finances
   1. Students are responsible for all finances involved in fieldwork education, including, but not limited to, transportation, meals, room, and board.
   2. Students are responsible for any additional costs required if they do not successfully pass or complete their level II fieldwork experience within the designated time.

1. Schedule

1. Students are expected to be at their fieldwork site full time during their assigned hours each week. Hours may vary from one site to another. Students should prepare to be available 7 am to 8 pm, seven days per week. Students will follow the schedule of their fieldwork educator, not that of the University.

1. Attendance (Please see the Attendance Policy)

* 1. Absences will not be permitted. Absences may be made for illness or emergencies only. Absences must be made up unless the facility is unable or unwilling to do so. Students may be allowed up to two days of excused absence time without making up those days if approved by the fieldwork educator and AFWC.
  2. Punctuality is required without exception. The student is to be at the facility at least ten minutes before they are expected and is not to leave until excused by their fieldwork educator.
  3. Students will adhere to the schedule of their clinic, not the University schedule.

1. Learning Expectations

* 1. The student is expected to learn, respect, and observe all the rules and regulations of the facility in which the student is working. They are also expected to respect the confidentiality of the staff and patients.
  2. The clinical site also has obligations to the students – to provide a safe, supportive atmosphere conducive to learning and growth and to provide a clinical supervisor to whom the student will have a close, working relationship. If the facility does not appear to be meeting its obligations, the student should immediately inform the AFWC.
  3. Students are not to share any information from a fieldwork site such as patient care protocols, etc. unless a Fieldwork Education Release of Information form has been completed by a person in authority at the fieldwork site and the completed form submitted to the AFWC. The Fieldwork Education Release of Information form is in the Appendices.
  4. Students are to identify themselves as a “student occupational therapist” and are to obtain the patient’s consent prior to initiating therapy. Students are to respect the right of the

patient to refuse treatment by the student. In this case, the student is instructed to immediately report the patient’s refusal to their clinical instructor.

1. Site Visits

* 1. The AFWC will compete a mid-term meeting with each student during their clinical rotations. Mid-term meetings will be virtual unless requested by the student or site or if a concern has been identified that warrants an in-person meeting.
  2. Additional site visits/meetings can be set up with the AFWC or other OT faculty as requested by the student or the fieldwork site during the fieldwork experience.

1. Termination from Clinical Education

A student will be removed from their clinical education experience and receive a failing grade for that experience if they:

* 1. Are found to be under the influence of an intoxicating substance.
  2. Have been proven to have committed felonious behavior.
  3. Exhibit slanderous or libelous behavior.

1. Medical & Health Profession Student- Needle stick or Body Fluid Exposure

a. AFTER A NEEDLE STICK OR BODY FLUID EXPOSURE

* + 1. If indicated, HIV prophylaxis needs to be started within 2 hours.
    2. Cleanse wound with soap and water and irrigate area with saline. For eyes, irrigate with water, saline, or sterile irrigators.
    3. Arrange for source patient blood tests to be ordered by the provider responsible for the source patient's care (see below)
    4. Receive care from your medical provider or the nearest Emergency Department that accepts your insurance.

If you have UC Student Health Insurance, report to:

* Monday – Thursday (except University Holidays). 8:00 a.m. - 4:00 p.m. Wednesdays 9:30-4:00

p.m. University Health Services, Holmes Building, 1st floor, room 1007, Phone: (513) 584-4457

* Nights, weekends, and University holidays. Go to the nearest Emergency Department or the University Hospital Emergency Department. If you need advice call (513) 584-STIX. Follow up with University Health Services at (513) 584-4457 the next workday.

* <https://med.uc.edu/landing-pages/studenthealth>

* If away from Cincinnati. Go to the hospital emergency room where you can get immediate care. If you need advice, call University Health Services (513) 584-4457, or the University Hospital operator (513) 584-7777 or (513) 584-PAGE, and page the University Health Services physician on call. Report your exposure to University Health Services at (513) 584-STIX or (513) 584-4457.

If you do not have UC Student Health Insurance, contact your insurance company for instructions or go to the nearest Emergency Department that takes your insurance. You may receive care at University Health Services. You will be billed for your care.

REQUIRED SOURCE PATIENT LAB WORK

* Rapid HIV antigen test (OCCEXP or other - written informed consent required)
* HBsAg, HBclgM, HCVab
* Hepatic profile
* Collect 3 serum separator tubes and label with source name, medical record number, date, and time collected.
* At University Hospital UC students and employees should request an orange packet from Immediate Response lab (IRL) by calling (513) 584-3700.

REQUIRED RECIPIENT LAB WORK

* HIV antibody (HIVR)
* NDSTKII (includes HBsAg, HBsAb, HBcAb, SGPT, SGOT)
* HCVab

Note: Call University Health Services at (513) 584-4457 or have the University Hospital Operator at (513) 5847777 or (513) 584-PAGE page the UHS provider on call for any questions regarding appropriate medical care. You will need to follow the protocol of the site at which you are rotating regarding documentation, obtaining source blood, etc.

# Doctoral Capstone Project and Experience

## **Doctoral Capstone: An Overview**

The Capstone Experience is the culminating experience in the Occupational Therapy Doctoral Program. The doctoral capstone includes both the capstone project and capstone experience as outlined by ACOTE, but the topics and types of doctoral capstones will be consistent with UC’s OTD program curriculum design and curricular threads. The mentors and sites participating in the capstone experience are carefully selected and must share the OT Program’s commitment to excellence in patient care.

The capstone experience is spread throughout the student’s education. Prior to the capstone experience, students have completed all Doctoral level courses and fieldwork experiences. Students will gain in-depth exposure to an area of interest by completing their doctoral capstone in one of the following areas: clinical practice, research, leadership, program and policy development, advocacy, and/or education.

## **Doctoral Capstone Prerequisites and Timelines**

During their first academic year, students will be introduced to the doctoral capstone through their Introduction to Capstone course (OT 8070). At this time, they begin to outline personal areas of interest, gaps in knowledge, and consider the professional directions they would like to take in the future. Project selection takes place in this course, following this self-assessment and reflection and in collaboration with the Doctoral Capstone Coordinator. The two subsequent courses focus on preparing students for their on-site capstone experience: Helping students become familiar with the site, setting, population, and project area through literature; fostering mentor/mentee communication and collaboration; and coursework focused around advancing individual project development.

After Introduction to Capstone (OT 8070), Capstone I (OT 8071), and Capstone II (OT 8072) courses, students complete their immersive on-site capstone experience. This experience takes place over 14 weeks full-time in the fall of their third academic year in the program. The doctoral capstone must be completed on a full-time basis and may not be completed on a part-time basis. Previous work experience or fieldwork may not be used for credit toward the doctoral capstone experience. The Capstone experience is designed to give students the opportunity to apply their knowledge to the complexities of real-world challenges and to advance evidence-based OT practice in one or more of the realms of focus described above.

Taken together, coursework, fieldwork, and capstone experiences will help prepare students to practice as entry-level generalists with a deep knowledge in their specific capstone area of focus. This final step in the preparation of student OTs at the doctoral level is intended to give them the professional tools necessary to apply evidence-based practice to everyday practice challenges, to use innovation to tackle emerging areas of practice, and to push the boundaries of clinical practice to provide the highest level of care.

As noted above, doctoral capstones will align with areas laid out by ACOTE for capstones and align with the curriculum design and curricular threads for UC’s OTD program. Please see the table below showing the doctoral capstone areas, curricular threads, and examples of projects that may be conducted in each area given faculty expertise. The project examples listed below are examples and are not meant to be an exclusive list.

|  |  |  |
| --- | --- | --- |
| **Capstone Area** | **Curricular Thread(s)** | **Examples of Projects** |
| Clinical Practice Skills | Occupation-based practice  Evidence-based practice  Community-based health care  Instructional technology  Inter- and Intra- Professional Learning and Advocacy | Interprofessional practice and education, driving and community mobility, transition-age services, sensory processing and integration |
| Research Skills | Occupation-based practice  Evidence-based practice  Instructional technology | Cancer, self-management, stroke, coaching, quality improvement or program evaluation |
| Leadership | Community-based health care  Inter- and Intra- Professional Learning and Advocacy | Community-based leadership, support group facilitation |
| Program & Policy Development | Occupation-based practice  Evidence-based practice  Community-based health care  Inter- and Intra- Professional Learning and Advocacy | Community partnerships, return to work/community reintegration, transition-age services |
| Advocacy | Evidence-based practice  Community-based health care | Cancer survivorship, community participation for individuals with disabilities |
| Education | Instructional technology  Inter- and Intra- Professional Learning and Advocacy  Experiential learning | Pedagogy, education mentoring, technology in OT education |

Students in UC’s OTD program will be exposed to the doctoral capstone components during their first year with intensive time spent in the third year to complete the capstone project, capstone experience, and then dissemination of the doctoral capstone.

## **Identification of Capstone Team Roles**

The requirements of the Doctoral Capstone Experience involve several individuals to guide, facilitate, and evaluate the student’s project, experience, and outcomes. All students will have the doctoral capstone coordinator, a faculty mentor, and a site mentor on their capstone team. Some students may have additional members on their capstone team. The roles capstone team members are outlined below:

Doctoral Capstone Coordinator (DCC):

The individual who coordinates the doctoral capstone experience (DCE) and guides the students through the phases from capstone proposal, planning, implementation, and dissemination. The DCC is the central contact for the student, site mentors, and faculty mentors in relation to the student’s DCE from start to finish. The DCC is responsible for addressing any issues that arise during the DCE. The current DCE is Carrie Solomon (solomocm@ucmail.uc.edu)

Faculty Mentor:

Faculty mentors, alongside the DCC, support the curricular and scholarly elements of the DCE and evaluate the progress of the capstone manuscript. The faculty mentor, along with the DCC, and site mentor, approve all of the student-identified learning objectives in the memorandum of understanding (MOU) prior to capstone site experience. The faculty mentor will be assigned in semester 6.

Site Mentor:

Site mentors, on behalf of the DCE site, are responsible for the direct mentorship and guidance of the student’s on-site capstone experience. In accordance with the accreditation standards for the DCE, the site mentor must have expertise which is consistent with the student’s area of focus. The DCC will ensure that capstone experiences appropriately match site mentor’s individual expertise through analysis of clinical, scholarly, service, academic, or professional competencies. This individual supervises, mentors, directs, and facilitates the on-site experience, 560 hours across 14 weeks. Site mentors do not have to be occupational therapists. They may be clinical supervisors, therapists in varied professions, faculty members, political or agency representatives, or members of management and administration for the DCE site/organization. Any clinical practice activities must be performed under supervision of a professional who meets the state and national requirements within the area of practice. The site mentor can serve as a valuable resource related to facility knowledge, site culture, context, population, and/or topic. The site mentor collaborates with the student on the learning activities and tasks that will best meet student objectives and evaluates the student’s performance during the on-site capstone experience. Additionally, the site mentor and student collaboratively decide on the site-specific deliverable to be completed by the end of the 14-week rotation.

The Site Mentor's roles and responsibilities include, but are not limited to:

1. Collaborate with the student, the Doctoral Capstone Coordinator, and the Faculty Mentor.
2. Collaborate in development of individualized student learning outcomes and objectives specific to the Capstone Experience.
   * Based on expertise, Site Mentors assist with ensuring outcomes and objectives and achievable in the 14-week timeframe.
3. Collaborate in individualized plan for supervision/mentorship.
4. Sign the MOU to demonstrate agreement with the student’s individualized objectives and plan.
5. Provide evidence of expertise consistent with the student’s area of focus prior to the initial onset of the Capstone Experience.
6. Provide onsite supervision and mentoring of the student (State Licensure laws are applicable).
7. Evaluate and assess student performance at midterm and final.
8. Verify the student time log.

Content Expert:

Some students may also work with a content expert during their DCE. The content expert is typically an individual who can provide additional support, insight, or guidance related to the topic or subject matter. The content expert may support the student during their on-site capstone experience and/or during the development, implementation, or evaluation phases. This will only apply, as needed, on a case-by-case basis. While this role is not required, it may be beneficial for a student if they require additional perspective or deeper knowledge on the subject matter than the faculty or site mentors are able to provide. The student’s relationship with the content expert with be information and may consist of any of the following (including but not limited to):

* Student requesting feedback or perspective in relation to project components
* Student interviewing Content Expert on their role or knowledge around capstone focus
* Student obtaining permission to use content or material created by Content Expert (e.g. an outcome measure)

Students bear the responsibility of finding and contacting any content experts needed to support their DCE. Content experts bear no responsibility for contributing to student’s formal evaluation, capstone experience, or capstone project. No additional MOU will be completed between the student, program, and content expert, provided that the relationship adhered to the above guidelines.

evaluations will be sent at the appropriate times to site mentors by the DCC. Student and site-mentors will agree upon a regular communication and informal feedback process for the DCE within the MOU.

## **Capstone Site Selection and Process (OT Capstone Policy 001)**

All doctoral capstone topics will be vetted by the doctoral capstone coordinator to ensure consistency with ACOTE standards and alignment with UC’s OTD curricular threads. All projects must relate in some way to the identified curricular threads of occupation- based practice, evidence-based practice, community health care, instructional technology, Inter and intra professional learning and advocacy, and/or experiential learning. Capstone project ideas will be generated via three methods.

1. By faculty who will serve as mentors selecting the topics that they are researching or are interested in researching
2. By the doctoral capstone coordinator developing capstone projects with sites and aligning projects with appropriate faculty mentors.
3. By students who have an idea for their capstone that is not on the list of capstones for their class.

\* The majority of students will participate in project selection method 1 or 2. Students wishing to participate in project selection method 3 will have to complete the “*Request to Develop New Capstone Project”* form, meet with the capstone coordinator to discuss their idea, and identify at least one potentially appropriate faculty mentor in order to determine if a project can be developed in their area of interest.

Capstone project areas will be presented to students during their Introduction to Capstone course in their first year in the OT program. Students will complete a form ranking their areas of interest and reflecting on skills they hope to gain through the capstone. The doctoral capstone coordinator will meet individually with each student to suggest projects (1-3) that align well with their self-reflection and interests. Objectives for individual student capstones will be developed collaboratively between the capstone coordinator, faculty member, capstone site mentor, and the student.

During the Capstone courses in semester 7, students are enrolled in courses where they will work to develop their capstone project and discuss their projects with one another with facilitation of the capstone coordinator or another core faculty member. During that time, students will meet at a minimum of every other week with their faculty mentor to help define their projects and the methodology that will be used. All capstone projects will be designed to provide in-depth learning for the student in an area of practice, research, scholarship, program development and/or evaluation as well as promote an understanding of the need for lifelong learning in their professional careers.

During the capstone experience, students spend 80% of the time at their site, working on their projects and expanding their knowledge in their identified area of interest. Meetings with faculty mentors will occur while they are carrying out their projects with meetings occurring weekly or biweekly as defined by individual students and faculty mentors. Meetings between students and faculty mentors may occur face to face, virtually through Zoom meetings, or via email discussions.

## On-Site Capstone Experience

Students are required to complete a 14 week (~560 hours) on-site rotation as the immersive part of their capstone experience. The initial planning for on-site experiences begins in semester 2 of their first year in the OT program. Students participate in the DCE in the fall of their third, and final year of the OTD program.

All students are expected to complete individualized learning objectives in the semester prior to their on-site experience. These objectives, along with detailed timeline, project roles, project activities, and expected delivery to the project site are outlined in the MOU. The MOU is discussed collaboratively between the student, the DCC, the site mentor, and the faculty mentor prior to being signed. Once signed, the MOU acts as the contract and roadmap for the student and capstone team during the capstone experience.

All students will be responsible for keeping a weekly time log detailing their hours and activities during the capstone experience, which will be signed at the end of each week by the site mentor.

Students are expected to complete a full-time schedule, based on the site mentor’s schedule during their DCE. This will enable the student to gain an immersive experience at the capstone site, focused on the completion of learning objectives and activities outlined in the MOU.

## **Capstone Objectives (OT Capstone Policy 002)**

Objectives for the doctoral capstone ensure the student, faculty mentor, and site mentor agree to expectations set forth for individual doctoral capstones. These objectives will help to confirm that all parties agree upon objectives, mentoring structure, and planned outcomes of the capstone. Additionally, capstone objectives ensure that both the project and experience are in alignment with UC’s curriculum design and threads. Objectives will be specific to each capstone and will be agreed upon before the student begins their capstone experience. All parties involved in the capstone (the student, faculty mentor, site mentor, and doctoral capstone coordinator) will review and sign objectives to indicate their agreement which will serve as an unofficial contract as to what is expected of the student and mentors during the doctoral capstone.

## **Capstone Mentor Qualifications and Supervision (OT Capstone Policy 003)**

The doctoral capstone is an essential part of the Occupational Therapy Program at the University of Cincinnati. Each student will have two mentors for their doctoral capstone – one core faculty member in the OT program and one site mentor. The capstone mentors and sites participating in the capstone are carefully screened and must share UC OT Program’s commitment to excellence. The capstone site mentors will meet the qualifications established by the Accreditation Council for Occupational Therapy Education which states that a student must be “mentored by an individual with expertise consistent with the student’s area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.” Faculty mentors will have expertise in the area or curricular thread associated with the capstone in order to provide quality mentoring for student projects. The frequency of mentoring meetings will be agreed upon by the student and mentors and may vary at different points within the capstone. Meetings with the OT faculty mentor will occur at a minimum of once every other week during semesters 7 and 8.

## **Evaluation and Grading of Doctoral Capstone (OT Capstone Policy 004)**

Students will be evaluated by the site mentor informally and their core faculty mentor formally. Standard processes for evaluating individual student doctoral capstones will be established by the doctoral capstone coordinator to ensure a consistent standard being used to evaluate student capstones. The site mentor will evaluate the student’s performance formally at mid-term (week 7) and final (week 14). All formal evaluation sheets can be found within the EXXAT system. Additional information is provided in the doctoral capstone handbook for students to reference as well as within Capstone courses within Canvas.

## **Student Conflict Resolution Procedures in the Capstone Setting (OT Capstone Policy 005)**

Should a conflict arise during the student’s performance while completing the doctoral capstone, the following steps for resolution should be followed:

1. The student and capstone site mentor should try to resolve the conflict.
2. If the conflict is unable to be resolved, the capstone site mentor and/or student should present the problem to the OT core faculty mentor.
3. If the conflict is still unable to be resolved, the OT core faculty member, site faculty mentor, and/or student will present the situation to the doctoral capstone coordinator for the OT program.
4. The doctoral capstone coordinator should serve as an objective and hear all sides of the situation before making recommendations for possible positive solutions to the situation.
5. At any point in the process, the student, OT faculty mentor, or site mentor may contact the doctoral capstone coordinator to assist with strategies to help facilitate a successful resolution.

1. If the conflict cannot be resolved, or if the student has violated the law or the AOTA Code of Ethics, the student will be removed from the site immediately and dealt with in accordance with program policy.

1. If the conflict is judged by the doctoral capstone coordinator to be a personality or professional behavior issue and if conflict resolution has not been successful, the student will be removed from the capstone setting. If the student is able to successfully address the issues through remediation, they will be reassigned to another capstone.

## **Capstone Outcomes/Dissemination of the Capstone (OT Capstone Policy 006)**

ACOTE standards require “completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.” Students will work with their OT faculty mentor to ensure a plan for dissemination and be given feedback by their OT faculty member on their final product (manuscript, poster, presentation, etc.) prior to dissemination.

# Appendices

## **Important Websites**

University of Cincinnati Homepage

* [www.uc.edu](http://www.uc.edu/)

College of Allied Health Sciences

* [www.cahs.uc.edu](http://www.cahs.uc.edu/)

Department of Rehabilitation Sciences

* <https://cahs.uc.edu/about/departments-schools/rehabilitation-exercise-and-nutrition-sciences.html>

UC Student Code of Conduct

* <http://www.uc.edu/conduct/Code_of_Conduct.html>

Graduate School Website

* [www.grad.uc.edu](http://www.grad.uc.edu/)

Ohio OT Practice Act

* <http://www.otptat.ohio.gov/PracticeActs.aspx>

Kentucky OT Practice Act

* <https://bot.ky.gov/Documents/BOT%20Laws%20and%20Regulations%20-%20October%202020.pdf>

Indiana OT Practice Act

<https://iga.in.gov/laws/2022/ic/titles/25#25-23.5>

American Occupational Therapy Association

* [www.aota.org](http://www.aota.org/)

National Board for Certification in Occupational Therapy

* [www.nbcot.org](http://www.nbcot.org/)

## **Background Check Consent and Release Form**

**Occupational Therapy Program**

**CONSENT AND RELEASE**

**Background Check**

Some University-affiliated clinical facilities may require a background check and/or drug screening prior to permitting the student to participate in the clinical educational program at the facility. It is the student’s responsibility to fulfill these requirements and pay all related costs. Results of testing should be forwarded to the Occupational Therapy Program for review. A favorable review of this information by the University of Cincinnati Occupational Therapy Program is not binding upon a clinical facility. A clinical facility may refuse to permit a student to participate in the clinical practicum at the facility if the background check information or drug screening results are not provided, or, if upon review of a student’s background check and drug screening, it is determined that the student is disqualified. Students are informed in advance of placement if a clinical site has such additional requirements, and the student may request not to be placed at the site.

Please complete the following authorization:

I hereby authorize the University of Cincinnati Occupational Therapy Program to receive the student provided criminal background check and review it. I further authorize University of Cincinnati, Occupational Therapy Program to release background check and drug screening reports in its possession to affiliated clinical facilities that I may attend as part of my educational requirements. This information is being released so that the clinical facility may verify my qualifications to participate in the educational program offered at that facility or for auditing and accreditation purposes. I further authorize University of Cincinnati Occupational Therapy Program permission to access and release certain personal identifying information, such as identification numbers, for the purposes stated herein.

University of Cincinnati, Occupational Therapy Program shall always comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232(g), (FERPA).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Professional Behavior/Development Plan Form**

**Student Name:**

**Faculty Advisor:**

(Student Name) has been identified as a student who would benefit from a learning contract/development plan in order to support their progression in the OT program. The information below outlines concerns/areas of growth for the student identified by the student and/or OT faculty as well as specific goals to promote student growth and development. Failure to achieve goals outlined below may result in additional remediation/development activities or dismissal from the OT program. Students can refer to OTD student handbook for additional information about progression and retention, remediation, and dismissal from the OT program.

**Areas of Concern/Student Growth Areas Identified**

**Student Learning/Development Goals (with action steps)**

Student progress with their learning contract/development plan will be reviewed at a minimum of two times per semester (mid-point and end of semester) by the OT student and their faculty advisor; these meetings may also involve the OT program director or other OT faculty as appropriate.

By signing below, the student, OT faculty advisor, and Occupational Therapy Program Director agree to the goals identified above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OT Faculty Advisor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OT Program Director Signature Date

## **University of Cincinnati OTD Professional Behaviors and Essential Functions Form**

Essential functions required to successfully be an occupational therapist include acquiring fundamental knowledge; developing communication skills; interpreting data and clinical information; integrating knowledge to establish clinical judgement; and developing appropriate professional behaviors and attitudes.

The essential functions, in conjunction with the academic standards, are requirements for admission, progress, and graduation from the occupational therapy program.

Directions: Below you will find the essential functions listed. Rate yourself considering competent as what would be needed as an entry-level occupational therapist. Please go through and place a mark along the continuum of where you feel your skills fall in relation to the statement. Please remember it is okay to be developing in any area as we all have areas of growth.

|  |  |  |
| --- | --- | --- |
| **Category** | **Rating** | **Technical Standard**  Students are expected to: |
| Acquiring Fundamental Knowledge | ß----------------------------------------------à  Developing Competent | Synthesize theories and concepts to develop an understanding of the human experience and integrate these into occupational therapy practice. |
| Acquiring Fundamental Knowledge | ß----------------------------------------------à  Developing Competent | Become proficient in basic healthcare policy and regulatory environments, including local, state, national, and global healthcare trends. |
| Acquiring Fundamental Knowledge | ß----------------------------------------------à  Developing Competent | Learn through a variety of modalities, including but not limited to classroom instruction; laboratory instruction, including cadaver lab; physical demonstrations; small group, team, and collaborative activities; individual study; preparation and presentation of information; clinic- and community-based learning experiences; and use of computer technology. |
| Interpreting Data and Clinical Information | ß----------------------------------------------à  Developing Competent | Interpret, assimilate, and understand complex information required to function effectively within the occupational therapy curriculum. |
| Interpreting Data and Clinical Information | ß----------------------------------------------à  Developing Competent | Recognize and define problems, develop and implement solutions, and evaluate outcomes. |
| Interpreting Data and Clinical Information | ß----------------------------------------------à  Developing Competent | Demonstrate critical thinking skills and appropriate decision making, with the ability to differentiate relevant versus irrelevant information. |
| Interpreting Data and Clinical Information | ß----------------------------------------------à  Developing Competent | Recall, comprehend, analyze, synthesize, and apply large volumes of information to clinical situations in classroom discussion and in clinical settings. |
| Interpreting Data and Clinical Information | ß----------------------------------------------à  Developing Competent | Understand, calculate, and interpret basic statistical tests and measures. |
| Integrating Knowledge to Establish Clinical Judgement | ß----------------------------------------------à  Developing Competent | Conduct or direct routine assessments to form an accurate and comprehensive occupational profile. |
| Integrating Knowledge to Establish Clinical Judgement | ß----------------------------------------------à  Developing Competent | Provide or direct therapeutic interventions. |
| Integrating Knowledge to Establish Clinical Judgement | ß----------------------------------------------à  Developing Competent | Retrieve, appraise, and synthesize evidence to improve client outcomes. |
| Integrating Knowledge to Establish Clinical Judgement | ß----------------------------------------------à  Developing Competent | Integrate evidence, clinical judgment, and client preferences in planning, implementing, and evaluating client outcomes. |
| Integrating Knowledge to Establish Clinical Judgement | ß----------------------------------------------à  Developing Competent | Follow safety standards for the environment and universal precaution procedures. |
| Developing appropriate professional attitudes and behaviors | ß----------------------------------------------à  Developing Competent | Recognize and critically self-evaluate the impact of social status and professional attitudes, behaviors, values, and expectations on clients. |
| Developing appropriate professional attitudes and behaviors | ß----------------------------------------------à  Developing Competent | Understand and function according to the ethical, legal, and moral behaviors commensurate with the role of Ithaca College student and occupational therapist in all professional, clinical, and research activities. |
| Developing appropriate professional attitudes and behaviors | ß----------------------------------------------à  Developing Competent | Maintain commitment to the educational process and best practice guidelines. |
| Developing appropriate professional attitudes and behaviors | ß----------------------------------------------à  Developing Competent | Develop mature, respectful, and effective relationships with peers, clients, professionals, and community members, regardless of gender identity, age, race, sexual orientation, religion, disability, or other protected status. |
| Developing appropriate professional attitudes and behaviors | ß----------------------------------------------à  Developing Competent | Develop flexibility in intervention strategies and behavior as needed to adapt to and function within changing environments and uncertainties in client circumstances. |

After reviewing the ratings above, reflect on at least one area where you feel particularly proud of your growth and one area in which you would like to grow/develop in the next semester.

Student Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Goals for Next Semester:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Service Hours:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Comments

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Doctor of Occupational Therapy Incomplete Grade Form (Part I)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Identification Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Term and Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for Incomplete Grade:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific Assignment Needed (include level of performance necessary, if appropriate):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Assignment Must be Completed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consequences of Non-Completion of the Above, Late Completion of Above, and/or Performance Below the Indicated Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Student Name (print)      Student Signature | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date |
| Faculty Member and/or Program Director Name (print) |  |

Faculty Member and/or Program Director Name Signature

## **Doctor of Occupational Therapy Incomplete Grade Form (Part II)**

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

Student Activity Performed, Date Performed, and/or Level of Performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Taken:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Copies Sent To: STUDENT STUDENT’S OT FILE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty member/ program Director Date

## **Student Incident Report**

Date incident occurred

Date report filed

Location of incident

Names of individuals involved in the incident:

Names of individuals who witnessed the incident:

Please describe the incident including as many details as possible:

Did the individuals involved in the incident require medical care? If so, where was the care provided and by whom?

Please submit this form to the OT Program Director within 24 hours of the incident or on the next business day if the incident occurs on a weekend or holiday.

## **OT Lab Activities Consent – Student**

**Consent and Release for OT Lab Activities as a Student Subject**

1. In connection with laboratory activities included in the curriculum of the OT Program at the University of Cincinnati, I hereby volunteer and consent to the performance on me of certain occupational therapy tests, measurements and/or interventions by my fellow classmates and instructors.

1. I recognize that the risks associated with these tests, measurements, and/or interventions include, but may not be limited to, minimal bruising and muscle soreness.

1. I understand that these tests, measurements and/or interventions are performed for the purposes of demonstration, instruction, and practice and that they are not intended to be diagnostic or therapeutic for me personally.

1. I affirm that I have disclosed all information concerning my health that is relevant to my participation in laboratory activities to the instructor of the course with which the laboratory activity is associated. I further understand that it is my responsibility to inform my lab partner/classmate if I am unable to perform a specific laboratory activity.

1. I recognize that, after appropriate discussion with the course instructor, I am free to withdraw my consent and discontinue participation as a subject in the laboratory activity at any time without any impact on my grade in the course with which the laboratory activity is associated. However, if I am unable to fully participate in laboratory activities for longer than a period of one week, I recognize that I must obtain a written note from a physician specifying any restrictions or limitations I have.

1. I hereby release the University of Cincinnati, its employees, agents, and students from any and all liability, loss or damage arising from, or in any way connected, with the tests, measurements and/or interventions associated with the laboratory activities in the OT curriculum.

I have read this Consent and Release and understand its contents.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

## **OT Lab Activities Consent – Community Member**

**Consent and Release for Community Participant as a Subject in OT Lab Activities**

I, , voluntarily agree to be evaluated by students

in the occupational therapy program at the University of Cincinnati. I understand that the students will ask medical questions and will complete an evaluation that may be shared with the course instructor and other classmates. Privacy of information will be protected by adherence to HIPAA standards outside of the classroom. I understand that the evaluation is for the sole purpose of the education of the student and is not to provide me with any diagnostic or treatment information.

Volunteer – Printed Name

Volunteer – Signature Date

Witness – Signature Date

## **Fieldwork Education Release of Information**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, as an authorized representative of the University of Cincinnati give consent for the release of the following information: background check, student profile, immunization records, ID, health insurance card, and other documents loaded into Exxat as appropriate to Kelly Kennedy, Academic Fieldwork Coordinator for use by the students/faculty of the Occupational Therapy Program of the University of Cincinnati for educational purposes only.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Student/ Faculty Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **OTD Program Consent and Release Form**

**OT PROGRAM - ACTIVITY RELEASE**

Realizing that during my time while enrolled as a student in the Occupational Therapy Program, I will be involved in various class activities and other activities to fulfill program requirements, I affirm that I will not hold the University of Cincinnati, any of its employees, any facility affiliated with the University through a clinical contract, or any employee of these facilities responsible for any injuries or loss which might occur while participating in these activities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Print Name OTD Class of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Witness Date

**OT PROGRAM - TRAVEL RELEASE**

Realizing that during my time while enrolled as a student in the Occupational Therapy Program, I will travel and/or be transported from one facility to another to work, observe or carry out other assigned activities, I affirm that I will not hold the facility in which I am studying, the driver of the vehicle, or the University of Cincinnati or any of its employees responsible for any injuries or loss of property which might occur while traveling and/or being transported.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name OTD Class of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Witness Date

**VIDEO/PHOTOGRAPHY CONSENT RELEASE**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, give my consent to have a faculty, staff or other representative of the University of Cincinnati videotape/photograph me on an as needed basis. I release the University of Cincinnati, its authorities, and personnel from any responsibility in the videotaping or taking of my picture. I realize that this videotape/these pictures may be shown to students and/or faculty of the Occupational Therapy Program and others or be included in printed materials and consent to its/their use for educational and or marketing purposes. I know that I will receive no payment for this video/these pictures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name OTD Class of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Witness Date

## **Handbook Acknowledgment**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ acknowledge that I have received a copy of the Doctor of Occupational Therapy Program’s student Handbook, and that I will need to follow these policies set forth in the handbook.

I am aware that if, at any time, I have questions regarding the Doctor of Occupational Therapy Program’s policies I should direct them to my faculty advisor or Program Director.

I am also aware that the Doctor of Occupational Therapy Program, at any time, may on reasonable notice, change, add to, or delete from the handbook.

I have read and understand the Doctor of Occupational Therapy Program’s Student Handbook. I have provided a copy of this document to the Program Coordinator to be added to my file.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date