



*COX COLLEGE*

**Occupational Therapy Department  
(MSOT)  
Student Handbook  
2020-2021**

## 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 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, Core Values, and Goals

### Mission Statement

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

### 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.

### Cox College 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](http://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 Betty Breshears, Vice President of Corporate Integrity (417) 269-8806, or [compliance@coxcollege.edu](mailto: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 have worked hard to get here 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  
President, Missouri Occupational Therapy Association

---

## Table of Contents

2	General Information
4	A Message to the MSOT Student
7	Section 1: MSOT Mission, Vision, & Philosophy of Education
	MSOT Program Overview
	MSOT Vision, Mission, Philosophy
	MSOT Curriculum Threads and Outcomes
11	Section 2: Professional Conduct Statements
	MSOT Expected Behaviors
	Learning Participation Expectations
	Clinical Behavior Expectations
	Cox College Online Integrity
	Professional Code of Ethics
	MSOT Character Expectations
	Chain of Command
15	Section 3: MSOT Academic Information
	Admissions Requirements
	MSOT Curriculum
	Grading Scale
	Grade Reporting
	Skills Competencies
	Make-Up Policy
	Repeating Courses
	Progression
	MSOT Policy on Disrupted Progression
	Degree Requirements & Application for Graduation
	Graduation Requirements
	Withdrawal from Cox College or the Semester
	Withdrawing (“dropping”) from a Course
	Leave of Absence (LOA) from the MSOT Program
	Services and Accommodations
	Incomplete Grade
	Cox College Virtual Access Policy
	Cox College COVID-19 Statement
	MSOT Advisement Policy
	Original Work Submissions
	APA Expectations
	Canvas
	Equipment and Supplies
	Communication Related to Policy/ Program Changes
	Fieldwork
	Inclement Weather
	Letter of Reference
22	Section 4: Professionalism
	MSOT Policy on Attendance
	Dress Code
	General Hygiene

Participation & Engagement  
Cell Phone /Technology Use  
Professional Memberships  
Professional Electronic Communication

- 24           Section 5: Disciplinary Action  
                  Student Performance Improvement Plan Process  
                  Student Discipline & Academic Integrity
- 25           Section 6: MSOT Department Compliance & Safety  
                  Background Check and Drug Screening  
                  Drug-Free Schools  
                  Student Rights in Delivery of Care  
                  Health Risk for Students Delivering Client Care  
                  Student Health Policy  
                  Family Educational Rights and Privacy Act (FERPA) Directory Information  
                  Notification of Rights Regarding Education Records  
                  Student Exposure to Blood, Potentially Infectious Body Fluids, and Illness
- 29           Section 7: Professional Resources & Licensure  
                  Certification / Licensure Requirements  
                  Missouri OT License
- 30           Important Contact Information

---

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

### MSOT Program Overview

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 curriculum is designed to be multi-modal with the understanding that transformative learning occurs through multiple forms of content delivery and repeated exposure to content. 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.

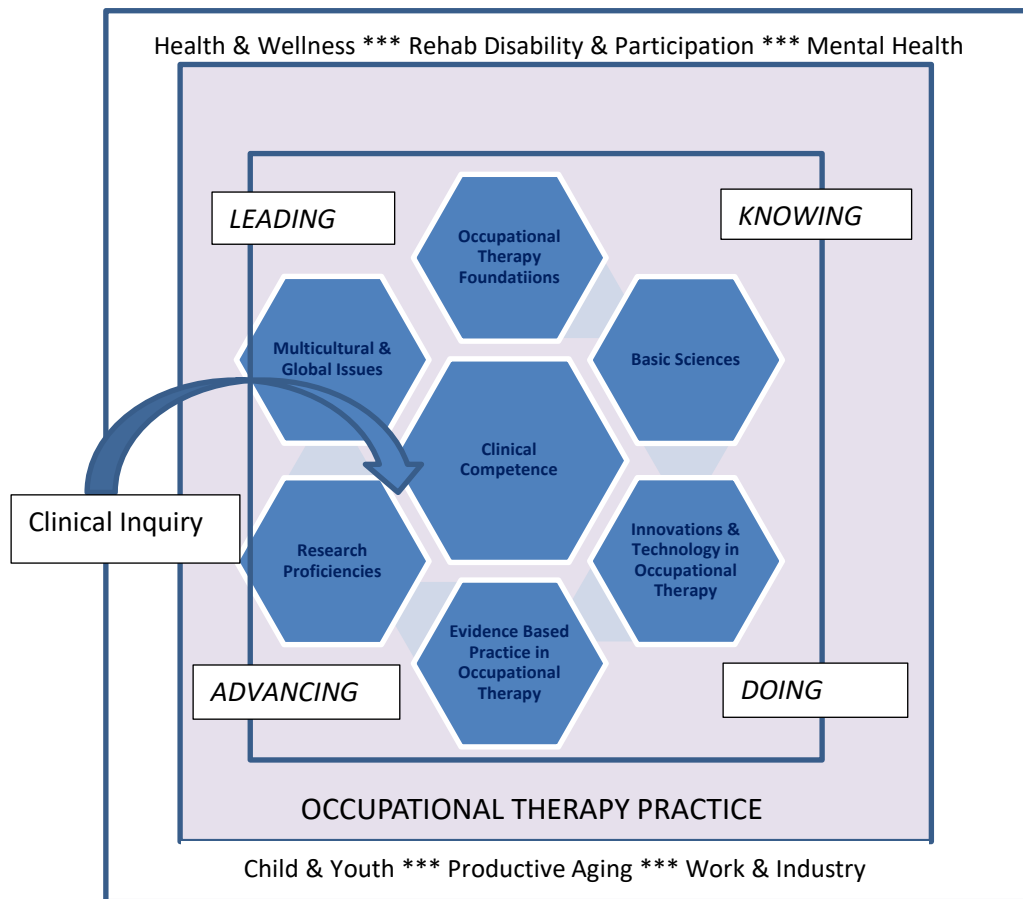


Figure 1: MSOT Curriculum Model

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 Pathophysiology and Human Performance, 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 Spackman's occupational therapy* (12<sup>th</sup> ed., pp. 35-46). Philadelphia: Lippincott Williams & Wilkins.
- Hoshmand, L.L.T. (1991). Clinical inquiry as scientific training. *The Counseling Psychologist, 19*, 431-453.
- Love, J.R., Carr, J.E., LeBlanc, L.A., & Kisamore, A.N. (2013). Training behavioral research methods to staff in an early and intensive behavioral intervention setting: A program descriptions and preliminary evaluation. *Education and Treatment of Children, 36*(1), 139-160.
- Miltenberger, R.G. (2004). *Behavior modification: Principles and procedures* (3<sup>rd</sup> 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 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:

### Learning Participation Expectations:

Graduate school is demanding of both the graduate student and the MSOT faculty. The MSOT faculty are tasked with providing opportunities for students to gain skills in clinical competency and excellence in delivery of occupational therapy services as entry-level practitioners. The MSOT program is intensive. Students are expected to plan for significant time, inside and outside of class, which includes group work/ project work, and skills practice rehearsal 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 often be used to apply concepts and not to review assigned preparation material. 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. 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 a Student Performance Improvement Plan process that may lead to dismissal from the MSOT program. Please see the Student Performance Improvement Plan Process for more information.

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 **Cox College Student Portal**.

### **Clinical Behavioral Expectations:**

The MSOT Program has a number of hands-on learning opportunities including fieldtrips, service learning experiences, skills lab experiences, Level I Fieldwork Experiences, and Level II Fieldwork Experiences that collectively shape clinical judgement and skill development. This group of experiences prepares students to launch professional careers as occupational therapists. Clinical experiences are designed to familiarize students with a variety of occupational therapy services, populations, and practice contexts. This includes settings such as acute care and rehabilitation, pediatric, older adults, community and mental health settings. Clinical experiences introduce the roles and responsibilities of occupational therapists and other key practitioners in each setting. Students develop soft skills such as clinical observation skills, interviewing skills, communication skills, and professional behavior interaction skills throughout these experiences. Students have the opportunity to practice developing therapeutic rapport and maintaining therapeutic use of self throughout these experiences. These experiences also give students the opportunity to deploy professional clinical skills and knowledge. Prior to each clinical experience, students are provided with a set of objectives that target the expected clinical behaviors, professionalism, and performance for that experience.

Students are expected to apply the concepts from their courses while engaging in clinical experiences. Professional attitude, tone of voice, demeanor, presentation, and timeliness are essential professional skills. Students are expected to engage in professional reflection and self-assessment in order to improve performance. These skills reflect the student's growing professional reputation as well as the Cox College MSOT Program reputation.

Students are expected to demonstrate values, attitudes, and behaviors congruent with the occupational therapy profession's philosophy, core values, standards, and ethics. Students should demonstrate intellectual growth and critical thinking through maintaining a professional appearance and demonstrating the ability to ask appropriate questions at appropriate times, to gather information and report objective findings using appropriate terminology, to behave in a safe, appropriate manner, and to respect the rights and confidentiality of clients. Students are expected to show respect towards all populations, cultures, people, and property. Students are expected to recognize personal bias and move toward client centered practice during clinical experience. Students should be focused and productive during clinical experiences, which does not leave time for texting, checking phones, taking non-sanctioned pictures, engaging in extensive social conversation, or using the clinical computers for accessing non-clinical information. Respecting rights and confidentiality of patients, including not taking pictures are a **legal requirement under HIPAA**, not just an expectation.

Unprofessional behavior, poor clinical performance, or poor clinical engagement and participation can result in a Student Performance Improvement Plan process that may lead to dismissal from the MSOT program. Please see the Student Performance Improvement Plan process for more information. Gross negligence or intentionally malicious behavior are grounds for immediate dismissal from the Cox College MSOT Program.

### **Cox College 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.* (20<sup>th</sup> 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, Cox College 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. Encourage faculty, clinical staff, and peers to mentor students.
11. Refrain from performing any technique or procedure for which the student has not been adequately trained. Students are expected to seek assistance when they do not feel confident in maintaining patient safety during learning activities.
12. 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.
13. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
14. Strive to achieve and maintain an optimal level of personal health.
15. 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 timeliness of duties and paperwork, being accountable for demonstrating professional behavior, presenting a willingness to learn and expand 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:**

If a communication issue arises between a student and a professor, the student’s first interaction must be with the professor. Be clear about concerns and ask if there are alternative behaviors that would improve communication. If that does not resolve the issue, the student is to contact their assigned faculty academic advisor. The advisor will speak to the professor and will probably arrange a meeting to explore options. At this time, a written report of concern may be generated by the student’s advisor with student input; a signature on the report of concern form indicates that the student has read the form, however, it does not indicate that the student agrees with the report in its entirety. Action items in response to the relevant concerns will be generated through this process, which provide a path to success

Should this procedure fail to resolve the issue(s), contact the MSOT Department Chair. The issue will be reviewed (as appropriate) with the advisor, the professor, and the student. Alternatively, the student will be directed toward a Cox College procedure pathway that is outside the department purview. A meeting may also take place 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 higher administration without following the above chain of command.**

### Section 3: MSOT Academic Information

**Admissions Requirements**

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

**MSOT Curriculum**

See the Cox College Catalog and Cox College MSOT Website for detailed descriptions of each course in the MSOT program. The program is a full-time, 80 credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as Occupational Therapists. The 2.5 year program includes both Level I part-time clinical experiences and 24 weeks of full-time Level II fieldwork.

**Grading Scale**

Grade	Quality Points	Grading Scale
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	85-86%
B-	2.7	80-84%
C+	2.3	77-79%
C	2.0	75-76%

C-	1.7	70-74%
D+	1.3	67-69%
D	1.0	65-66%
D-	0.7	60-64%
F	0.0	59-0%

P/F= Clinical Labs

### **Grade Reporting**

Grades will be posted within 7 days from each assignment due date. A mid-term grade, as described in the Cox 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 monitor their progress and to have a working understanding of their achievement in coursework, especially when the student is at risk for failure in a course.

### **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, whether announced or unannounced, will not be allowed to be made up if the student is tardy or absent from class. Make up policies for course exams or assignments are at the discretion of the course professor. In general, make up work must be discussed and planned prior to an approved absence. If an exam is missed, an alternate exam or assignment may or may not 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 cohort status and delays graduation. *See the Disrupted Progress Policy.* Two repeated courses is not allowed.

### **Progression**

Each year a cohort of 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 who go through all the on-site courses together in a lock-step fashion. Fieldwork experiences will be assigned by a Fieldwork Coordinator.

The program is a full-time, 80-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. 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 or below, 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.

### **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.

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, 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*

### **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 4 years of admission to the MSOT program
5. Completion and submission of fieldwork assessments, including the Student Assessment of Fieldwork Site.

### **Withdrawal from Cox College or the Semester**

A student wishing to withdraw from the college or the semester must engage in the required process as outlined by the Cox College Catalog. 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 must engage in the required process as outlined by the Cox College Catalog. 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 is reserved only for extraordinary circumstances. A departmental LOA can be requested if the student is going to miss more than 2 consecutive weeks of coursework. A LOA may be granted to a student one time during the Cox College MSOT

Program. 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. Please see the Cox College Catalog Leave of Absence policy for more information.

### **Services and Accommodations**

It is only through the student's voluntary disclosure of disability and request for accommodations that Cox College can support the student's disability needs. For more information about how to request accommodations, please contact the Student Success Coordinator, Student Resources Center, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3225, [DisabilityServices@coxcollege.edu](mailto:DisabilityServices@coxcollege.edu).

### **Incomplete Grade**

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 failure. 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 change 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 replaced by a passing grade (see progression and repeating courses section) in the prescribed timeframe, the student will be withdrawn from the subsequent course(s).

### **Cox College Virtual Access Policy**

Cox College expects students to have access to reliable high-speed internet and telephone service. Every attempt should be made to eliminate background noise when possible to prevent distraction and interference. The visual background must be professional and neat in nature. The college dress code is to be used in the virtual environment. A neat and professional appearance is required. Timeliness is to be a priority in the virtual environment. While class schedules may vary, students should adhere to the schedule found in the student portal as much as possible.

### **Cox College COVID-19 Policy**

Cox College will follow local, state, and federal guidelines relating to Covid-19. While we plan to return to the fall semester with the modifications, please be advised these modifications are subject to change.

### **MSOT Advisement Policy**

**Centralized Advising:** A lock-step process performed by the MSOT Department Chair where the Chair enrolls and registers students in the MSOT program for classes each semester. 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 in the first year. 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

See the Cox College Catalog for the College Copyright Policy and Peer-to-Peer File Sharing Program Policy.

### **APA expectations**

All written work, whether hard copy or digital, must be submitted in American Psychological Association (APA) 7<sup>th</sup> 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 Student Resource Center. Other resources include:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <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 in order to be aware of announcements, due dates, course content, messages and any changes that may be announced.

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.

Students will not retain Canvas privileges post semester completion and graduation. It is suggested that students save any valued content for safekeeping, copying it to a personal repository. This includes e-portfolios.

## **Equipment and Supplies**

Students are expected to utilize a laptop device with current applications and software capabilities for engagement in the MSOT curriculum. Devices such as tablets, chromebooks, and ipads do not support specific aspects needed for testing and submission of assignments through the Learning Management System (Canvas).

Students will have the opportunity to learn to use and familiarize themselves with the equipment and assessments used in occupational therapy practice. Required, routine practice with equipment is obtained by contacting faculty or by previous arrangement with the Faculty Support Staff. Details related to accessing practice supplies are provided per course and instructor. 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 Faculty Support Staff.

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 in lab areas. A Material Data Sheet with precautions and chemical composition of the cleaning solution will be posted in each lab space.

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 adaptive equipment.

## **Communication Related to Policy/Program Changes**

Every effort is made to ensure 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 and electronically disseminated.

**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. Information regarding forms for evaluation of student performance and student evaluation of the fieldwork site is located in the MSOT Fieldwork Manual also.

Students are responsible for providing the appropriate documents to their assigned site, and for returning any evaluations to the Academic Fieldwork Coordinator.

**Inclement Weather**

In the event the College is closed due to inclement weather, the Occupational Therapy Department follows the College policies and procedures. 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 the student will be subject to the absence guidelines.

**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). 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 missing 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 for contacting the professor, faculty academic advisor, and any other relevant people affected by the absence 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 responsible for all class content and should make arrangements accordingly. In addition, students are responsible for completing any assignments and in-class activities and make arrangements for turning them in for feedback. Students are allowed to attend virtually 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 weeks require a discussion of planning with the professor and the student's faculty academic advisor.

The MSOT Department follows Cox College and CoxHealth COVID-19 policies regarding travel, exposure, testing, and precautions for return to classroom/ clinical settings. The MSOT Department engages in universal precautions and follows Cox College and CoxHealth COVID-19 environmental precautions.

If a student misses 2 unapproved weeks of coursework during the semester, they may be withdrawn from the MSOT program.

#### **Dress Code:**

Students are expected to wear appropriate, professional attire during classes at Cox College and in all clinical settings.

**Badges:** Should be worn and visible at all times at eye level while on campus, fieldtrips, fieldwork or other program related events. 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 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. Dress is to be consistent with requirements set by the clinic setting.
- **Jewelry:** No dangling jewelry. 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:** Body art that is deemed inappropriate or offensive will need to be covered when in the clinic setting. Mouth and facial piercing must be removed when in the clinic setting.
- **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](http://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 Performance Improvement Plan 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, documenting, and communicating appropriately regarding academic or behavioral concerns that may affect student progression in the program. 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.

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

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 Performance Improvement Plan process 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. Meeting 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.

### **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 the MSOT Program. If the background investigation and/or drug screen results indicate adverse information, the admission to the Cox College MSOT 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 Cox College Catalog. The Cox College Catalog can be found here: <https://coxcollege.edu/academics/college-catalogs-handbooks/> . 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 recognizes Federal laws concerning legalization of marijuana. Federally, medical marijuana is not approved. A prescription for medical marijuana is not recognized by Cox College. Students who tested positive will be required to have a 2<sup>nd</sup> test within 24 hours. If the 2<sup>nd</sup> test is positive, the student is at risk for dismissal from the program.

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 Cox College Catalog. A copy of the policy is provided to all students during college orientation. Additional copies are available in the Student Resource Center 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.

## **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 notify your immediate supervisor and CoxHealth/ Fieldwork site policy for guidance should an exposure occur. After exposure event, please notify appropriate faculty and program administration related to the event.

Students are required to maintain complete and current health and immunization records. 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

### **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.

---

## **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](http://www.NBCOT.org).

**Missouri OT Licensure** (retrieved from [http://pr.mo.gov/boards/therapy/OTs\\_FAQs.pdf](http://pr.mo.gov/boards/therapy/OTs_FAQs.pdf))  
Missouri Board of Occupational Therapy Information for licensure

### **IMPORTANT CONTACT INFORMATION**

#### **Department of Occupational Therapy**

Cox College  
1423 N. Jefferson Avenue  
Springfield, MO 65802  
(417) 269-3401  
[www.coxcollege.edu](http://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](mailto:ot@pr.mo.gov)

**Missouri Occupational Therapy Association (MO OT Professional Association)**

MOTA Membership

<http://www.motamo.net>