



COX COLLEGE

Occupational Therapy Department

(MSOT)

Student Handbook

2018-2019

COX COLLEGE

General Information

The policies and procedures contained in this handbook are subject to change without notice at the discretion of the Program Chair with the approval of the Vice President of Academic Affairs. Any changes made will be communicated to students in a timely manner. This Handbook is not intended to be a contract, explicit or implied. It is the responsibility of each student to be acquainted with all requirements, policies, and procedures for his or her degree program and to assume responsibility for meeting those requirements.

It is the student's responsibility to become familiar with these documents and abide by all policies while enrolled at Cox College. Cox College policies can be found at <https://coxcollege.policymedical.net/policymed/artifact/list> and in the Student Portal. Tuition and fees can be found in the Cox College Catalog and are subject to be changed at the discretion of the College.

Please contact the Program Chair, Academic Advisor, or Vice President of Academic Affairs with questions regarding the information in this Handbook or general Cox College policies and procedures.

Mission, Vision, Core Values, and Goals

Mission Statement

Cox College is committed to excellence by meeting the educational needs of students and the health care community.

Vision

Cox College: Leaders in health care education

Core Values

Student First: We believe in providing a learning environment that promotes student inspiration, support and academic achievement.

Highest Quality: We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.

Communication: We believe in shared, transparent communication that is respectful and responsible.

Nothing is Impossible: We believe in working together, taking reasonable risks and daring to change so that the impossible becomes possible.

Lifelong Learning: We believe that professional curiosity develops over a lifetime based on self-evaluation, effective questioning and critical analysis of information.

Goals

- To provide quality educational programs
- To provide a quality customer experience
- To provide a quality workforce experience
- To achieve quality business practices
- To collect data and utilize systematic assessment practices

Accreditations and Organizations

Cox College is accredited by The Higher Learning Commission, 230 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440. <https://www.hlcommission.org/>.

Cox College is a single-purpose specialized private college and a partner of CoxHealth. The college provides integrated, comprehensive educational programs to prepare graduates for a changing health care environment.

MSOT Accreditation

The Cox College entry-level occupational therapy master's degree program is accredited by the [Accreditation Council for Occupational Therapy Education \(https://www.aota.org/Education-Careers/Accreditation.aspx \)](https://www.aota.org/Education-Careers/Accreditation.aspx) of the [American Occupational Therapy Association \(www.aota.org\)](http://www.aota.org), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.**

Accreditation of the occupational therapy program permits Cox College MSOT graduates to apply for the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT). A passing score on the certification exam is required to practice in all 50 states. Additionally, graduates must submit their NBCOT scores for licensure in the respective state(s) where they intend to practice.

** Note: Students must complete Level II Fieldwork Experiences within 24 months following the completion of the didactic portion of the program.

Non-Discrimination Policy Statement

Cox College is committed to maintaining a community that values the worth and dignity of every person, and fosters understanding and mutual respect among its members. Cox College does not discriminate against any member of the College community on the basis of race, color, national origin, religion, disability, age, veteran status, political affiliation, sex, sexual orientation, gender identity, pregnancy, marital status, or any other basis protected by law in its programs and activities.

Inquiries concerning the non-discrimination policy or the procedure for filing a complaint should be addressed to Jana Roberts, Director of Compliance and Assurance/Title IX Coordinator, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3598, compliance@coxcollege.edu, or to the Office for Civil Rights.

A Message to the MSOT Student

Congratulations on becoming an occupational therapy student at Cox College! We recognize the hard work and dedication that you have invested in your career already. You have competed with hundreds of other motivated students from across the United States in order to attain a position in this program. You were carefully selected and we look forward to seeing you succeed in this program.

At Cox College, we take our mission of excellence in educating students and the healthcare community very seriously. You will find excellent faculty members who care deeply for students. I am proud to welcome you to a college where excellence is the standard and the faculty strive daily to exceed that standard.

We value individual work ethic, skills development, and productivity. We value student initiative, especially related to exploration and discovery of occupational therapy evidence-based practice. We strive to tailor every assignment as a tool that shapes your professional development, confidence, and competency. We do not believe in busy work. The work that you will do in this program will result in critical thinking skills and clinical skills that will change lives and we value your future career so much that we have set incredibly high standards in order to support your professional development. These standards are designed for the purpose of setting each of you up for career and personal success.

This student handbook, along with the college catalog, will help acquaint you with the policies and processes here at Cox College. If you need any additional information, please consult with a faculty member, your faculty advisor, or myself. We are happy to assist you as you progress through the program toward your chosen career.

We look forward to watching you learn and grow. We are cheering for your success!

Amy Vaughan, OTD, OTR/L, BCP

Doctor of Occupational Therapy, Board Certified in Pediatrics

Master of Science in Occupational Therapy Department Chair & Associate Professor

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Section 1: MSOT Mission, Vision, & Philosophy of Education

MSOT Program Overview

Occupational therapy is one of the most in demand professions in America according to the US Bureau of Labor Statistics (2017). At Cox College, students experience hands-on learning opportunities in classroom, clinical, and community settings. The MSOT program combines a strong evidence-based learning environment with application in the community.

Occupational therapy focuses on helping a person engage in everyday activities that they want and need to do (WFOT, 2012). Driving, cooking, dressing, bathing, and playing are common everyday occupations. Occupational therapists are skilled in helping a person return to meaningful activities or adapt and modify activities in order to support the highest quality of life when development or injury has negatively impacted daily life. Students who enter the field of occupational therapy often have excellent interpersonal skills and strong interests or backgrounds in psychology/ social sciences, athletic performance/ movement, anatomy, and neurosciences. In short, occupational therapists use occupation as an avenue to promote health and well-being (WFOT, 2012).

Vision

Department of Occupational Therapy at Cox College: Leaders in occupational therapy education.

Mission

The mission of the Department of Occupational Therapy at Cox College is to create scientist-practitioners who are client-centered, occupation-driven, and clinically competent. We achieve this mission by:

1. Utilizing a multi-modal approach to curriculum delivery resulting in therapists equipped to succeed in diverse health care environments. (*KNOWING*)
2. Encouraging reflective practice to advance critical thinking, clinical reasoning, and problem solving skills. (*DOING*)
3. Providing opportunities for commitment to the everyday advancement of the field of occupational therapy. (*ADVANCING*)
4. Collaborating with community partners to advance the practice of occupational therapy in Southwest Missouri. (*LEADING*)

Philosophy

The Department of Occupational Therapy shares the philosophy of the profession in that “people of all ages and abilities require occupation to grow and thrive” (Hooper & Wood, 2014). In keeping with the Cox College mission of commitment to teaching clinical excellence, the Occupational Therapy Program views occupation, occupational performance,

and occupational participation as fundamental principles for organizing the curriculum, including service learning projects and active teaching/learning processes (learning through doing). Embedded within the curricular design is the singular principle that an individual's occupational performance can be positively shaped by focus on the "whole person" and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to "live life to the fullest."

Curriculum Threads & Outcomes

In the MSOT curriculum, there are common themes and threads that contribute to the overall learning experience for the student. The curriculum is designed to produce practitioners that fulfill the mission and vision of the MSOT Department. Cox College MSOT curriculum provides opportunities for:

1. Utilizing knowledge of how the human body operates and achieves participation in meaningful everyday activities in order to understand the unique needs of individual clients. (*KNOWING*)
2. Developing clinical competency and professionalism in order to deliver skilled occupational therapy services in a variety of contexts and environments. (*DOING*)
3. Advancing the profession through evidence-based practice and evidence contribution. (*ADVANCING*)
4. Participating in professional development, committing to professional membership, and collaborating with community partners. (*LEADING*)

The Cox College curriculum transforms information from the natural and basic sciences and liberal arts into an applied, holistic understanding of the art and science of occupational therapy in the learner. The curriculum reflects the person-occupation-environment interaction, the domains-processes of occupational therapy, and life span occupational performance as the central organizing concepts of the curriculum. The Person-Environment-Occupation-Performance (PEOP) model and the Occupational Therapy Practice Framework (OTPF) are the two occupational therapy theory foundations that are the backbone of the entire curriculum. They reflect the profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings.

Each course intentionally considers and applies the PEOP – OTPF model with all course content and objectives as a major unifying curriculum thread that supports the achievement of the curricular outcomes. Courses are logically sequenced to instill in

students a comprehensive knowledge and application of this relationship and its application to occupational therapy practice.

In addition, the Scientist-Practitioner Model is applied to the MSOT curriculum delivery. The Scientist-Practitioner Model is endorsed as a favored model for the development of professionals in behavioral health and service-delivery fields (Hoidin & Olbert-Bock, 2016). It addresses the concern that educational programs might produce “people who can talk about practice rather than people who are competent practitioners” (Borders & Bloss, 1994). This model is designed to encourage students to integrate research and practice and utilize “clinical inquiry” (Hoshmand, 1991) in their clinical work. An underlying philosophy of teaching in this manner is that an effective curriculum creates professional ‘habits’ and requires intentional placement of opportunities for students to engage in clinical inquiry.

Students first acquire knowledge regarding how the body operates (OTPF: client factors - neuromotor & sensory, biomechanical, cognitive and psychosocial function). Coursework includes but is not limited to anatomy, physiology, kinesiology and medical conditions. Transformation of information goes towards understanding subsystem functions and interventions that contribute to the participation and performance of occupations (OTPF: areas of occupation, performance skills and performance patterns). Students then combine all of this information in understanding the person as an occupational being whose underlying abilities in combination with environmental constraints and supports, determine occupational performance (OTPF: context and environment plus activity demands).

The curriculum utilizes metacognitive learning theory to interweave the two major threads - the PEOP along with the Occupational Therapy Practice Framework (OTPF) in that it places/offers:

- A graded developmental approach to acquiring the knowledge, skills and attitudes to be a clinically competent entry-level practitioner who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.
- An emphasis on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.
- A central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engaging in occupations.
- A comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.
- An intentional use of metacognition strategies that foster learning in context. As a result, students know themselves as learners and develop the ability to approach tasks successfully because they understand that they learn different kinds of tasks

differently. This sets them up for successful problem solving skill development in clinical practice.

- An intentional use and application of the PEOP – OTPF relationship with all course content and objectives as the major unifying curricular thread in curriculum delivery.

The entry-level MSOT curriculum model (figure 1) illustrates didactic-to-clinical experiences designed for the Cox College occupational therapy student. The inner color-filled square shows how the PEOP & OTPF theories permeate the curriculum. The hexagons depict the curriculum sequences, with the student’s clinical competence as the central core representing the culmination of the integration of the curriculum into application. The arrow of clinical inquiry represents the influence of the scientist-practitioner training where students are consistently questioning and advancing their practice through life-long learning.

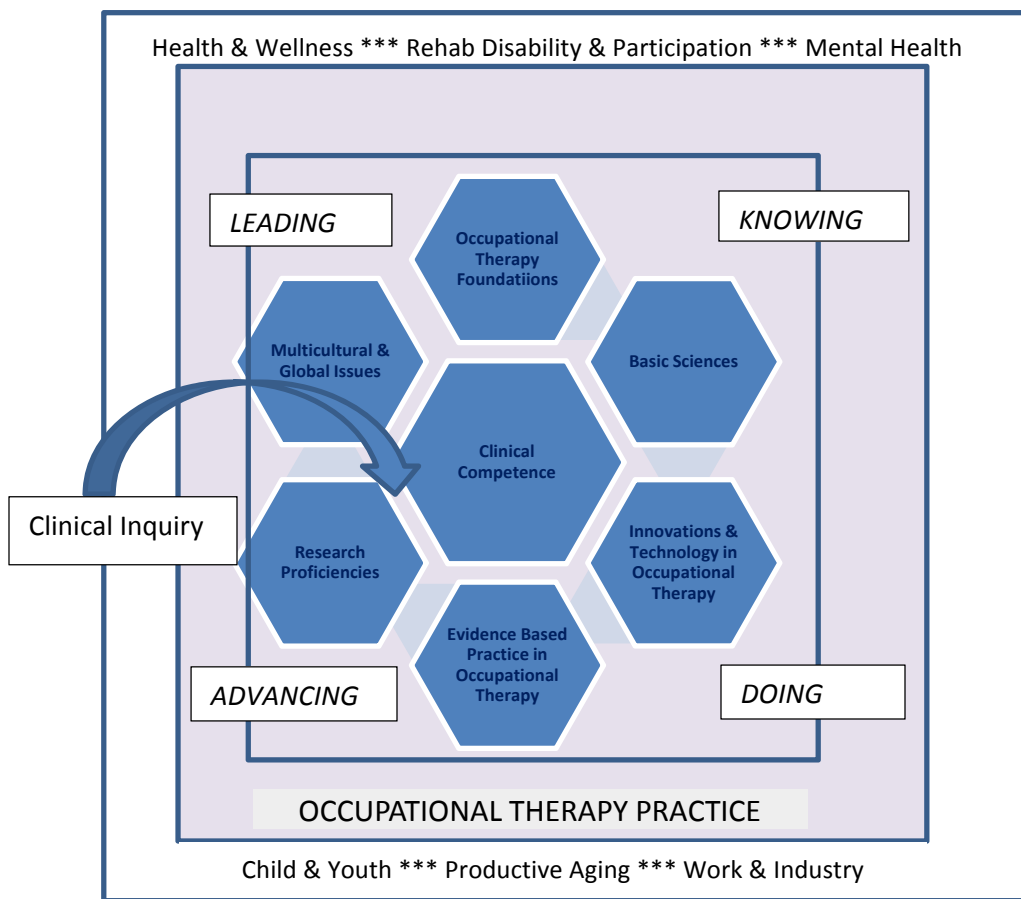


Figure 1: MSOT Curriculum Model

Courses within each course sequence (depicted as hexagonals in figure 1) concurrently or progressively either complement each other or provide increasingly more complex applicable information and experiences than previous courses in and out of the sequences.

The knowledge and skills learned are unified by the application of PEOP – OTPF theories. For example, student learning in Development of Human Occupations is tandem with Human Conditions and Occupational Dysfunctions, enabling students to intuitively understand how factors associated with dysfunction influence occupational performance. The sequencing not only allows for ample skill and knowledge preparation, but also fosters high-level strategic learning particularly, metamemory (the intuitive knowledge of one's memory capabilities and strategies to improve it), metacomprehension (the ability to assess one's own skills, knowledge, learning, or depth of understanding), problem solving, critical thinking, and clinical reasoning.

In keeping with the Scientist-Practitioner Model, the MSOT curriculum seeks to provide students with ample, repeated opportunities to create habits and skills related to clinical inquiry. Love, Carr, LeBlanc, and Kisamore (2013) have suggested evidence-based teaching strategies to develop scientist-practitioners that can be adapted for use in the MSOT program. Specifically, they suggest use of the Behavioral Skills Training Model (Miltner, 2004) which includes instruction, modeling, rehearsal, and feedback to teach Master's level students. This evidence-based, robust strategy for developing scientist-practitioners is utilized in the MSOT program at Cox College.

The curriculum sequences provide activities to learn:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);
- Expressions and use of occupations and technology for teaching and learning across the lifespan (*KNOWING & DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using occupation based interventions (*DOING*);
- Evidence basis and scholarly explorations for accountable practice (*DOING & ADVANCING*);
- Repeated practice using clinical inquiry in order to create the habits of a scientist-practitioner (*DOING & ADVANCING*);
- Clinical competence in all areas of practice, and beginning specialization as a reflective entry-level professional (*DOING & ADVANCING*);
- Leadership and advocacy for responsible collaborative clinical practice (*ADVANCING & LEADING*).

References

- Borders, D.L. & Bloss, K.K. (1994). Helping students apply the scientist-practitioner model: A teaching approach. *Counselor Education & Supervision, 34*(2).
- Hoidin, S., & Olbert-Bock, S. (2016). Learning and teaching research methods in management education: Development of a curriculum to combine theory and practice—a Swiss case. *International Journal of Education Management, 30*(1).

- Hooper, B., & Wood, W. (2014). The philosophy of occupational therapy: A framework for practice. In B.A. Boyt Schell, G. Gillen & M. Scaffa (Eds.), *Willard and Spackmans' occupational therapy* (12th ed., pp. 35-46). Philadelphia: Lippincott Williams & Wilkins.
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- Miltenberger, R.G. (2004). *Behavior modification: Principles and procedures* (3rd ed.). Belmont, CA: Wadsworth.
- United States Department of Labor (2017). Bureau of labor statistics. Retrieved from: <https://www.bls.gov/>.

Section 2: Professional Conduct Statements

MSOT Expected Behaviors

Academic performance is the beginning of skill development as a therapist; however, professional behavior is equally essential to the professional success of an occupational therapist. Professional behavior includes maintaining: high standards for class/ group project/ fieldwork attendance, a positive attitude and active engagement in both classroom and clinical learning environments, high academic integrity, and thoughtful completion of assignments and meeting deadlines in a timely manner. The following information includes specific information related to expected behaviors:

Classroom:

Graduate school is demanding of both the graduate student and the MSOT faculty. The MSOT faculty are tasked with preparing students for clinical competency and excellence in delivery of occupational therapy services as entry-level practitioners. In order to accomplish this task in a short amount of time, the MSOT program is intensive. Students are expected to plan for significant time, outside of class time, reserved for extra study, group work/ project work, and clinical practice rehearsal time in the skills lab. Students are expected to complete readings and assignments prior to class attendance so that class time can be used to enhance student understanding related to subject material or expand the scope of the material covered. Class time will not often be utilized to review material assigned in preparation for class, but rather, apply it. Therefore, it is essential that students plan for preparedness and participate as active, engaged learners with the information.

Students are expected to ask questions, actively contribute to classroom and online discussions, seek help and clarification, supplement assigned readings with further exploration of a concept when needed, and proactively make instructors and academic advisors aware when academic or classroom issues arise from a student perspective. The MSOT faculty can only be responsive and give extra support when they are aware of a situation. Group work is the responsibility of all group members; conflict within a group suggests the need for a meeting with the class advisor for support and mediation.

Unprofessional behavior, poor academic performance, or poor academic engagement and participation can result in dismissal from the MSOT program. Please see the Report of Concern Process on page 42-44 for more information.

Communication between students and professors is the responsibility of both parties. Faculty can offer remediation, extra support and assistance, and appropriate referrals to additional academic supports as needed. This assistance can be offered upon student request or when student performance does not demonstrate satisfactory academic progress or clinical skill competence. Any student who is having trouble with a course or requires special consideration or assistance is encouraged to seek it in the first week of class or as soon as the need arises. Problems and exceptions should be dealt with proactively and in private.

Students seeking formal accommodations under Section 504 should contact the Academic Resource Center. Faculty are not permitted to make 504 accommodations directly with students, but rather through involvement with the Academic Resource Center. Forms for accommodations are available in the **Student Portal**.

Clinical Behavioral Expectations:

Fieldwork experiences are designed to familiarize you with occupational therapy services in acute care and rehabilitation settings, pediatric settings, and mental health or cognitive therapy settings. Fieldwork will introduce you to the roles and responsibilities of occupational therapists and other key practitioners in each setting. Students develop clinical observation skills, interviewing skills, and therapeutic rapport/ therapeutic use of self. Clinical site objectives are developed by faculty (Level 1 experiences), the MSOT Academic Fieldwork Coordinator and/ or the Clinical Site Coordinator (Level 2 experiences) to enable each student to gain the most from the learning opportunities in the assigned setting.

Each place is unique and has different things to offer you. Even if you think you NEVER want to work in a similar setting, make the effort to think about the positive aspects of the clients, the professionals, and the setting itself.

You are expected to apply the concepts from your courses while attending fieldwork experiences. In addition, you will be expected to share experiences in online discussion forums so that others may benefit from exposure to a variety of experiences and client types from a variety of clinical sites.

The clinical setting is someone else's workplace. Your professional demeanor, presentation, your manner of interacting with the staff, and how you go about completing assignments will reflect a great deal about you personally **and** the Occupational Therapy Program at Cox College. Simply having a pleasant personality and a sense of humor is not enough. You should present a professional appearance and demonstrate the ability to ask appropriate questions at appropriate times, to

begin to report findings using appropriate terminology, to behave in a safe, appropriate manner, and to respect the rights and confidentiality of the clients with whom you work. You should not be texting, checking your phone, taking pictures, or using the clinical computers for personal information. Respecting rights and confidentiality of patients, and not taking pictures are an **absolute legal requirement**, not just an expectation.

Unprofessional behavior, poor clinical performance, or poor clinical engagement and participation can result in dismissal from the MSOT program. Please see the Report of Concern Process on page 42-44 for more information.

Online Integrity

Ensuring the integrity of distance education courses at Cox College is done via the student portal. Students access the online learning platform via a student portal, which requires one password and takes them to another secure log-on for the Canvas Learning Management System (LMS) itself. Students have access to courses three days prior to the term and then fourteen (14) days after the end of the term. When a student drops or withdraws from a course, the student loses access to the permissions to view the online course within twenty-four (24) hours.

Log-on instructions to the student portal are provided by Admissions at the point of application. Access to the Canvas LMS is opened three days prior to the course start date. The student portal has training modules available to students related to the use of technology at Cox College and the Canvas LMS. Respondus Monitoring and Lockdown Browser modes are utilized to ensure online integrity during online testing.

Professional Code of Ethics

Students are expected to read and apply the Occupational Therapy Code of Ethics (AOTA, 2015) including all principles and standards of conduct related to professional behavior (e.g. Beneficence, Nonmaleficence, Autonomy, Justice, Veracity, and Fidelity).

Reference:

American Occupational Therapy Association. (2015). Occupational therapy code of ethics. In *AOTA: The reference manual of the official documents of the American Occupational Therapy Association, Inc.* (20th ed.). Bethesda, MD: Author.

MSOT students are involved in clinical and academic environments where ethical principles are a necessary guide to professional development. Within these environments, all Cox College Allied-Health students are expected to:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.

3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote clinical excellence by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of Cox College Allied Health students.
11. Encourage faculty, clinical staff, and peers to mentor students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
15. Strive to achieve and maintain an optimal level of personal health.
16. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

MSOT Character Expectations

- ◆ **Respect** for the inherent worth and uniqueness of an individual by demonstrating caring, trust, and empathy. (This behavior is demonstrated by being accessible and prompt in meeting the needs of those under your care, encouraging and motivating individuals with whom you come in contact and respectful of those you come in contact with in the classroom and clinical settings.)

- ◆ **Commitment** to the occupational therapy profession by demonstrating an attitude of enthusiasm, cooperation and self-direction. (In addition, this behavior is demonstrated by appearing to enjoy OT, timeliness of duties and paperwork, being accountable for demonstrating professional behavior, presenting a willingness to learn and expand your knowledge.)

- ◆ **Commitment** to standards of confidentiality with regard to disclosure of information regarding clients, their families and others. (Students are obligated to keep client-related matters confidential and are not permitted to make photocopies, faxes, audiotapes or reproductions of any kind of any portion of a client record.)

- ◆ **Accountability** as members of the health care team to report any communication suggesting harm to self or others to appropriate individuals.
- ◆ **Diligence** related to safe/appropriate behavior. Examples of unsafe laboratory / clinical behavior includes behavior that:
 - Violates or threatens the physical safety of the client
 - Violates or threatens the psychological safety of the client
 - Violates or threatens the microbiological safety of the client
 - Violates or threatens the environmental safety of the client
 - Assumes inappropriate independence in action or decisions
 - Fails to recognize own limitation, incompetence and/or legal responsibilities
 - Fails to accept responsibility for own actions
 - Fails to interact effectively with health team members
 - Demonstrates lack of preparation for the care of assigned clients or professional tasks

Chain of command:

Both you and your professors are responsible for your learning. If you feel as if you and a professor have some communication issues, your first interaction must be with that professor. Be clear about your concerns, and ask if there are alternative behaviors that would improve your grades/performance and communication. If you are unable to come to a satisfactory arrangement, contact your faculty academic advisor. Your advisor will speak to the professor and will probably arrange a meeting for the three of you to explore options. At this time, a written report of concern will be generated by your advisor with your input; your signature on the report of concern form indicates that you have read it (it does not indicate that you necessarily agree with all things written in the report). Action items in response to the relevant concerns are generated through this process. This provides us (and you) with a path to success. This process also applies to your clinical fieldwork experiences. If there is a conflict during clinical experiences, follow the steps above. Contact the Academic Fieldwork Coordinator as your first step in clinical cases.

Should this procedure fail to meet your expectations or fully resolve the issue(s), contact the Department Chair. The issue will be reviewed (as appropriate) with your advisor, the instructor in question, and you or you will be directed toward a Cox College procedure pathway that is outside of the departmental purview. A meeting may also take place at this point in order to facilitate mutually beneficial action plans to support student success.

Students may contact the Vice President of Academic Affairs at the conclusion of this procedure, if the problems have not been successfully resolved.

Although Cox College supports communication throughout the organization, it is not appropriate to forward complaints to the higher administration without following the above chain of command.

Section 3: MSOT Academic Information

Admissions Requirements

See the Cox College Catalog and MSOT Website for information about admissions requirements.

MSOT Curriculum

See the Cox College Catalog and MSOT Website for detailed descriptions of each course in the MSOT program. The program is a full-time, 78 credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as an Occupational Therapist. The 2.5 year program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork.

Grading Scale

The Cox College grading scale is a 10-point scale. There are no + or – grades.

A= 100 – 90%
B= 89 – 80%
C= 79 – 70%
D= 69 – 60%*

Grades will be generally be posted within 7-10 days from submission of each assignment. A mid-term grade, as described in the College Catalog, will be reported to the Registrar. Midterm and final grades will be assigned according to the grading scale published in the College Catalog.

The responsibility for understanding and meeting grade requirements during course completion rests entirely with the student. A student is expected to have a working understanding of their achievement in coursework, especially when the student is at risk for failure in a course.

Progression

Each year 26-28 students will be admitted to the graduate program in occupational therapy. Once a student enters the program, he/she will become part of a cohort, a group of 26-28 who go through all the on-site courses together in a lock-step fashion. Fieldwork experiences will be individually assigned.

The program is a full-time, 78-credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as an

Occupational Therapist. The 2.5 year program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. This is equivalent to an overall 85% average per semester. Failure of any course (grade of 79% or below) will require successful retake of that course with a grade of B or better; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the program. The final decision of dismissal will be made by the Vice President of Academic Affairs.

The required 24 weeks of full-time Level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Faculty Review Committee and the Vice President of Academic Affairs. Both Level II experiences must be successfully completed; in the event of a failure in a clinical experience, another placement will be made at the discretion of the program director and academic fieldwork coordinator; this may or may not be immediately available and may delay graduation. Please review the Fieldwork Education Manual for specific policies related to failure of a fieldwork experience as certain circumstances require a dismissal from the program.

At midterm, if a student is at risk for a “C” grade, the student will participate in a meeting with the student’s course professor or academic advisor to develop a plan for academic improvement and the Department Chair will be notified. The student will meet as needed with either the course professor or the student’s academic advisor for the remainder of the semester.

A grade of “B” or better must be obtained for all courses or the student risks dismissal from the program. After one grade of “C” in any course, the student is placed on academic probation and the Disrupted Progression Plan is utilized. A student may not remain on academic probation for more than one semester before entering a process of academic committee review (MSOT faculty, MSOT Department Chair, & Vice President of Academic Affairs) to review the individual student case and determine further action, including up to academic dismissal from the MSOT program. The student has the right to request an Academic Review Committee and petition the committee in the event of extenuating circumstances.

Skills Competencies

Each clinical course (review the *DOING* thread of the curriculum mission and outcomes) has assigned skills competencies that students must demonstrate in order to progress in the course. If a student does not pass their competency checkouts they will not be allowed to progress into fieldwork and direct client care until they have successfully demonstrated competency.

Make-up Policy

Quizzes, announced or unannounced, will not be allowed to be made up if the student is tardy or absent from class. There will be no make up for the course exams or assignments. If you know that you will be absent due to extenuating circumstances, the absence must be approved and prior arrangements made to turn in work prior to the absence. If an exam is missed, an alternate exam or assignment may be administered at the discretion of the faculty.

Repeating Courses

One course may be repeated once during a student's MSOT educational progression for obtaining a 79% or lower in the course. Repeating a course effects your cohort status and delays graduation. See *the Disrupted Progress Policy*. Two repeated courses is not allowed.

Fieldwork level 1a-d (no more than one) may be repeated upon the discretion of the Academic Fieldwork Coordinator in accordance with the Fieldwork Manual and Fieldwork Policies. This may effect progression in the curriculum. Rescheduling or failure of level 1 fieldwork will also effect progression and may effect cohort status and delay graduation. Rescheduling will also be effected by the availability of appropriate fieldwork setting.

Fieldwork level 2 may be repeated once, but will be scheduled according to the availability of appropriate placements, not according to the schedule of the student. Please review the Fieldwork Education Manual for specific policies related to failure of a fieldwork experience as certain circumstances require a dismissal from the program. Students will be responsible for all tuition and fees associated with repeated coursework.

Withdrawal from Cox College or the Semester

A student wishing to withdraw from the college or the semester is required to complete the Withdrawal form available from the Registrar's Office, the college, and the student portal. The student meets with their advisor or dean, VA Certifying Official if receiving benefits, Financial Aid, the Bursar, and signs off on the form the date the student is withdrawing from the college or semester. The withdrawal is finalized in the Registrar's Office after which a notice is sent to concerned offices. Not attending classes does not withdraw a student from the college. The student is responsible for all charges accrued during the semester. MSOT students who withdraw from any course are at risk for disruption of progression (please see progression statements for more information).

Withdrawing (“dropping”) from a Course

A student wishing to withdraw/drop from a course is required to complete a Change in Schedule form. This form is then submitted to the Registration office. Appropriate dates to drop a course and withdraw from a course prior to or during the semester are noted in the academic calendar, which is accessible through the Cox College website and student portal.

Leave of Absence (LOA) from the MSOT Program

Leaves of Absence from the MSOT program are reserved only for extraordinary circumstances. A departmental LOA cannot extend beyond one academic semester and no more than one LOA may be granted to a student following program entry. When returning from the LOA, the student will be held to the policies and requirements of the cohort group they are joining. Please see the MSOT Disrupted Progression Policy for more information.

Incomplete Grade

A grade of “I” in a course should only be given when there is sufficient progress by the student in the course to warrant an extension into the subsequent semester. Requirements for completion are specified to provide ample time for course completion without impairing the students’ academic progress. A student may receive a grade of “I” (incomplete) in an occupational therapy course if, in the faculty’s estimation, there has been sufficient progress in the course to justify a grade of incomplete as opposed to a withdrawal. The progress must be sufficient to assure that the student will be able to complete all course requirements before the beginning of the next semester. A grade must be posted for the course before the beginning of the next semester. Failure to complete coursework by the prescribed date will result in an “F” being recorded as the final grade in the course. If a student receives an “I” in a prerequisite course, the student may be registered for the subsequent course in the following semester. However, if the “I” is not removed in the prescribed timeframe, the student will be withdrawn from the subsequent course.

MSOT Advisement Policy

Centralized Advising: A lock-step process performed by the MSOT Department Chair where the Chair enrolls and registers the students in the MSOT program each semester for classes. This role is automatically performed without any initiation required by the student.

Academic Advising: A faculty academic advisor will be assigned to students during orientation. This advisor will follow the student throughout their experience in the MSOT program and will mentor/advise the student related to professional development. The purpose of this mentorship is to support academic planning and success. The faculty advisor helps to clarify and provide examples as needed related to professional behavior expectations and academic/ clinical performance expectations. In addition, faculty advisors support the student's exploration of clinical interests and professional role development, including direction related to future career paths in the occupational therapy profession.

It is the responsibility of the MSOT student to make an appointment with the faculty advisor. First year students are required to meet with their advisor at least one time per semester. Following the first year, students are encouraged to meet with their faculty advisor at least once during the year. Meetings for advisement are welcomed as needed and students are encouraged to seek faculty support sooner rather than later when a need arises.

If the student wishes to request a change in his/ her academic advisor, that request can be made in writing (email is acceptable) alongside evidence to support the request. These requests should be directed to the Department Chair.

Original Work Submissions

All assignments are expected to be the work of the individual student unless directed otherwise. Cheating or plagiarism will result in an automatic zero for the assignment and may result in dismissal from the College.

Academic dishonesty in the learning environment could involve:

- Having a friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation
- Submitting your own work from another class without prior approval of the faculty

APA expectations

All written work, whether hard copy or digital, must be submitted in American Psychological Association (APA) 6th edition style. It is expected that students purchase an APA manual and/or find resources on the internet. A brief introduction and review will be held in the first weeks of the program. If you are unfamiliar with this style, further assistance is available in the Academic Resource Center and the Writing Center at Drury University. Other resources include:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.drgwen.com/materilas/apa/26.htm>
- <http://www.apa.org>

Canvas™

Canvas™ is the learning management system used across the College. Students are given access after they are enrolled/ registered for courses. A brief introduction will be given at the start of the program; further help may be obtained from the Academic Resource Center. It is important that students check Canvas **at least daily** during the week.

OT coursework will be posted in Canvas, including syllabi, changes to syllabi, assignments, and announcements related to additional work. A course calendar will also show due dates and assignments. Grades will also be posted in the grading section. Online tests will be submitted through the Canvas portal.

You will not retain Canvas privileges when you have graduated/left Cox College. It is suggested that any content you want to keep or work you have submitted be copied to another repository for safekeeping. If you have an e-portfolio in Canvas, keep a copy in another location.

Equipment and Supplies

Students will have the opportunity to learn to use and familiarize themselves with the equipment and assessments used in occupational therapy practice. Extra access for practice with equipment can be obtained by contacting faculty or by previous arrangement with the Faculty Support Staff. Please sign out equipment if removed from department. Special permission must be obtained to use equipment or supplies for extended use (i.e. more than 4 hours).

Inform the Program Chair or Faculty Support Staff of missing parts/pieces of assessment tools or forms so that they can be re-ordered. Most forms are copyrighted and may not be reproduced for clinical use. However, students can take pictures of their work or record their practice to support their own personal learning. Return the equipment/assessment tools to the storage room.

Students are responsible for all assessments and equipment in their possession during practice with the tools. If a tool is not returned and signed back into storage, the student assumes responsibility for all or partial replacement of the tool.

Supplies and equipment can deteriorate following routine use. Please inform a faculty member by email if you discover that items are damaged or need to be taken out of service for replacement or repair. This includes wheelchairs, walkers, canes, and other adaptive equipment.

Students are expected to wipe down surfaces of lab equipment following use. This includes mat tables, treatment tables, balls, wedges, tumbleforms, dynamometers, and parts of assessments. Cleaning solution/ wipes will be located under the kitchen sink in the cottage and on the shelves in the lab (Basement Room 5). A Material Data

Sheet with precautions and chemical composition of the cleaning solution will be posted in the lab and inside the kitchen cabinet in the Cottage.

Cox Cottage is a simulation space and will stock regular cleaning supplies that would be found in a home environment. Standard warning labels will be located on the original bottles of all supplies. Additional warning labels will be located on the inside of the cabinet door(s) as applicable for related supplies stored in the cabinet. Cleaning supplies may include but are not limited to: dish detergent, household surface cleaners, floor cleaning solutions, household “freshening” solutions, and furniture polish. Please inform a faculty member if supplies need to be reordered or replaced.

There will be times when students practice skills in other learning spaces within the College, Hospital, or Community setting. Please leave the space better than you found it, and clean the surfaces that were used. This includes wheelchairs and wheelchair cushions as well as sliding boards and adapted equipment.

Communication Related to Policy/Program Changes

Every effort is made to make sure information regarding timelines, course content, assignments and scheduled activities are correct and current. Sometimes changes are unavoidable. Changes to schedules, syllabi or other course content will be labeled as a change, dated, and posted in **Canvas™**. Procedural or policy changes will be verbally disseminated, emailed to all students, and the appropriate documents amended with the date of the amendment attached.

Fieldwork (Please see fieldwork manual for specific information)

This 2.5 year program includes 4 level one experiences that are paired with a clinical course, and 2 level two experiences. The required 24 weeks of full-time level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Faculty Review committee and the Vice President of Academic Affairs. All fieldwork takes place at facilities that have contracted with Cox College. No student may choose their own site; placement is at the discretion of the Academic Fieldwork Coordinator, who will meet with each student to determine the best placement for him/her.

The fieldwork manual is a separate document. It is published here: <https://coxcollege.instructure.com/eportfolios/278/Home>. It should be reviewed during the first semester of the program. Policies related to drug screening, background checks, professional dress and appearance during clinical experiences are found in the MSOT Fieldwork Manual. Forms for evaluation of student performance and student evaluation of the fieldwork site are located in the MSOT Fieldwork Manual also.

You are responsible for bringing the appropriate documents to your assigned site, and for returning any evaluations to the Academic Fieldwork Coordinator (Dr. April Swanson).

Inclement Weather

In the event the College is closed due to inclement weather, news media will be notified. Students will also be notified via Student Reach text messages and/or phone messages. If the College is not closed, judgment should be exercised in regard to safe travel however failure to attend class/clinical will result in an absence and will follow the absence guidelines. Students attending clinical fieldwork experiences during inclement weather are subject to the policies of their clinical site. In the event of faculty illness or emergency, every effort will be made to notify and alert students of alternate plans.

Cohort Program & Progression

Each year 26-28 students will be admitted to the graduate program in occupational therapy. Once a student enters the program, he/she will become part of a cohort, a group of 26-28 who go through all the on-site courses together in a lock-step fashion. Fieldwork experiences will be individually assigned.

The program is a full-time, 78-credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as an Occupational Therapist. The 2.5 year program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. This is equivalent to an overall 85% average per semester. Failure of any course (grade of 79% or below) will require successful retake of that course with a grade of B or better; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the program. The final decision of dismissal will be made by the Vice President of Academic Affairs.

The required 24 weeks of full-time Level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Academic Review Committee and the Vice President of Academic Affairs. Both Level II experiences must be successfully completed; in the event of a failure in a clinical experience, another placement will be made at the discretion of the program director and academic fieldwork coordinator; this may or may not be immediately available and may delay graduation. Please review the Fieldwork

Education Manual for specific policies related to failure of a fieldwork experience as certain circumstances require a dismissal from the program.

MSOT Policy on Disrupted Progression

This policy is to ensure that the Cox College MSOT program has an established plan and procedure to address circumstances of disrupted progression in the MSOT program when students either fall out of progression, or progression concerns have been identified and the student is no longer progressing with his/ her original cohort.

For the purposes of this policy, the following guidelines are applicable:

In special circumstances, students may be allowed to repeat a course in the MSOT program. In these specialized cases, a written **Progression Plan** is designed for the student and signed by the student and the MSOT Department Chair. The **Progression Plan** includes the following parts:

- **Amended Progression Dates:** This document identifies the required course listings for completion of the MSOT program with anticipated course completion and graduation dates.
- **Support Plan:** A support plan may be designed to include meetings with administration as needed (e.g. MSOT Department Chair or the Vice President of Academic Affairs) to discuss and closely monitor student progress. The Support Plan is not needed in every disrupted progression situation.
- **Research Plan:** An individualized research plan will be designed for the student. The student, the Research Project Professor, and the MSOT Department Chair will sign off on the Research Plan. Research Project I and Research Project II are designed be taken in succession without interruption. Therefore, the following procedure applies related to research progression:
 - In the event that a student must repeat a course in the MSOT program sequence prior to MSOT 605 (Research Project I), the student will progress with his/ her new cohort through Research Project completion (Research Project I→ Research Project II).
 - The Research Project Professor will decide whether the student completes an individual or group project, depending on the circumstance and the professor's discretion.
 - In the event that a student must repeat any course in the MSOT program sequence after and including MSOT 605 (Research Project I), the student will be required to complete an individual research project and will not participate in group research work.
 - Regardless of the situation, the following action items must be met and related approval obtained prior to the start of MSOT 650 (Research Project II):
 - 1) **Four months prior to starting Research Project II:** Student submits a research project proposal to a panel of professors, headed by the Research

Professor, that includes a detailed PICO question and general outline for action in Research Project II (i.e. data collection, data analysis, program proposal development, etc.). This proposal will be revised as needed, but should be finalized by 90 days prior to the start of Research Project II. This may require extra time on campus and group meetings for students who are granted permission to participate in a group research project.

2) Human Research Protection Committee Request for Approval: Student submits required HRPC paperwork to the Cox College Co-Chair of the HRPC at least 90 days prior to the start of Research Project II or at the expected timeline consistent with a group submission if the student has been granted permission to participate in a group project.

3) Human Research Protection Committee Final Approval: The student must have final written approval for project completion from the HRPC at least 30 days prior to the start of Research Project II. The student must submit a copy of the final written approval to the Research Project Professor and to the MSOT Department Chair in order to finalize registration for MSOT 650 (Research Project II).

- **The student cannot progress into Research Project II without completion of the above steps.**

MSOT program progression cannot be disrupted more than once.

If the student disagrees with the Progression Plan as designed by the MSOT Faculty and MSOT Department Chair, and the Vice President of Academic Affairs will consult and finalize a Progression Plan with or without the agreement of additional parties.

RELATED DOCUMENTATION: The following documentation may accompany this policy for procedural purposes:

- *Progression Plan*
- *Support Plan*
- *Research Plan*

Academic Probation/Suspension

MSOT students will be placed on academic probation when:

1. The semester or cumulative GPA falls below 3.0.
2. If a student is on academic probation for two consecutive semesters, the student may be suspended/dismissed at the end of the second consecutive semester. The

student will be notified in writing when placed on academic probation and/or suspension.

3. Two failures (grades of 79% or below in any course) are grounds for dismissal from the program. The final decision of dismissal will be made by the Academic Review Committee (MSOT Faculty, MSOT Department Chair, & the Vice President of Academic Affairs).

Degree Requirements/ Application for Graduation

An *Application for Degree/Certificate* form is to be completed the semester before the student plans to graduate. The applicant should be sure to write his/her complete, formal name on the form, exactly how he/she wants it to be written on the diploma. At the time of registering for final semester classes, students complete this form with their advisor or the Department Chair and obtain the MSOT Department Chair's signature. The completed form will be uploaded into Canvas in the MSOT Orientation Canvas Course. A paper copy may also be retained by your advisor or the MSOT Department Chair in order to supply the information to the Cox College Registrar. See additional instructions in the Canvas MSOT Orientation Course.

Graduation Requirements

Every candidate for a degree is responsible for meeting all of the requirements for graduation. The responsibility for understanding and meeting graduation requirements rests entirely with the student.

The *Master of Science in Occupational Therapy* degree requires:

1. Satisfactory completion (80% or better) of all courses in the curriculum plan
2. Successful completion of all Fieldwork Experiences with a passing grade
3. Minimum cumulative GPA of 3.0 on a 4.0 scale on completion of required courses for the MSOT program
4. Completion of all approved program courses within 3- 3 ½ years of admission to the MSOT program
5. Completion and submission of fieldwork assessments, including the Student Assessment of Fieldwork Site.

Letter of Reference

Students may request that a letter of recommendation be written for them by a faculty member. The student should make the request in writing (email is an appropriate method of communication). If a student prefers to use a form to request a letter of reference, one can be found in the MSOT Orientation Canvas Course under the Graduation Module. The student completes the form and emails it to the faculty member with a carbon copy (cc) to the MSOT Department Chair. Faculty members may accept or deny requests for recommendations at

their personal discretion and are not obligated to write a professional recommendation when asked.

Section 4: Professionalism

MSOT Policy on Attendance

As a professional graduate program, the MSOT program is required to ensure student attendance as part of professional development. Attendance in the MSOT program is equated with work attendance in a clinical setting; missing course content means the student missed information that is likely needed to treat future clients in an ethical and appropriate manner. Student attendance and engagement is considered an academic responsibility. A faculty member may use attendance, class participation, or lack thereof, as a criterion in the determination of a course grade.

If a student must be absent due to illness or extenuating circumstances, the student is responsible to contact the professor, faculty academic advisor, and other relevant people affected by the absence such as group members during group project work by email and/ or phone/ text. Students are expected to notify professors prior to class if they are not attending. Students who miss class are still responsible for all class content and should make arrangements accordingly. In addition, students are responsible to complete any assignments and in-class activities and make arrangements for turning them in for feedback. Students are allowed to utilize SKYPE/ Facetime online platforms for attending class with prior approval of the professor in extenuating circumstances. This type of attendance is reserved for those with a communicable illness or other serious circumstances and should not be used to replace regular attendance. Arrangements for missed testing is at the discretion of the professor and arrangements should be made prior to the test. If no arrangements are made prior to the testing time, students may be ineligible for make-up testing. Final examinations may not be rescheduled without the permission of the Department Chair and/ or the Vice President of Academic Affairs.

If a student is ill, they are expected use discretion and stay home as needed in order not to pass illness to others (i.e. patients, fellow students, professors). Contagious conditions that require a doctor's care should have a release for the student to return to school. Absences that extend past 2 consecutive class periods require a discussion of planning with the professor and the student's faculty academic advisor.

If a student misses more than 2-3 weeks of class during the semester, they may be withdrawn from the MSOT program.

Dress Code:

Graduate school is the beginning of your professional career, not the end of college. You will be expected to wear appropriate, professional attire during both your classes at Cox College and in all clinical settings.

Badges: Should be worn and visible at all times at eye level. Contact the Cox College front desk staff if your initial name badge is lost or damaged.

Clothing: The MSOT program adheres to a business casual dress code or a healthcare standard of scrubs. Students are encouraged to wear either Cox College Occupational Therapy polo shirts (can be purchased in the Cox College Store) or other polos or shirts that indicate occupational therapy. This should be paired with khaki, navy or black pants.

Labs/Clinical attire:

- **Shoes:** Please wear closed toe shoes for all lab and clinical work. This is for YOUR protection. Shoes need to be comfortable and supportive. Tennis shoes must be clean and free of holes.
- **Clothing:** NO SHORTS in the clinic settings. Skirts/dresses in clinical settings worn only with approval of clinical supervisor. Be aware of what happens to your body and clothing if you lean, squat, run, jump, twist, or bend over. Dress accordingly. The goal is to prepare well so that your mind is on the therapy you are delivering and not distracted by what your clothing is doing during the treatment session.
- **Jewelry:** No dangling jewelry. Piercings should be removed, including those in your mouth. Jewelry must be simple – pay attention to jewelry that could accidentally be snagged on equipment or pulled by a patient. Watch for rings that might puncture gloves during treatment.
- **Body art & piercings:** Be aware of your body art and how it may affect a client. Piercings, tattoos and other decorative items may serve to set you apart, but they will be viewed differently from a client's perspective. Covering items is a good way to acknowledge that you have thought about your client and his/her needs first.
- **Other:** Make sure you have communicated with your fieldwork supervisor regarding the dress expectations of the setting. There may be specific requirements; if the Cox College shirts and pants are in conflict with the setting, you may have to purchase additional items.

General Hygiene

All students should bathe or shower regularly and use an effective body deodorant and breath freshener. Clothing is expected to be free from stains and regularly laundered.

Participation & Engagement:

Active engagement in both classroom and clinical activities is vital to student success in the MSOT program. Demonstrating respect for fellow classmates, patients, professors, and clinical instructors is expected. This includes showing respect with words, actions, and attitudes/ non-verbal communication.

Additional assignments, reading, and clinical rehearsal/ application learning experiences are frequently applied as needed in graduate education to enhance learning beyond what is written in the syllabus and are an expected part of the graduate education experience.

Cell Phone/ Technology Use:

Cell phones and other technology are expected to be utilized only for active learning related to the immediate subject matter in the classroom and during required learning activities (e.g. research group or project meetings). Text messaging that interrupts student learning is prohibited except in personal emergencies and then should be communicated with the instructor for special permission. If a student is not taking notes on their computer, it should be shut and put away. Computers should not be utilized for texting or private messaging that is not directly related to course content. Students should not be surfing the internet unless looking up literature for an in-class assignment. Messaging devices such as Applewatch technology and other similar devices and computer alerts should have messaging features deactivated.

Students may be asked to leave the class at the discretion of the instructor for violating respectful technology use, with or without a make-up assignment. Inappropriate use of technology is an offense that can lead to separation of employment (i.e. being fired) in the workplace. Please practice professional habits that lead to professionally responsible/ respectful use of technology in preparation for learning success as well as professional behavior development.

Professional membership

Students are required to join the American Occupational Therapy Association (AOTA). Student membership allows access to journals, articles, networks, chatrooms, and a host of other educational materials. Membership must be maintained throughout the program. (www.aota.org)

Students are encouraged, but not required to join the **Student Occupational Therapy Association (SOTA)** at Cox College. Collectively, students create a professional voice

and vehicle for facilitating positive change in both the academic learning environment as well as the surrounding community. SOTA offers a variety of opportunities for professional development, community service, and advanced leadership development.

Students are encouraged, but not required to join the **Missouri Occupational Therapy Association (MOTA)** as student members. The mission of MOTA is to act as a professional advocate by fostering leadership in the occupational therapy profession, supporting professional standards, meeting the needs of members through professional education and networking opportunities.

Professional Electronic Communication

Email is the preferred contact to and from faculty. **It is your responsibility to check your Cox College email at least daily.** Both spam filters and the Cox Health network barriers may block email from non-Cox email providers, so please use Cox email. Canvas™ also has an email feature and can be used interchangeably with Cox email. If the content of the email is related to a specific course, Canvas™ is the preferred method of communication.

Professional communication is expected at all times. Written as well as in-person communication represents a student's professional behaviors and integrity. Make sure email communication is proofread before it is sent. If the content is related to a conflict or behavioral issue, wait at least an hour before sending it and then proofread it one more time. Students are responsible for language and professional presentation, even if they are upset or responding to a conflict. Students should not put anything in an electronic communication that would not be said in person. The tone, spelling, and format of an email represent professional behaviors and abilities. Students should be aware that things posted on the Internet in places such as Facebook, Twitter and other social media sites, including "closed" groups, may become public and the student is responsible for posted content.

Section 5: Disciplinary Action

Student of Concern Process

Purpose: To provide a consistent process for students who are having difficulty achieving academic or behavioral standards for success at Cox College. This process includes identifying, counseling, documenting, and communicating appropriately regarding students of concern. The process is meant to ensure students receive due process and faculty have documentation of all efforts to assist at appropriate intervals. This process is integral to the ethical operation, mission, and values of Cox College. Student success requires commitment from both faculty and students.

This process is intended to reflect the efforts of College personnel in this regard.

Goals:

1. To ensure due process for students at risk for failure.
2. To ensure due process for faculty in response to a student grievance.
3. To ensure appropriate and transparent communication among College personnel committed to the individual student's success.
4. To ensure a concerted effort between faculty and student that fosters success for the student.

Definitions:

Student of Concern: Graduate students who are failing to achieve and/or maintain academic or behavioral standards for success as identified in the Cox College Handbook by each graduate program.

Faculty: Any faculty member who is engaging with a student of concern.

Advisor: The graduate faculty advisor that has been assigned to the student of concern.

Chair: The chairperson of the student of concern's discipline.

VPAA: Cox College Vice President of Academic Affairs

Procedure:

1. Student or Faculty is concerned and initiates the process.
2. A face-to-face meeting is arranged with the student in person if at all possible.
3. The faculty member initiates Cox College Student of Concern Report in order to convey the issue, how it is to be addressed, and how it is re-evaluated over time. The student, faculty member(s), MSOT Department Chair, and Vice President of Academic Affairs are provided with copies to help support the successful resolution of the process.
4. A follow up report documenting progress or continued concern should be completed with additional action steps. The department chair should be invited to help support the process at this point if that has not already occurred. Counseling at this point may require the presence of the faculty advisor, department chair, or VPAA as appropriate. Follow up reports and administrative consult are utilized as needed.
5. Students who have been given these reports, plans, and goals and fail to improve may be subject to dismissal as outlined in the Student Handbook. If warranted, discussion of dismissal from the College must be held with the Vice President of Academic Affairs.

See Appendix A for Student of Concern Form

Student Discipline & Academic Integrity

All students are expected to consistently exhibit scholastic integrity. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Academic dishonesty is relevant to the evaluation of the student's level of performance and will result in disciplinary action.

Cox College reserves the right to place on probation, suspend, or dismiss students from the college whose conduct or performance is detrimental to the interests of the college or program specific professions.

Section 6: MSOT Department Compliance & Safety

Background Check and Drug Screening

The purpose of this policy is to assure the safety and well-being of patients, students, faculty and staff in the clinical and academic environments and to attest to clinical agencies the students' eligibility to participate in clinical activities. Background investigations and drug screens will be conducted as a condition of enrollment for students admitted into any certificate or degree program.

Students currently employed by CoxHealth who have already undergone a background investigation will still be subject to a drug screen as a condition of enrollment into any certificate or degree program.

If the background investigation and/or drug screen results indicate adverse information, the admission to the College and certificate or degree program may be denied or rescinded. All background investigations and drug screening will be kept strictly confidential and disclosed only to those who have a legitimate educational interest in their contents or for any other purpose permitted by FERPA or state law. The Cox College *Background Investigation and Drug Screen Policy and Procedures* are available in the Student Handbook. A copy of the policy is also provided to all students during college orientation. Questions about this policy and procedure may be directed to the Director of Compliance and Assurance.

Drug-Free Schools

Cox College recognizes that misuse of alcohol and other drugs and the unlawful possession, use or distribution of illicit drugs and alcohol pose major health problems, are potential safety and security problems, can adversely affect academic, clinical, and job performance, and can generally inhibit the educational development of students.

Cox College is committed to the standards outlined by the Federal Drug-Free Workplace Act of 1988, the Anti-Drug Abuse Act of 1988, and the Drug-Free Schools and Communities Act Amendments of 1989. As a result of this commitment, Cox College has established regulations forbidding students to engage in the unlawful manufacture, distribution, dispensing, possession or use of illegal or illicit drugs and alcohol on Cox College premises or property or as part of any Cox College activity planned for or by students. These regulations shall assure that Cox College is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances.

Cox College encourages all members of the college community to maintain civic and social responsibility when making decisions regarding the use of alcoholic beverages off Cox College premises. If a student demonstrates unsafe and/or unprofessional behavior that violates professional standards or state practice acts of each academic program, or calls into question the professional accountability of the student, corrective action will follow. Students are expected to adhere to the standards of behavior required of healthcare professionals. A one-time deviation from safe practice may be sufficient to judge a student's behavior unsafe.

Practicing in a clinical setting or coming to class under the influence of alcohol and/or drugs (illegal or prescribed) is prohibited and warrants corrective action. If the College or a clinical site has reasonable suspicion that the student is under the influence of drugs or alcohol, the student will be

removed from the college or clinical environment, placed on temporary suspension, and evaluated. The College may require a student to submit to a blood, breath, and/or urine test for drugs and/or alcohol.

The Cox College *Alcohol and Drug Policy* is available in the Student Handbook. A copy of the policy is provided to all students during college orientation. Additional copies are available in the Academic Resource Center (ARC) or by contacting the Director of Compliance and Assurance.

Student Rights in Delivery of Care

Students may request adaptation when performing specific clinical competencies related to direct or simulated patient care where the prescribed treatment presents a conflict with the student's cultural values, ethics, or religious beliefs. In no instance will the mission of the college or that of any clinical agency/facility be compromised. Students are expected to provide care to all persons in need, regardless of race, national origin, creed or religion.

Health Risk for Students Delivering Client Care

Certain risks and dangers to students' physical, psychological and/or emotional well being may occur during enrollment in the academic programs. Students entering the MSOT graduate program should be aware that they will be in close contact with other individuals having a variety of health problems in which the etiology (cause) may or may not be known. In providing care to ill people, students may be exposed to infectious disease such as Hepatitis B (HBV), Hepatitis C, Measles, Mumps, Whooping Cough, Human Immunodeficiency Virus (HIV) and other communicable diseases. Each clinical environment has specific precautionary requirements based on the type of exposure and/or clinical agency policies. It is the responsibility of each student to know and follow the program guidelines for necessary standard precautions against contracting and transmitting disease. Students are expected to be aware of their environment in order to protect themselves from environmental hazards including sharps and chemical exposure. Personal protective equipment is available in health care facilities where students are assigned clinical experiences. It is the student's responsibility to know the location of this equipment and to follow good health practices for their own protection as well as that of the general public that they are or will be serving.

Standard Precautions, as outlined by the Centers for Disease Control and Prevention (CDC) were developed to protect health care workers from blood-borne pathogens. All clients must be considered as having the potential to transmit infectious diseases. Students must take measures to protect themselves, their coworkers, and the community at large from possible exposure to blood-borne pathogens.

Students may encounter a variety of clients with symptoms of mental illness including aggressive behavior. Students may encounter a variety of situations that could potentially result in physical and mental harm. Students are expected to be aware of their environment at all times in order to protect themselves, their patients, and others.

Students enrolled in the academic programs at Cox College who experience any injury or who have been diagnosed with an infectious disease or who have been exposed to an infectious disease which could place their clients or others at risk, should immediately inform their clinical instructor.

Student Health Policy

Prior to caring for clients, students have the right to receive information regarding the transmission of disease; mechanisms of protection while delivering care to persons infected; instructions in standard precautions; and occupational health and safety issues.

Students with potentially life-threatening illnesses, including but not limited to, cancer, heart disease and HIV/AIDS may wish to continue to engage in as many of their normal pursuits as their health allows, including school. ***As long as these students are able to meet standards and functional abilities (see Student Handbook, Americans with Disabilities Act Standards), and medical evidence indicates that their health is not a threat to themselves or others, they may continue through the program.***

It is the responsibility of students to inform the faculty member about any health conditions or changes in health status that could place them or their clients at higher risk for acquiring an infection, including but not limited to, a change in HIV, HBV or TB status. Students may not care for clients while demonstrating contagious symptoms of any infectious process. In addition to any infectious illness diagnosed by a health care provider, nausea, vomiting, fever, rash and/or purulent or draining lesions could indicate infectious processes, which could put clients at risk. In cases of infectious disease, a health care provider's statement may be necessary to assure the clinical instructor/health care facility that the student is able to participate in clinical activities without harm to themselves or others.

It is the responsibility of students to inform faculty members about conditions of limited functioning (e.g. crutches, surgery) or pregnancy, which could require accommodation of clinical assignments. A health care provider's statement may be necessary to assure faculty that the student is able to participate in clinical activities without harm to self.

Students are to have certain health records complete and up-to-date **before** being allowed in the clinical setting. The list includes:

- **Tetanus/Diphtheria/Pertussis** – Current Tetanus/Diphtheria (TD) immunization status (booster required every ten years) AND documentation of one dose of adult pertussis vaccine (Tdap)
- **Varicella** – Initiation or completion of vaccine series OR laboratory confirmation of immunity
- **Hepatitis B** – Initiation or completion of vaccine series OR laboratory confirmation of immunity
- **Measles/Mumps/Rubella (MMR)** – Initiation or completion of vaccine series OR laboratory confirmation of immunity.
- **Tuberculosis Screening (TB)** – Documentation of current TB screening
- Completion of the American Heart Association (AHA) for Healthcare Provider course or equivalent which is limited to the Military Training Network or the Heart and Stroke

Foundation of Canada. No other life support programs will be accepted as equivalents.

Family Educational Rights and Privacy Act (FERPA) Directory Information

Cox College adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) (20 U.S.C. § 1232g). In accordance with federal law, Cox College has adopted policies and procedures governing the confidentiality of student educational records. No individual shall have access to, nor will the institution disclose any information from, a student's educational record without the prior written consent of the student or as otherwise authorized by FERPA. Information designated as directory information, and maintained by Cox College may be released, unless specifically prohibited by the student in writing. Forms authorizing Cox College to withhold any or all such information are available in the Registration office. Educational records are maintained in the Registration office, and copies of records are provided to advisors. Official transcripts are maintained in the Registration office and are, except as herein provided, released upon the student's consent.

Permitted exceptions under the law include disclosures to college personnel who have a legitimate educational interest; officials of other institutions in which a student seeks enrollment; representatives of agencies or organizations from which a student has received financial aid; and certain federal and state officials.

Notification of Rights Regarding Education Records

FERPA affords students certain rights with respect to their education records. These are:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file with the US Department of Education a complaint concerning alleged failure by Cox College to comply with the requirements of FERPA.
5. The right to obtain a copy of the college's FERPA policy. Students can obtain a copy of the policy from the Office of the Registrar.

Student Exposure to Blood, Potentially Infectious Body Fluids, and Illness

As healthcare students, Cox College students are at increased risk of exposure to communicable and blood borne illnesses (including, but not limited to: influenza, hepatitis, pertussis). All Cox College students must review and sign the CoxHealth Blood/Body Fluid Exposure Policy as a condition of enrollment into any certificate or degree program. Please refer to your Program Handbook and CoxHealth policy for guidance should an exposure occur.

Students are required to maintain complete and current health and immunization records with the Clinical Outreach Coordinator. Failure to do so may result in an ineligibility to enroll and/or continue in Cox College courses. This requirement ensures the well-being of students, clients and the Cox College community.

Cox College adheres to the *CoxHealth Influenza Vaccination for Healthcare Workers policy*.

Healthcare worker (HCW) refers to all persons paid or unpaid, working in a healthcare setting who has the potential for exposure to patient and/or infectious materials including body substances, contaminated medical supplies and equipment surfaces, or contaminated air. Influenza vaccination will be required of all HCWs (Healthcare Workers), each year, unless an exemption has been granted as described in the CoxHealth policy.

Additional Cox College Policies and Procedures can be found in the CoxHealth Policy Manager Program. See the MSOT Orientation Course in Canvas for a direct link to Policy Manager to review both college-wide and departmental policies.

Additional policies that students should be familiar with include but are not limited to:

- Blood/ Body Fluid Exposure and Follow-Up
- Electronic Device Safety Policy
- Influenza Vaccination for Healthcare Workers Policy

Section 7: Professional Resources & Licensure

Certification/Licensure Requirements

All graduates from ACOTE-accredited programs can apply to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Graduation from the Cox College MSOT Program does not guarantee passage of the certification exam. Each student is responsible for their own preparation for this exam in supplementation to Cox College curriculum. Supplemental study courses are offered and recommended.

Directions, locations, and scheduling is done through the NBCOT website. Students are urged to sign up prior to leaving for Level 2 fieldwork; this gives an opportunity to ask questions, seek advice and even take practice tests online.

Contact NBCOT at www.NBCOT.org.

Missouri OT Licensure (retrieved from http://pr.mo.gov/boards/therapy/OTs_FAQs.pdf)

Missouri Board of Occupational Therapy Information for licensure

FREQUENTLY ASKED QUESTIONS

LIMITED PERMITS Limited permits are only issued to recent graduates with a degree in occupational therapy from an occupational therapy educational program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

When can I apply for a limited permit? Application for a limited permit may be completed and sent to the Board office any time prior to taking the NBCOT exam; however, the limited permit will NOT be issued until NBCOT CONFIRMATION OF EXAMINATION REGISTRATION AND ELIGIBILITY TO EXAMINE form is received in this office directly from NBCOT. (You will need to request and pay for this form to be sent to Missouri Board of OT, PO Box 1335, Jefferson City MO 65102 at the time you apply for the NBCOT exam.)

How long does it take to get the limited permit processed? Processing is usually done the same day upon receipt of the application, fee, NBCOT Eligibility to Examine letter and the Jurisprudence Exam. (The limited permit is determined by the Eligibility Expiration Date on the NBCOT Eligibility to Exam letter to include 8 weeks from that date.)

What do I do after I pass the NBCOT exam? Your limited permit will automatically be extended for an additional sixty (60) days, during which you may apply for a permanent license by completing the ADDENDUM TO ORIGINAL APPLICATION form and by remitting the proper fee (OT=\$55.00; OTA= \$30.00).

What do I do if I did not pass the NBCOT exam? You may renew your limited permit by completing the LIMITED PERMIT RENEWAL form (found on this website under Applications) and applying for reexamination through NBCOT. You will need to pay and request the CONFIRMATION OF EXAMINATION REGISTRATION and ELIGIBILITY TO EXAMINE be sent to this office. The renewed limited permit will be valid until eight (8) weeks after the NBCOT Expiration of Eligibility date of your second available examination. If you DO NOT PASS the second exam, your limited permit will be VOID and must be returned to the Board office within 14 days upon receipt of your exam scores.

What do I need to submit to the Board to receive a FULL LICENSE? PRIOR to taking the NBCOT exam and while making payment for this exam, you may expedite the process by paying to have your Initial Score Report sent to Missouri Board. (The NBCOT automatically releases your scores to this Board two times a month.) If you have been a Limited Permit holder, you will then complete the ADDENDUM to the ORIGINAL APPLICATION form (which can be found on our website under APPLICATIONS) and send with the correct fee to the Board. This will be processed within a few days and your license will be mailed to you.

This mailing should include how many Continuing Competency Credits (CCCs) that you will need from the date of your licensure until the next renewal expiration date. ORIGINAL APPLICATION (Note we have no reciprocity agreements with any state)

How long does it take after making application until I am licensed? It does take an average of 3-4 weeks once you have completed the application for licensure including the fee and Jurisprudence exam AND have requested the NBCOT Verification of Certification and verifications from any state(s) that you may have held a current or past license(s) sent to this office.

IMPORTANT CONTACT INFORMATION

Department of Occupational Therapy

Cox College
1423 N. Jefferson Avenue
Springfield, MO 65802
(417) 269-3401
www.coxcollege.edu

Accreditation Council for Occupational Therapy Education (ACOTE)

American Occupational Therapy Association, Inc.
4720 Montgomery Lane
PO Box 31220
Bethesda, MD 20824-1220
(301) 652-2682
FAX (301) 652-7711
<http://www.aota.org>

American Occupational Therapy Association, Inc. (OT Professional Association)

<http://www.aota.org>

American Occupational Therapy Foundation (Research & Scholarship)

<http://www.aotf.org>

National Board for Certification of Occupational Therapy, INC (National Certification Exam)

12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877-4150
(301) 990-7979
<http://www.nbcot.org>

Missouri Board of Occupational Therapy (MO Licensure Board)

<http://pr.mo.gov/octherapy.asp>
ot@pr.mo.gov

Missouri Occupational Therapy Association (MO OT Professional Association)

MOTA Membership
Rich Helfrich
motamoweb@gmail.com
<http://www.motamo.net>

Appendix

COX COLLEGE

STUDENT OF CONCERN PROGRESS REPORT

Student Name: _____

Date: _____

Faculty Name: _____

Time of Appointment: _____

Mode of Contact: Student Initiated Faculty Initiated Other: _____

BACKGROUND:

- Academic Issue
- Behavioral Issue
- Academic & Behavioral Issue

Description of the concern/incident:

ANALYSIS (check all that apply; may be both academic and behavioral):

Academic Issue:

- Student does not understand the material
- Student needs to develop better study/test taking strategies
- Student has difficulty expressing understanding in written/oral form
- Student is under personal duress

Other (explain): _____

Behavioral Issue:

Student is unsafe with patients in clinical setting

Student exhibits unprofessional behavior in class/clinical

Other (explain): _____

ACTION PLAN:

Student is counseled by faculty to improve likelihood of academic/behavioral success.

Student is referred to: _____ for academic remediation.

Student is referred to: _____ for behavioral remediation.

Student is placed on specific improvement plan (see attached).

Other referral (specify): _____

GOALS (be specific):

Comments:

Student received specific plan or list of goals:

In person.

By email.

By registered mail.

EVALUATION:

Student progress will be re-evaluated on or before <date> _____ .

The student will be informed of progress and next steps within 48 hours of the re-evaluation.

Student Signature: _____ **Date:** _____

(Student signature means student was present and received a signed copy of this form- it does not indicate agreement with the assessment.)

Faculty Signature: _____ **Date:** _____

Copies sent to:

- STUDENT ADVISOR (Name)**
- DEPARTMENT CHAIR**
- VICE PRESIDENT OF ACADEMIC AFFAIRS**