



COX COLLEGE

Occupational Therapy Department (MSOT)

2022-2023  
Student Catalog

## 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.

### Vision

Cox College: Leaders in Healthcare 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.

### 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.*

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## 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](http://www.aota.org) ([www.aota.org](http://www.aota.org)), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. 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 to 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.

### OTD Seeking Candidacy for Accreditation

The Cox College entry-level occupational therapy doctorate program has requested a substantial change through the Higher Learning Commission. The OTD Program application has been submitted to the accreditor and is pending HLC approval.

The Cox College entry-level occupational therapy doctorate program has filed a letter of intent seeking candidacy and accreditation from the Accreditation Council for Occupational Therapy Association (<https://www.aota.org/Education-Careers/Accreditation.aspx>) of the American Occupational Therapy Association ([www.aota.org](http://www.aota.org)), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). Proposed 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 the 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 to attain state licensure.**

## Professional Licensure

Successful completion of the program will confer a degree of Master of Science in Occupational Therapy. Graduates of the Cox College MSOT Program will meet all of the educational requirements to be eligible to sit for the national certification examination, administered by the National Board for Certification in Occupational Therapy (NBCOT). The NBCOT Program data results can be found at <https://www.nbcot.org/en/Educators/Home#SchoolPerformance>. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/ or attain state licensure. Professional licensing varies by state/ territory and it is the program applicant's/student's/ graduate's responsibility to thoroughly research specific licensing requirements in the state they wish to practice. To review state licensure eligibility requirements, go to <https://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

The state professional licensing boards make the ultimate decision as to whether or not an individual will be eligible to sit for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. The Missouri Occupational Therapy Practice Act can be found at <https://www.sos.mo.gov/adrules/csr/current/20csr/20csr.asp#20-2205>

Cox College occupational therapy graduates are encouraged to register nationally and also apply for state licensure in their home state of practice.

## 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

This document represents departmental policies and procedures and functions in conjunction with the Cox College Catalog and other College policies. Please review these resources to ensure a full understanding of policies, processes, and expectations.

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## 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 Abby Craigmyle, Vice President of Corporate Compliance for CoxHealth (417) 269-8806, Abby.Craigmyle@coxhealth.com , or to the Office for Civil Rights. See additional notices in the Cox College Catalog.

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### A Message to the OT 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 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!

A handwritten signature in black ink that reads "Amy Stark". The signature is written in a cursive, flowing style with a light blue background.

Amy Stark, OTD, OTR/L, BCP  
Doctor of Occupational Therapy, Board Certified in Pediatrics  
Master of Science in Occupational Therapy Department Chair & Professor  
Past-President, Missouri Occupational Therapy Association

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

### Vision

Department of Occupational Therapy at Cox College: To be the best for those who need us.

### Mission

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

1. Utilizing a multi-modal curriculum that promotes knowledge translation, resulting in therapists equipped to meet the needs of diverse populations. (*KNOWING*)
2. Encouraging professional identity development through hands-on practice and reflection to develop critical thinking and advance clinical reasoning, resulting in effective problem solving skills. (*DOING*)
3. Advancing the profession of occupational therapy through innovation, evidence-based practice, and scholarly contributions. (*ADVANCING*)
4. Committing to life-long learning through professional development, service, and inter-disciplinary collaboration in order to improve the health of the communities we serve. (*LEADING*)

### Curriculum Threads & Outcomes

In the OT 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 OT Department. Cox College OT curriculum provides opportunities for:

1. **KNOWING:** Acquiring the knowledge, skills and attitudes to be a clinically competent entry-level practitioner who reflects on current evidence-based practice and engages in person-centered, evidence-informed delivery of occupational therapy.
2. **DOING:** Demonstrating skills needed to deliver occupational therapy services to meet the needs of diverse populations.
3. **ADVANCING:** Synthesizing evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services.
4. **LEADING:** Empowering others to engage in positive change by utilizing a strengths-based leadership approach to promote and refine strategic thinking.

### Philosophy of Teaching & Learning

The fundamentals of occupation, occupational performance, and occupational participation are anchors within the Cox College Occupational Therapy (OT) Program. 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)(Hooper & Wood, 2019). 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.”

The Cox College OT Program embraces Universal Design for Learning (UDL) concepts (Novak, 2016; Rose, 2002) using a multi-modal approach to learning which provides neuro-diverse learning opportunities. The curriculum provides varied practice opportunities for engagement and exploration of concepts, facilitates integration and reflection, and encourages depth of responses from the adult learner (Brown, Roediger, & McDaniel, 2014). The curriculum is designed to focus on knowledge translation (Breen et al., 2018; Straus, Tetroe, & Graham, 2009) resulting in synthesis of information and ethically-sound application of knowledge that positively impacts the student and benefits those served.

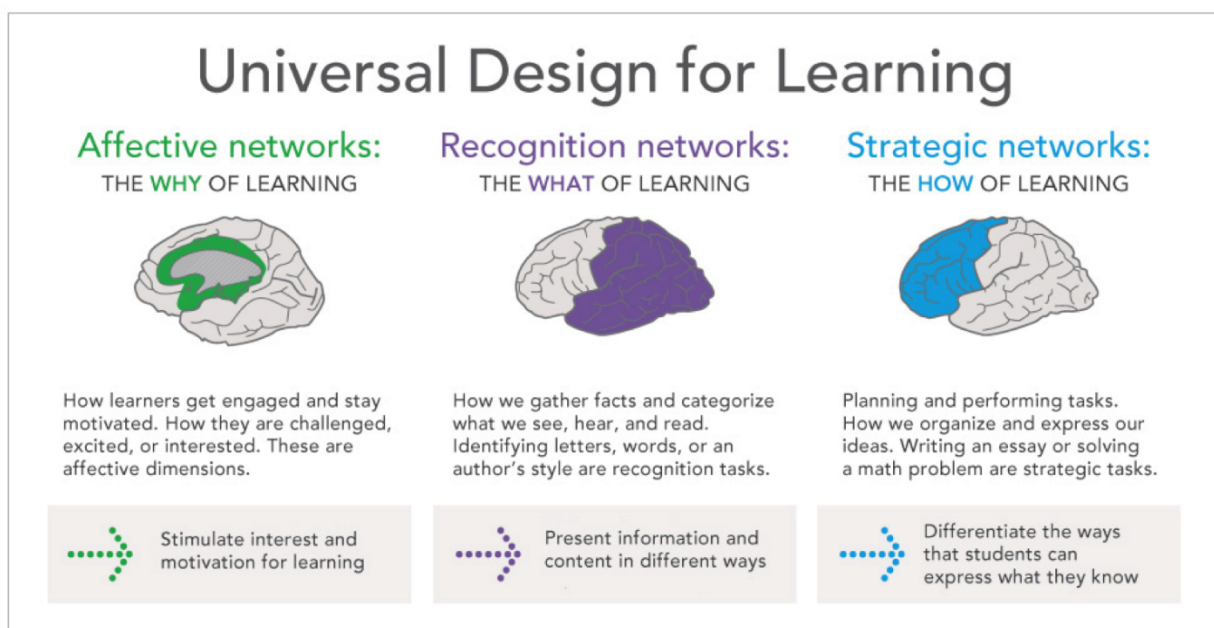


Figure 1: Universal Design for Learning Adapted from [UDL Resources - UDL and Technology -Putting It Together for student success- Removing Barriers \(weebly.com\)](https://www.udlresources.org/UDL-and-Technology-Putting-It-Together-for-student-success-Removing-Barriers) . Retrieved 2.24.2022

The Cox College OT Program utilizes a strengths-based approach that focuses on opportunities for specific intellectual virtue development. Students who are fueled by curiosity develop intrinsic motivation to find effective solutions when that curiosity is combined with critical inquiry. Keeping with foundations in the philosophical study of knowledge acquisition (Baehr, 2021), the Cox College OT Program values the development of personal characteristics that enhance learning. Deployment of curriculum targets emerging intellectual virtues including, but not limited to:

- Curiosity
- Open-mindedness

- Intellectual Courage
- Intellectual Autonomy
- Intellectual Carefulness
- Intellectual Humility
- Attentiveness/ Awareness
- Intellectual Thoroughness
- Intellectual Tenacity

We believe that natural motivation for learning and traditional philosophy of education concepts such as grit, metacognition, self-reflection, positive patterns of thought, active learning, growth mindset, and resilience directly intersect within the development of intellectual virtues. The development of these virtues combined with a heart for service results in an increased capacity to become a dynamic professional, who is skilled in therapeutic use of self, is clinical competency, and adopts habits of life-long learning.

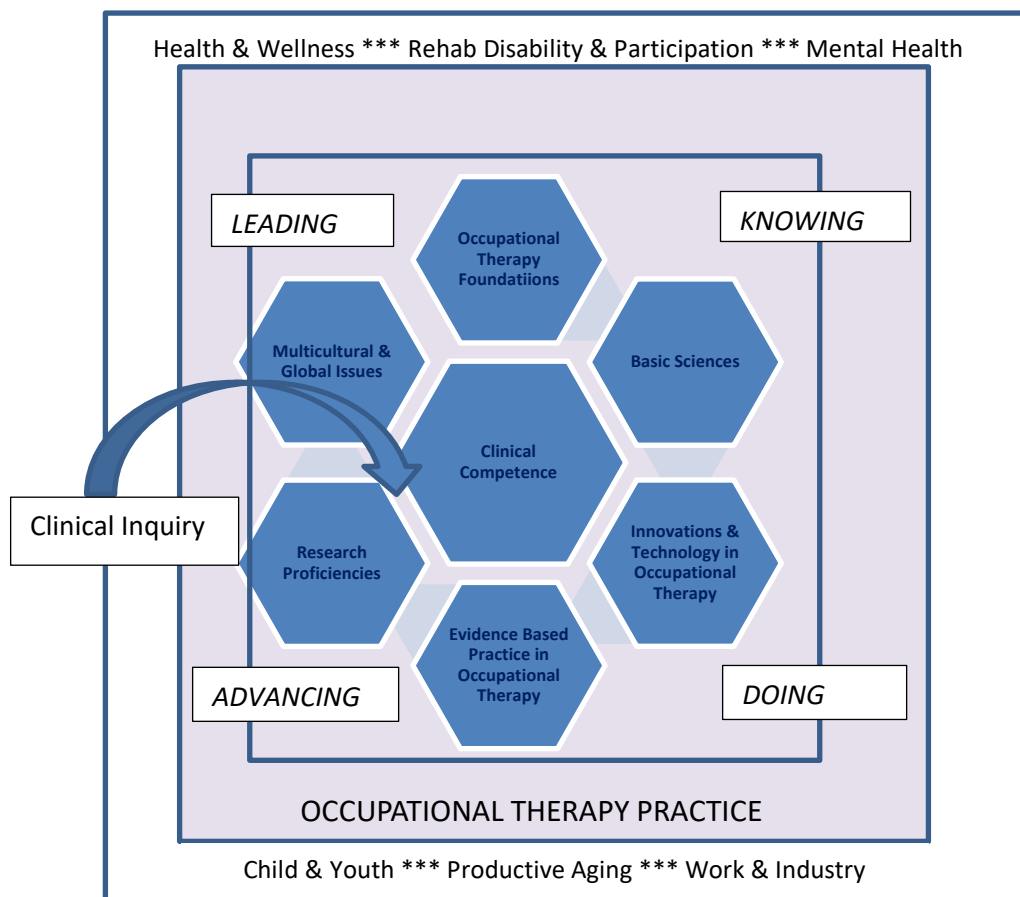
The threads of KNOWING, DOING, ADVANCING, and LEADING provide an avenue for the deployment of the mission of the curriculum and opportunity to meet outcome goals. The Person-Environment-Occupation-Performance (PEOP) model, the Occupational Therapy Practice Framework (OTPF) (AOTA, 2020), and current standards of the profession are the theory foundations that are the backbone of the entire curriculum. Faculty value active student engagement and promote active learning through course design that includes multiple opportunities for engagement. Faculty align lesson planning and methods for course refinement with current evidence-based teaching in occupational therapy education for student-centered teaching practices as described by Henderson (2021). The profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings is evident in the Cox College OT curriculum. The curriculum offers opportunities for:

- 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 humans as occupational beings, occupational performance, and on the complex processes by which people find meaning and health through the interactive person-environment process of 'doing' or engaging in occupations (examination of areas of occupation, performance skills and performance patterns).
- 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, intellectual virtues, and growth mindset principles 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. Combining this intentionality with multi-modal curriculum deployment results in the opportunity for students to know who they are and naturally become competent and dynamic occupational therapists.

- Intentional use of the PEOP – OTPF standards of practice with applied course content and objectives as the major anchoring theories in curriculum content.

The entry-level MSOT curriculum model (figure 3) 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 our distinct philosophy of teaching and learning where students are consistently questioning and advancing their practice.



*Figure 2: MSOT Curriculum Model*

The different curriculum sequences (labeled in the hexagons in figure 2) build specific concepts concurrently or progressively. They complement each other and provide opportunities for increasingly

more complex application. The knowledge and skills learned are unified by the application of PEO – OTPF theories. For example, student learning in Development of Human Occupations is tandem with Pathophysiology and Occupational Performance, enabling students to intuitively understand how factors associated with conditions and specific dysfunction impact occupational performance. The sequencing allows for ample skill and knowledge preparation, and 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.

The curriculum sequence provides:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);
- Opportunities for professional identity development including professional attitudes and behaviors, self-reflection, goal-setting, and therapeutic use of self (*KNOWING*);
- Assessment of strengths and barriers to everyday task performance and engagement in the following areas: play and leisure, social participation, ADLS, IADLs, rest and sleep, education, health management, and work (See Table 1 for examples);
- Clinical competence in general areas of practice, and beginning specialization as a reflective entry-level professional (*DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using evidence-based and occupation-based assessments and interventions (*DOING*);
- Use of iterative clinical inquiry in order to create the habits of an evidence-based practitioner (*DOING & ADVANCING*);
- Opportunities for growing discernment in deciphering reliable and valid evidence to inform clinical practice while also building capacity to contribute sound evidence to the profession (*ADVANCING*);
- Synthesis of evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services (*ADVANCING*);
- Growing capacity for self-reflection and self-care as a healthcare professional focused on recognizing and mitigating the symptoms of burn-out before they affect personal health and professional performance (*ADVANCING*);
- Opportunities for embracing innovation and technology to design practical solutions for everyday performance needs (*ADVANCING*);
- Leadership and advocacy training for responsible, collaborative clinical practice (*ADVANCING & LEADING*);
- Opportunities for building awareness of healthcare disparities in order to create inclusive healthcare solutions for diverse populations (*LEADING*);

- Critical internal and external environment evaluation in order to determine viable solutions in emerging practice to expand access to occupational therapy services for those who need us (*LEADING*).

### MSOT Curriculum Overview & Course of Study: 80 Credit Hours 6 semesters

Curriculum Overview Cox College MSOT

Fall 1 Aug-Dec	Spring 1 Jan-May	Summer 1 June-July	Fall 2 Aug-Dec	Spring 2 Jan-May	Summer 2 Jun-Sept	Fall 3 Sept-Dec
Applied Anatomy & Kinesiology MSOT 502 3 didactic/ 1 lab 4 <i>KNOWING</i>	The Occupational Therapy Process MSOT 535 2 <i>DOING</i>	No Coursework	Vision, Perception, & Cognition MSOT 550 3 <i>KNOWING/ DOING</i>	Assessment, Evidence, & Intervention -III (Geriatrics) MSOT 610 3 didactic/ 1 lab 4 <i>DOING</i>	Fieldwork Experience Level II-A Summer MSOT 684 3	Fieldwork Experience Level II-B Fall MSOT 686 3
Professional and Therapeutic Use of Self MSOT 510 3 <i>DOING</i>	Applied Neuroscience MSOT 540 3 <i>KNOWING</i>		Healthcare Administration & Management MSOT 575 3 <i>LEADING</i>	Research Project II MSOT 650 4 <i>ADVANCING</i>		
Pathophysiology and Occupational Performance MSOT 515 3 <i>KNOWING</i>	Psychosocial Occupational Therapy Practice (Psychosocial) MSOT 545 3 didactic/ 1 lab 4 <i>DOING</i>		Assessment, Evidence, & Intervention-II (Physical Disability) MSOT 580 3 didactic/ 1 lab 4 <i>DOING</i>	Creative Leadership & Entrepreneurship MSOT 625 3 <i>LEADING</i>	Evidence-Based Practice & Clinical Synthesis I MSOT 691 3	Evidence-Based Practice & Clinical Synthesis II MSOT 693 3
Occupational Therapy Foundations & Activity Analysis MSOT 520 2 didactic/ 1 lab 3 <i>DOING</i>	Innovations & Technology to Support Occupational Performance MSOT 570 3 <i>ADVANCING</i>		Research Project I MSOT 605 4 <i>ADVANCING</i>	Assessment, Evidence, & Intervention IV (Pediatrics) MSOT 620 3 didactic/ 1 lab 4 <i>DOING</i>	On-line ADVANCING	On-line ADVANCING
Development of Human Occupations MSOT 525 3 <i>KNOWING</i>	Research Design & Evidence in Occupational Therapy MSOT 595 3 <i>ADVANCING</i>		Ethics, Culture, & Global Perspectives MSOT 565 3 <i>LEADING</i>	Fieldwork Level 1-C MSOT 615 1		
	Group Process in Occupational Therapy MSOT 560 1 <i>DOING</i>		Fieldwork Level I-B MSOT 585 1	Fieldwork Level I-D MSOT 630 1		
	Fieldwork Level I-A MSOT 530 1				Total MSOT Credit Hours 80 6 semesters	
TOTAL CREDIT HOURS: 80 (62 didactic/ 8 Lab/ 10 clinical)						

**KEY**

Purple Thread:  
*KNOWING*

Yellow Thread:  
*DOING*

Orange Thread:  
*ADVANCING*

Figure 3: MSOT Curriculum Overview & Course of Study

### OTD Curriculum Overview & Course of Study: 108 Credit Hours 9 semesters

Occupational Therapy Doctorate Curriculum Overview & Course of Study

SUMMER 1 Jun-Aug	FALL 1 Aug-Dec	SPRING 1 Jan-May	SUMMER 2 Jun-Aug	FALL 2 Aug-Dec	SPRING 2 Jan-May	SUMMER 3 Jun-Aug	FALL 3 Aug-Dec	SPRING 3 Jan-May
Applied Anatomy & Kinesiology 3 d/1 lab=4 OTD 702 <i>KNOWING</i>	Pathophysiology & Occupational Performance 3 d/1 lab=4 OTD 715 <i>KNOWING</i>	Psychosocial OT Practice 3 d/1 lab=4 OTD 715 <i>DOING</i>	Innovations & Technology to Support Occupational Perf 2 d/1 lab OTD 770 <i>ADVANCING</i>	Adult Rehabilitation II 3 d/1 lab=4 OTD 810 <i>DOING</i>	Fieldwork Experience Level II-A 6 clinical OTD 882 <i>DOING</i>	Fieldwork Experience Level II-B 6 clinical OTD 886 <i>DOING</i>	Critical Thinking in Applied Practice 3 OTD 895 <i>ADVANCING</i> Hybrid	Capstone Experience 9 CAPSTONE Hybrid
Professional Identity & Therapeutic Use of Self 3 OTD 710 <i>KNOWING</i> & <i>DOING</i>	OT Foundations 2 OTD 720 <i>KNOWING</i>	Fieldwork Level 1-A 1 clinical OTD 748 <i>DOING</i>	Vision, Perception, & Cognition 3 OTD 795 <i>DOING</i>	Fieldwork Level 1-C 1 clinical OTD 814 <i>DOING</i>			Capstone Project 4 OTD 905 CAPSTONE Hybrid	
The OT Process 1 d/1 lab=2 OTD 712 <i>DOING</i>	Development of Human Occupations 2 d/ 1 lab=3 OTD 725 <i>DOING</i>	Group Process in Occupational Therapy 1 OTD 760 <i>DOING</i>	Pediatric Occupational Therapy Practice 3 d/ 2 lab=5 OTD 830 <i>DOING</i>	Fieldwork Level 1-D 1 clinical OTD 826 <i>DOING</i>	Evidence-Based Practice & Clinical Synthesis I 3 OTD 880 <i>ADVANCING</i> ONLINE	Evidence-Based Practice & Clinical Synthesis II 3 OTD 886 <i>ADVANCING</i> ONLINE		
	Evidence-Based Practice & Scholarly Inquiry 2 OTD 730 <i>KNOWING</i>	Ethics, Culture, & Global Perspectives 3 OTD 765 <i>LEADING</i>	Best Practice Analysis in Occupational Therapy in Community Settings 2 d/ 1 lab=3 OTD 775 <i>ADVANCING</i>	Healthcare Admin & Management 3 OTD 875 <i>LEADING</i>			Creative Leadership & Entrepreneurship 3 OTD 925 <i>LEADING</i> Hybrid	Capstone Dissemination 2 CAPSTONE Hybrid
	Quant & Qual Analysis for Health Professions 1 Lab OTD 735 <i>KNOWING</i>	Adult Rehabilitation I 3 d/ 1 lab=4 OTD 780 <i>DOING</i>		Capstone PREP 2 OTD 901 CAPSTONE				
	Applied Neurology 3 OTD 740 <i>KNOWING</i>	Fieldwork Level 1-B 1 clinical OTD 784 <i>DOING</i>						
	Upper Extremity Rehabilitation 2 d/ 1 lab=3 OTD 745 <i>DOING</i>							
	Documentation in OT 1 OTD 750 <i>DOING</i>	Applied Research Project 3 d/ 1 lab=4 OTD 790 <i>DOING</i>						
9	18	18	9	16	9	9	10	10
TOTAL CREDIT HOURS: 108 (64 didactic/ 12 lab / 16 clinical/ 16 capstone)								

**KEY**

Purple Thread:  
*KNOWING*

Yellow Thread:  
*DOING*

Orange Thread:  
*ADVANCING*

Figure 4: eOTD Curriculum Overview & Course of Study

## References

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## Section 2: Professional Conduct Statements

### Expected Behaviors in the Occupational Therapy Department

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 faculty. 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. Occupational Therapy training 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 OT 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**. Please see the **list of Technical Standards for Functional Abilities for Admission and Graduation in the Cox College Catalog** for further information.

**Cox College Disability Services Statement:** If you are a student with a disability and anticipate barriers related to a course, it is important to request and establish an accommodation plan with Cox College. Please contact the Disability Support Services (DSS), room 230, 417-269-3225, or email at disability [services@coxcollege.edu](mailto:services@coxcollege.edu) to initiate the process. The DSS will work with you through the process, or you may be referred to other appropriate resources based on the nature of your disability. To prepare for a possible accommodation plan, the College usually requires that students provide documentation related to their disability. Please be prepared to provide such documentation if requested. Once a Cox College accommodation plan is established, you may provide your class instructor with a copy of your approved plan. If you wish to utilize your accommodation plan, it is suggested that you do so promptly. Early notification to the instructor allows for the full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

### **Clinical Behavioral Expectations:**

The OT 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 OT 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, 2020) 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. (2020). AOTA 2020 Occupational therapy code of ethics. In *American Journal of Occupational Therapy*, 74(Suppl 3), 74134100005.  
<https://doi.org/10.5014/ajot.2020.74S3006>

Occupational therapy 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.

### **Character Expectations for Occupational Therapy Students**

- ◆ **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

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## Section 3: Admissions & Academic Information

### Admissions Requirements

See the Cox College Catalog and Cox College Occupational Therapy Program Website for information about admissions requirements.

Cox College Catalog: <https://coxcollege.edu/academics/college-catalogs-handbooks/>

MSOT Program: <https://coxcollege.edu/college-programs/msot/>

### Occupational Therapy Curriculum

See the Cox College Catalog 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**

Course failure (79% or lower grade in the course or “Fail” in P/F coursework) effects cohort status and delays graduation. A student may fail and repeat ONE course during their academic tenure in the OT Program at Cox College. *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 MSOT 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.

The OTD program is a full-time, 108-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 9 semester program includes both level I part-time clinical experiences, 24 weeks of full-time level II fieldwork, and all capstone and advanced coursework that follows 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 or a “fail” in a P/F course) will require successful retake of that course; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the OT program.

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 (OT faculty, OT Department Chair, & Cox College President) to review the individual student case and determine further action, including up to academic dismissal. The student has the right to petition the Academic Review Committee in the event of extenuating circumstances.

### **Policy on Disrupted Progression**

This policy is to ensure that the Cox College OT program has an established plan and procedure to address circumstances of disrupted progression in the 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 OT 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. OT 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 OT Department Chair will sign off on the Research Plan.

OT program progression cannot be disrupted more than once.

If the student disagrees with the Progression Plan as designed by the OT Faculty and OT Department Chair, the President of Cox College 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* 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 OT Department Chair's signature. The completed form will be submitted to the OT Department. A degree audit is performed to ensure the student has met all requirements for graduation from the Cox College OT Program.

### **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 and Lab Experiences with a passing grade
3. Minimum cumulative GPA of 3.0 on a 4.0 scale on completion of required courses throughout the OT program
4. Completion of all approved program courses within required time lines (i.e. as outlined by the fieldwork manual and course progression policies).
5. Completion and submission of fieldwork assessments.

### **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 financial charges accrued during the semester.

### **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 OT Program**

Leaves of Absence from the OT 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 OT 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 OT *Disrupted Progression Policy* for more information. Please see the Cox College Catalog Leave of Absence policy for more information.

### **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.

- **Students are expected to be seated in an environment conducive to learning (i.e. NO DRIVING, no public lobbies, etc.)**
- **Students must inform the professor if there are additional parties present during online learning (i.e. your relative or friend).**
- **Students are expected to present on-line with the same professional engagement and behavior equivalent to seated classroom experiences. (This means not reclining in bed, etc.).**

### **MSOT Advisement Policy**

**Centralized Advising:** Students will receive instructions from the OT Department related to enrollment and registration procedures for classes each semester.

**Academic Advising:** A faculty academic advisor will be assigned to students during orientation. This advisor will follow the student throughout their experience in the OT 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 OT 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
- Inappropriate sharing of protected course information on social media or other electronic platforms

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 OT 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.

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## **Section 4: Professionalism**

### **OT Policy on Attendance**

As a professional graduate program, the OT program is required to ensure student attendance as part of professional development. Attendance in the OT 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 able to attend. 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. Personal planned absences (i.e. wedding attendance, holiday plans, trips, and other discretionary planning) are not generally considered excused absences and will likely not be approved by the professor. Personal planned absences are subject to a full letter grade reduction per absence.

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.

**If a student is ill, they are expected to 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 OT Department follows Cox College and CoxHealth COVID-19 policies regarding travel, exposure, testing, and precautions for return to classroom/ clinical settings. The OT 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 OT program and Cox College.

**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 OT 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. Group ordering of Cox College polo(s) and jacket(s) will be initiated during the orientation and on-boarding process into the program.

**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.
- **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.
- **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.

**Participation & Engagement:**

Active engagement in both classroom and clinical activities is vital to student success in the OT 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 Appwatch 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.

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## Section 5: Disciplinary Action

The Cox College OT Department strives to communicate clear policies and procedures in order to mitigate the need for significant disciplinary action. However, there are times that disciplinary action processes are needed to uphold all safety, ethical, and moral standards. Our goal is that all disciplinary action result in student restoration and success within the program. The following processes are in place to support the navigation and support of students in challenging situations.

### **Chain of command:**

Issue between peers:

Peer to peer → Supportive communication with professor → Student advisor support → OT Department Chair support

Issue between student & professor:

Professional communication between student and professor → Student advisor support → OT Department Chair support → Cox College Administration support

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

Issue with Cox College equipment, space, supports, or processes:

Written explanation of the issue with clear identification of requested action → Submitted to professor (course issues) / Submitted to the OT Department with email to Graduate Support Staff and copied to OT Department Chair

The OT Department will advocate with Cox College Administration as appropriate to ensure students are heard and student concerns are presented to the appropriate person.

Should procedures fail to resolve the issue(s), contact the Occupational Therapy Department Chair. The issue will be reviewed (as appropriate) with the advisor, the professor, and the student. At this point, the student might be directed in an alternative path outside the department purview. A meeting may also take place in order to facilitate mutually beneficial action plans to support student success.

**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.**

### **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), OT Department Chair, and Cox College Administration (if needed) 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, OT Department Chair, or Cox College Administration 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.

### **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. (See also plagiarism policies for additional examples of academic dishonesty).

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.

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## Section 6: Compliance & Safety

### Compliance & Safety

Cox College is a subsidiary of CoxHealth Systems. As such, the College follows CoxHealth policies, including but not limited to:

- Safety/ Security
- Equipment Use / Equipment Maintenance/ Equipment Cleaning
- Cyber Security/ Cyber Safety
- Procedures (Lippencot, etc.)
- Infection Control
- Emergencies

These policies can be found on the CoxHealth Intranet, accessed by any networked computer on campus.

### 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 OT Program. If the background investigation and/or drug screen results indicate adverse information, the admission to the Cox College OT 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.

### Immunizations

Students are responsible for uploading required immunization information and maintaining it in the Exxat software system and MyClinicalExchange. Please see Cox College Catalog for further immunization requirement information.

### COVID-19 Vaccination Policy

The Covid-19 vaccination is not required to attend Cox College, however hospitals, clinics, and health systems (Mercy, Jordan Valley, CoxHealth) now require the Covid-19 vaccination for students who wish to participate in clinical experiences. Cox College supports a clinical site's decision to require vaccination for participation, as the college signs a clinical contract with sites agreeing to their stipulations for clinical access.

Please note, not having your vaccination for a required clinical site will delay your class progression as well as your ability to finish your program of study and graduate from Cox College. Cox College is under no obligation to find you alternative clinical placements. Clinical sites can require vaccination for participation at any time.

### **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. This policy is intended to encourage all students to seek treatment for alcoholism and all drug dependencies and to prevent the use of illicit drugs and abuse of alcohol. Students are expected to perform satisfactorily and behave appropriately. Failure to meet these basic expectations will result in disciplinary action. When the use of alcohol and other drugs interferes with such expectations, students will be offered appropriate assistance.

### **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), COVID, and other communicable diseases, viruses, chemical agents, and other workplace hazards. 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 opportunities 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. The OT Program utilizes on-line learning modules and course related materials to deliver this information.

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.
- Influenza vaccination is required each fall and provided through the college
- COVID vaccination may be required for specific fieldwork/ clinical setting participation

### **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 and CoxHealth Policies and Procedures can be found on the CoxHealth Intranet in the Policy Manager Program. See the OT Orientation Course in Canvas for instructions on accessing 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
- Vaccination for Healthcare Workers Policies

### **Technical Standards and Functional Abilities for Admission and Graduation**

All students entering and continuing at Cox College must meet all of the following technical standards, with reasonable accommodation if necessary, and each student will be expected to sign a form certifying that he or she has read, understands, and is able to meet the standards, with or without reasonable accommodation. In the event a student is unable to fulfill the technical standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through, the College. The College may require that a student undergo an evaluation to ascertain whether these technical standards can be met with reasonable accommodation, if necessary. NOTE: The use of an intermediary, including, but not limited to, personal aids, assistants, caregivers, readers, and interpreters, that would require a student to rely on someone else's power of selection, detection, observation, and communication will not be permitted.

Issue	Standard	Examples*
Critical Thinking	Critical thinking sufficient for clinical judgment. Analytical thinking sufficient to transfer knowledge from one situation to another, to problem solve, to prioritize tasks and to use long-term and short-term memory.	Competent assessment of patient in timely manner, correct interpretation of assessment, readily respond with appropriate interventions and treatment plans, ability to work alone and to make correct, independent decisions as needed. Identify cause-effect relationships in clinical situations. Ability to recognize and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation and appropriately edit, revise and clarify report without altering the meaning or changing the dictator's style.
Communication	Communication abilities sufficient for verbal and written interaction with others. Ability to speak, comprehend, read, and write English at a level that meets need for accurate, clear and effective communication.	Can follow verbal and/or written instructions. Can communicate and receive information from multiple sources simultaneously (e.g. receiving information from doctor on telephone while reviewing computer screen). Must communicate patient responses to therapy to health care providers, document therapeutic procedures performed on patient, initiate health teaching, and consult with other health care providers in a professional manner. Knowledge and use of appropriate English punctuation and grammar to effectively respond to discrepancies in medical dictation.
Mobility	Physical abilities sufficient to move from room to room, walk in hallways, maneuver in small spaces and includes the strength necessary to lift patients as needed.	Walking to and from departments to patient rooms via stairs and room to room to take care of patients on a team: assisting in patient transport.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective healthcare. Accurately operate office equipment simultaneously.	Perform vital signs, CPR, transporting patients, physical assessment, and manipulating equipment. Be able to pick up, grasp and manipulate small objects with hands and writing with a pen or pencil. Versatility in use of a Dictaphone, foot pedal and computer keyboard while listening and transcribing.
Hearing	Auditory ability sufficient to monitor and assess health needs. Hearing acuity sufficient to accurately interpret and record patient data into medical reports. Hearing acuity sufficient to accurately interpret information from multiple sources.	Auscultation of BP, breath sounds, heart sounds, bowel sounds, hearing alarms in units, call bells, telephones, converse with patients, family and staff. Communicate clearly in telephone conversations. Communicate effectively with patients and with other members of the health care team.
Visual	Visual ability sufficient for accurate observation and assessment necessary to provide healthcare and to obtain and discern accurate recording of patient data information.	Read computer screens, patient charts/flow sheets, monitors, read prescriptions and administer medications, assess patient skin color, reading thermometers. Proofread the medical report while transcribing to edit and revise without altering the meaning of report.
Tactile	Tactile ability sufficient for physical assessment and to provide nursing intervention.	Perform palpation, give injections, start IVs, perform sterile and non-sterile dressing changes and urinary catheterization; assist patient with daily activities. Perform keystrokes with accuracy and speed.
Smell	Detect odors.	Detect smoke, client odors such as alcohol on breath and excretions.
Health stamina	Health status level which permits the student to meet classroom and clinical objectives. Ability to meet physical demands of prolonged	Stamina sufficient (i.e. diabetic allows for snacks) to participate in continuous clinical activities for length of time required by course. Sitting for 75% of time with use of foot pedal and hand control of keyboard and dictaphone.

Issue	Standard	Examples*
	sitting and coordination of hands and feet.	

(Derived from *Functional Abilities Essential for Nursing Practice*, National Council of State Boards of Nursing)

\*These are not all-inclusive.

### **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.

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## **Section 7: Resources**

### **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.  
6116 Executive Boulevard  
Suite 200  
North Bethesda, MD 20852-4929  
(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>