



Master's of Occupational Therapy (MSOT)

*2024-2025
Student Handbook*

A Message to the OT Student: Welcome to Cox College!

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

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

We value individual work ethic, skills development, and compassionate, client-centered care. 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 on a light blue background. The signature reads "Amy Stark" in a cursive, flowing script.

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

Welcome to Cox College!



Table of Contents

| | |
|----|--|
| 2 | A Message to the OT Student |
| 3 | Table of Contents |
| 5 | Cox College General Information Mission, Core Values, & Goals |
| 6 | Accreditations & Organizations Professional Licensure Certification/ Licensure Requirements Missouri OT Licensure Cox College OT Department ACOTE Notification Policy Non-Discrimination Policy Statement |
| 9 | Section 1: Occupational Therapy Mission, Vision, & Philosophy of Education Cox College OTD Curriculum Overview Cox College OTD Curriculum Sequence Philosophy of Teaching & Learning |
| 22 | Instructional Design Graduate Student Learning Outcomes |
| 25 | Section 2: Professional Conduct Statements Expected Behaviors in the Occupational Therapy Department Learning Preparation Expectations Clinical Behavior Expectations Cox College Online Integrity Professional Code of Ethics Character Expectations of Occupational Therapy Students |
| 29 | Section 3: Admissions & Academic Information Admissions Requirements Occupational Therapy Curriculum Grading Scale Grade Reporting Skills Competencies Make-Up Policy Repeating Courses Progression Policy on Disrupted Progression Degree Requirements/ Application for Graduation Graduation Requirements Withdrawal from Cox College or the Semester Withdrawing (“dropping”) from a Course Leave of Absence (LOA) from the OT Program Incomplete Grade OT Advisement Policy Original Work Submissions APA Expectations Technology Policy Canvas Cox College Virtual Access Policy |

| | |
|-----|--|
| | Equipment, Supplies, and Electrical Devices Safety |
| | First Aid Kits |
| | Standard Precautions |
| | Material Safety Data Sheets |
| | Physical Agent Modalities |
| | Pediatric Equipment including Swings, Trikes/Bikes, Bolsters, Balls & Toys |
| | Equipment Guidelines: Splint Pans & Heat Guns & Sharp Objects |
| | Cox College Safety & Security Information |
| | Communication Related to Policy/ Program Changes |
| | Fieldwork Inclement Weather |
| | Letter of Reference |
| 38 | Section 4: Professionalism |
| | OT Policy on Attendance |
| | Dress Code |
| | Participation & Engagement |
| | Cell Phone/ Technology Use |
| | Professional Membership |
| | Professional Electronic Communication |
| 41 | Section 5: Disciplinary Action |
| | Chain of Command |
| | Student Performance Improvement Plan Process |
| | Student Discipline & Academic Integrity |
| 43 | Section 6: Compliance & Safety |
| | Background Check & Drug Screening |
| | Immunizations |
| | COVID-19 Vaccination Policy |
| | Drug Free Schools |
| | Student Rights in Delivery of Care |
| | Health Risk for Students Delivering Client Care |
| | Student Health Policy |
| | Notification of Rights Regarding Education Records |
| | Student Exposure to Blood, Potentially Infectious Body Fluids, & Illness |
| | Technical Standards & Functional Abilities for Admission and Graduation |
| | Family Educational Rights & Privacy Act (FERPA) Directory Information |
| 48 | Section 7: Resources |
| | Important Contact Information |
| 50 | Occupational Therapy Department Fieldwork Manual |
| 100 | Student Occupational Therapy Association (SOTA) Bylaws |

General Information

Cox College reserves the right to update or change the policies and procedures contained in this handbook, 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. Students are encouraged to review the handbook at the beginning of each semester to be aware of policy revisions.

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.

Cox College: 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.

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.

OTD Accreditation

The Cox College entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board of Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Professional Licensure

Successful completion of the program will confer an entry-level Occupational Therapy Doctorate degree. Graduates of the Cox College OTD Program will meet all of the educational requirements to be eligible to sit for the national certification examination, once the program has achieved recognition of full accreditation by ACOTE (see above), 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 OTD 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 are completed through the NBCOT website. Students are urged to sign up prior to leaving for Level 2 fieldwork; this gives an opportunity to ask questions, seek advice and even take practice tests online.

Contact NBCOT at www.NBCOT.org.

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

Missouri Board of Occupational Therapy Information for licensure

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.

Cox College Occupational Therapy Department Accreditation Council for Occupational Therapy Education (ACOTE®) Notification Policy

This policy ensures that the department of occupational therapy at Cox College follows ACOTE® rules of notification by defining timelines required by ACOTE®.

Accreditation has been a stated function of the American Occupational Therapy Association (AOTA®) since 1923. AOTA’s Accreditation Council for Occupational Therapy Education (ACOTE®) is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). ACOTE® is also an active member of the Association of Specialized and Professional Accreditors (ASPA).

It is the policy of the Cox College Occupational Therapy Department to follow all rules and regulations set by our accrediting body, ACOTE®. It is the responsibility of a representative from Cox College to inform ACOTE® of any of the following actions:

| ACTION | TIMELINE |
|--|--|
| Transfer of program sponsorship or change of the institution's name | Within 30 days of the transfer or change. |
| Any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation | Within 30 days of the date of notification |

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| Notify and receive ACOTE® approval for any significant program changes | Prior to the admission of students into the new/changed program |
| Program director resignation | Within 30 days of the resignation |
| Appointment of a new or interim program director | Within 30 days of the new appointment |
| Pay accreditation fees | Within 90 days of the invoice date |
| Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, | Within the period of time designated by ACOTE® |
| Agree to a site visit date | Before the end of the period for which accreditation was previously awarded |
| Demonstrate honesty and integrity in all interactions with ACOTE® | At all times |

CONTACT METHODS: The Cox College representative must contact ACOTE in a written format and provide copies of communication to the OT Department Chair and Vice President of Academic Affairs, and President of Cox College for document tracking purposes.

| Accreditation and Education Department Staff Contacts: | | |
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| Neil Harvison, PhD, OTR, FNAP, FAOTA | AOTA Chief Officer, Knowledge Division | nharvison@aota.org |
| Lynn Kilburg, DHSc, MBA, OTR/L | Chairperson of ACOTE | accred@aota.org |
| Laura Rea OTD, MBA, OTR | Accreditation Manager of Training & Operations | lrea@aota.org 240-482-4149 |
| Melissa Tilton OTA, MS, COTA, ROH | ACOTE Accreditation Manager of Quality | mtilton@aota.org 240-482-4144 |
| Accreditation e-mail: | | accred@aota.org |
| Website (with forms to complete): | | https://www.aota.org/Education-Careers/Accreditation/Forms.asp |

SCOPE: This policy applies to the Cox College Master of Science in Occupational Therapy program, the Cox College Occupational Therapy Doctorate Program, and their accrediting body.

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.

Section 1: Occupational Therapy Mission, Vision, & Philosophy of Education

OT Department Vision

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

OT Department 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.

Cox College MSOT Curriculum Overview

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 + LAB MSOT 502 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> | Adult Rehabilitation II + LAB MSOT 610 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 + LAB MSOT 650 4 <i>ADVANCING</i> | | |
| Pathophysiology and Occupational Performance MSOT 515 3 <i>KNOWING</i> | Psychosocial Occupational Therapy Practice + LAB (Psychosocial) MSOT 545 4 <i>DOING</i> | | Adult Rehabilitation I + LAB MSOT 580 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 LAB MSOT 520 3 <i>DOING</i> | Innovations & Technology to Support Occupational Performance MSOT 570 3 <i>ADVANCING</i> | | Research Project I + LAB MSOT 605 4 <i>ADVANCING</i> | Pediatric OT Practice + LAB MSOT 620 4 <i>DOING</i> | | |
| Development of Human Occupations MSOT 525 3 <i>KNOWING</i> | Research Design & Evidence in Occupational Therapy MSOT 555 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 CREDIT HOURS: 80 (62 didactic/ 8 Lab/ 10 clinical) | | | | | Total MSOT Credit Hours: 80 6 semesters | |

Cox College MSOT Curriculum Course Sequence

| Course | Course Description |
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| FALL 1 | |
| MSOT 502 Applied Anatomy & Kinesiology 3 didactic credit hours/ 1 lab credit 4 credit hours total | <p>This course covers anatomical structures and movement related to occupational performance, specifically person factors. Content will review and expand upon knowledge from undergraduate Anatomy & Physiology prerequisite courses and will add components of motor analysis and motor learning. Content will include but not be limited to anatomy review and use of virtual software, anatomical models, and movement analysis of video cases.</p> <p>This course focuses on gaining a direct clinician level understanding of human anatomical structure, normal physiologic function, and biomechanical properties of movement. Emphasis is on identification of normal, adaptive, and pathologic structure and function and how it relates to performance of activities. Hands on skills covering palpation of structures, assessment of function, and appreciating the underlying</p> |

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| | <p>biomechanical principals of movement are emphasized. This course is primarily part of the <i>KNOWING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 510 Professional and Therapeutic Use of Self</p> <p>3 didactic credits/ 3 credit hours total</p> | <p>This course facilitates the development of reflection, empathy, and use of self as a therapeutic agent when relating to clients, groups, and other professionals. MSOT 510 also introduces beginning competencies: layering skill performance with professional behavior and professional relationships. Content will include, but not be limited to, learning style analysis, self-reflection work, skill lab participation, hands-on community involved learning, and professional presentations. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 515 Pathophysiology and Occupational Performance</p> <p>3 didactic credits/ 3 credit hours total</p> | <p>This course examines the impact of human pathologies (both acute and chronic) on occupational performance. Content will include but not be limited to pathological dysfunction of body structures and functions as well as behavioral/neurological issues that affect occupational performance across the lifespan. Elements of both PEOP and the OTPF-4 will be discussed. This course is primarily part of the <i>KNOWING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information</p> |
| <p>MSOT 520 Occupational Therapy Foundations and Activity Analysis Lab</p> <p>2 didactic credits/ 1 lab credit</p> <p>3 credit hours total</p> | <p>This course introduces the students to the foundations of the occupational therapy profession. The theories that underlie the practice of occupational therapy are explored, including models of practice in occupational therapy and frames of reference utilized to guide client-centered occupational therapy practice. Content will include history of occupational therapy practice and theory as well as the core concepts of occupational science as the basis for practice. Specific emphasis is given to PEOP, EOHP and PEO Models of Practice providing a framework for addressing the occupational needs of the local and global communities. The course also provides opportunities to begin to develop clinical reasoning skills, activity analysis skills and observation skills. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information</p> |
| <p>MSOT 525 Development and Human Occupations</p> <p>3 didactic credit hours</p> <p>3 credit hours total</p> | <p>This course addresses the development and scaffolding of human occupational performance across the lifespan. It includes developmental milestone review, relationship of environment and context to occupational performance and impact of growth and aging on occupational choice. Review of the prerequisite child/development/lifespan psychology concepts relative to the development of children, adolescents, adults, and older adults will be related to environments and cultures. Content will include, but not be limited to, developmental milestone review, examination of roles and occupation across the lifespan, and socio-cultural impacts on development, roles, and occupations. This course is primarily part of the <i>KNOWING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |

SPRING 1

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| <p>MSOT 535 The Occupational Therapy Process</p> <p>2 didactic credit hours</p> <p>2 credit hours total</p> | <p>This course is designed to facilitate a thorough understanding of the details in the occupational therapy process including assessment and intervention to achieve desired outcomes and promote health. The dynamic processes within occupational therapy are explored. Topics addressed include improving observation skills and developing clinical reasoning ability. Skilled documentation of occupational therapy services is introduced and refined throughout the semester. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 540 Applied Neuroscience</p> <p>3 didactic credit hours</p> <p>3 credit hours total</p> | <p>This course provides an understanding of neuroscience particularly related to the correlation between the brain, motor performance, and behavior. Students will review structural neuroanatomy and explore theories regarding brain plasticity, motor learning, neurochemical aspects of stress and emotion, and neuro-learning. Lab experiences are designed to support an understanding of the role of structures in sensory input and processing, health maintenance, and occupational performance. This course is primarily part of the <i>KNOWING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 545 Psychosocial Occupational Therapy Practice</p> <p>3 didactic credits/ 1 lab credit</p> <p>4 credit hours total</p> | <p>This course investigates and explicates reasoning for assessment and intervention to address clients' mental health, self-regulation, and self-efficacy. It explores the use of individual and group interventions to support mental health, sensory regulation, and adaptive behaviors for performance within community and health care settings. Current evidence regarding behavioral demands across the lifespan in various cultures and society are analyzed. Didactic and practical experiences are included. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 530 Fieldwork Level 1-A</p> <p>1 Fieldwork/ Clinical hour</p> <p>1 credit hour total</p> | <p>Fieldwork Level 1-A has a focus on social, sensory, and psychological person factors which impact occupational performance. Rotation occurs 4 hours a week in Feb-April at a clinic for 8 weeks and a one day experience in mental health for a total of 40 hours. (Mental health, community based and in-patient based dementia care, forensic, substance abuse treatment facilities, etc.) This first Level I experience must be related to an area of mental health. The student may participate in screening, evaluation, and intervention with clients in various stages of mental illness. Students may have opportunities to lead or co-lead an intervention group during this experience.</p> |
| <p>MSOT 555 Research Design and Evidence in</p> | <p>This course creates a foundation in research knowledge and application within occupational therapy. Research design, levels of evidence, statistical analysis, literature reviews, and the process of developing</p> |

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| Occupational Therapy 3 didactic credits 3 credit hours total | research questions will be explored. Students will examine the importance of being knowledgeable consumers of research in evidence-based occupational therapy practice and understand validity and reliability of scholarly articles. |
| MSOT 560 Group Process in Occupational Therapy 1 didactic credit 1 credit hour total | This course integrates theories of group dynamics with the implementation of functional activity-based groups. Student-designed activities will be peer reviewed and analyzed with group and Occupational Therapy theoretical principles. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information. |
| MSOT 570 Innovations and Technology to support Occupational Performance 3 didactic credit hours 3 credit hours total | This course explores the use of adaptation and accommodation to support occupational performance across disabilities and the lifespan. High-tech innovations as well as low-tech solutions are explored. Collaboration with community partners who focus on accessibility and technology within the home and community settings to increase performance, participation, health and well-being. Students will produce a tangible product with cost effective solutions. The innovative projects created will be shared to educate others in the community about increasing performance, participation, health, and well-being. |
| FALL 2 | |
| MSOT 550 Vision, Perception, & Cognition 3 didactic credits 3 credit hours total | This course addresses cognition, perception and visual impairments; their impact on function; and principles of related occupational therapy assessments and intervention strategies across the lifespan and in a variety of settings. This course is primarily part of the <i>KNOWING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information. |
| MSOT 575 Health Care Administration & Management Hybrid course 3 didactic credits 3 credit hours total | This course is designed to promote student understanding of the current health care environment, the organizational structure of various health care models and the financial aspects of health care systems, reimbursement, and the role of occupational therapists as service providers. Potential changes in the healthcare environment will be explored as well as the changing practice environments of occupational therapy. This course is primarily part of the <i>LEADING</i> thread of the MSOT curriculum. |
| MSOT 580 Adult Rehabilitation I 3 didactic credit hours/ 1 lab credit hour 4 credit hours total | This is the second course in the assessment, evidence, and intervention series. This course investigates and explicates reasoning for assessment and evidence-based intervention related to orthopedic, neurological, or other systemic dysfunction that affects a person's occupational performance. It expands upon the student's understanding of behavior and motivation to promote efficient and effective interventions that address occupational performance barriers imposed by physiological, genetic, and environmental and/ or traumatic factors. Evidence-based intervention models to remediate and/ or restore function, adapt or |

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| | <p>modify environments and activities, and maintain function or prevent further disability are explored. This course is primarily part of the DOING thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.</p> |
| <p>MSOT 585 Fieldwork Level 1-B</p> <p>1 Fieldwork (Clinical) Credit hour</p> <p>1 clinical credit hour total</p> | <p>Fieldwork Level 1-B includes a series of simulated physical disability scenarios where students train to assess and treat a variety of conditions in orthopedic, out-patient, and acute care settings. This experience has a focus on physical disability, assistive technologies, or related area that impacts occupational performance. Rotation occurs during the fall 2 semester for a total of 35-40 hours and may include simulation experience, skills labs, faculty led community screenings, and exposure to a variety of clinics (OP clinic, prosthetics, wheelchair clinic, community resources, etc.) Students will observe/participate in various aspects of screening, evaluation, and intervention, as possible.</p> |
| <p>MSOT 605 Research Project I</p> <p>Hybrid course</p> <p>3 didactic credit hours/ 1 lab credit</p> <p>4 credit hours total</p> | <p>This course expands on the student's understanding of evidence-based practice to include scholarship of discovery. Students will work in small groups with a faculty mentor to develop a viable research proposal. The students will complete a literature review as part of a research proposal. Research Ethics training will be required as preparation for IRB submission. This course is primarily part of the ADVANCING thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 565 Ethics, Culture, & Global Perspectives</p> <p>Hybrid beginning 2023</p> <p>3 didactic credit hours</p> <p>3 credit hours total</p> | <p>This course examines issues of ethics as delineated by the American Occupational Therapy Association (AOTA) and the World Federation of Occupational Therapy (WFOT). The role and impact of culture on health disparities, social injustice, and access to care will be explored on a regional, national, and international level. Students will articulate the role of OT in varying cultural contexts in regard to health promotion, health maintenance, and occupational performance. Students will gain an appreciation for the ways in which others view the world and the potential impact on health and well being.</p> <p>This course examines issues of ethics as delineated by the American Occupational Therapy Association (www.aota.org) and the World Federation of Occupational Therapy (www.wfot.org). The role and impact of culture on health disparities, social injustice, and access to care will be explored on a regional, national, and international level. Students will articulate the role of OT in varying cultural contexts in regard to health promotion, health maintenance, and occupational performance. Students will gain an appreciation for the ways in which others view the world and the potential impact on health and wellbeing.</p> |
| <p>SPRING 2</p> | |

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| <p>MSOT 610 Adult Rehabilitation II</p> <p>3 didactic credit hours/ 1 lab credit hour</p> <p>4 credit hours total</p> | <p>This clinical course expands on the student’s clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to the needs of the adult population. Aging in place, technological support, hospice services, and team community interventions are analyzed and related to specific case examples in the outpatient, home health, extended care, assisted living, and hospice environments. The role of the occupational therapist as direct care provider, consultant, and evaluator for clients and families is also emphasized. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information. This course is a required course in the MSOT curriculum to be eligible for graduation.</p> |
| <p>MSOT 615 Fieldwork Level 1-C</p> <p>1 Fieldwork (Clinical) Credit hour</p> <p>1 clinical credit hour total</p> | <p>MSOT 615 Fieldwork Level 1-C has a focus on issues impacting older adults as well as exploring environments in which occupational therapists support the occupational needs of older persons. This rotation is 35-40 hours during the spring 2 semester.</p> |
| <p>MSOT 620 Pediatric Occupational Therapy Practice</p> <p>3 didactic credit hours/ 1 lab credit hour</p> <p>4 credit hours total</p> | <p>This course is the fourth in the assessment, evidence, and intervention series. Integration of material covered in earlier clinical courses is expected. This course expands on the student’s clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to the needs of the pediatric population. Understanding of early intervention, natural environments and school-based service delivery (including Response to Intervention, 504 Plans, and Individual Education Plans) will be emphasized. The role of the occupational therapist as direct care provider, consultant, and evaluator for children and caregivers will also be explored. Aspects of support for occupational performance at home, school, and play using remediation, compensation, and technology is also an important part of this course. This course is primarily part of the <i>DOING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 630 Fieldwork Level 1-D</p> <p>1 Fieldwork (Clinical) Credit hour</p> <p>1 credit hour total</p> | <p>Fieldwork Level 1-D has a focus on occupation in pediatric settings. This rotation occurs in March or April of the spring 2 semesters and is also a week long experience (4-5 days). For the pediatric experience, students may have an opportunity to observe typical and/or atypical development. Students will be provided with the opportunity to practice use of developmental screening assessments and evaluations, as well as prepare and present a group activity to a group of children.</p> |
| <p>MSOT 650 Research Project II</p> <p>Hybrid Course</p> | <p>This course expands on the concepts introduced in MSOT 605— Research Project I, where students have the opportunity for hands-on practice related to the Scholarship of Discovery. Students will continue</p> |

| | |
|--|---|
| <p>Add: 3 didactic credit hours / 1 lab credit</p> <p>4 credit hours total</p> | <p>small group work as assigned in Research Project I (2-6 group members) with a mentor on the previously identified research proposal as approved by the institutional IRB. Each group will implement a project design resulting in a program proposal, data collection, CAT or CAP, systematic review, or data mining and analysis. This course is primarily part of the <i>ADVANCING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 625 Creative Leadership & Entrepreneurship</p> <p>Hybrid Course 3 didactic credit hours</p> <p>3 credit hours total</p> | <p>Building on management practices identified in the Health Care administration and management course as well as innovation strategies and entrepreneurship skills, students will explore advocacy, marketing and program development in emerging areas of practice. This hybrid course will include small group work to explore community resources and partnerships as well as interdisciplinary collaboration to meet the needs of identified underserved populations. Students will analyze and apply leadership principles for future success. This course is primarily part of the <i>LEADING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| SUMMER 2 | |
| <p>MSOT 691 Evidence-Based Practice and Clinical Synthesis I</p> <p>Online Course 3 Online credit hours</p> <p>3 credit hours total</p> | <p>This course is conducted on-line and occurs simultaneously with the student's second Level II Fieldwork experience. This course is an evidence-based practice synthesis course where students apply the strategies for integrating evidence into everyday clinical practice. Students are supported through coursework as they begin to transition from student to clinician. This course builds upon concepts introduced in Evidence-Based Practice and Clinical Synthesis I (MSOT 691) and continues to support the development of scholarship, leadership, and evidence-based practices as the student's transition into the workplace. This course is primarily part of the <i>ADVANCING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 684 Fieldwork Experience Level II-A Summer (May – August)</p> <p>3 Fieldwork (Clinical) credit hours</p> <p>3 credit hours total</p> | |
| FALL 3 | |
| <p>MSOT 693 Evidence-Based Practice and Clinical Synthesis II</p> | <p>This course is conducted on-line and occurs simultaneously with the student's second Level II Fieldwork experience. This course is an evidence-based practice synthesis course where students apply the</p> |

| | |
|---|---|
| <p>Online Course 3 Online credit hours</p> <p>3 credit hours total</p> | <p>strategies for integrating evidence into everyday clinical practice. Students are supported through coursework as they begin to transition from student to clinician. This course builds upon concepts introduced in Evidence-Based Practice and Clinical Synthesis I (MSOT 691) and continues to support the development of scholarship, leadership, and evidence-based practices as the student’s transition into the workplace. This course is primarily part of the <i>ADVANCING</i> thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information.</p> |
| <p>MSOT 686 Fieldwork Experience Level II- B Fall (September – December)</p> <p>3 Fieldwork (Clinical) credit hours</p> <p>3 credit hours total</p> | |
| | |

Philosophy of Teaching & Learning

The Cox College Occupational Therapy (OT) Program anchors curriculum design in the fundamentals of occupation, occupational performance, and occupational participation. Embedded within the curricular design is the singular principle that an individual’s occupational performance can be positively shaped by focus on the “whole person” and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to “live life to the fullest.”

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 (Brown, Roediger, & McDaniel, 2014) opportunities for engagement and exploration of concepts, facilitates integration and reflection, and encourages depth of responses from the adult learner. 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.

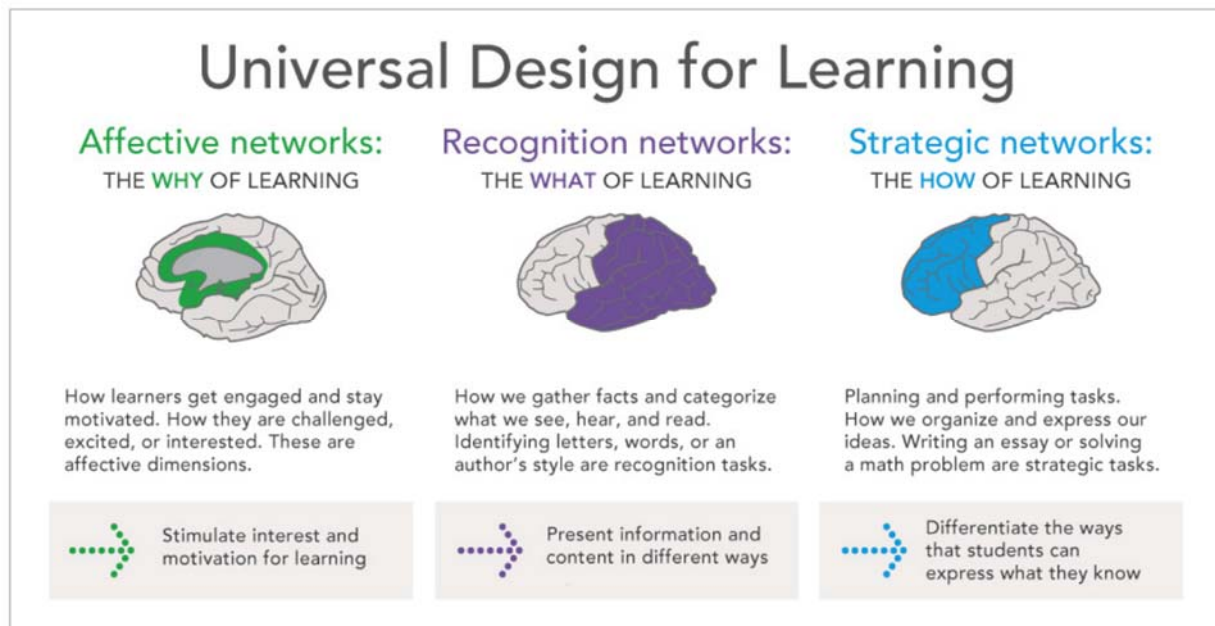


Figure 2: Universal Design for Learning Adapted from [UDL Resources - UDL and Technology -Putting It Together for student success- Removing Barriers \(weebly.com\)](https://www.udlresources.com/) . Retrieved 2.24.2022

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 encapsulate the mission of the curriculum and the 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.
- 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.

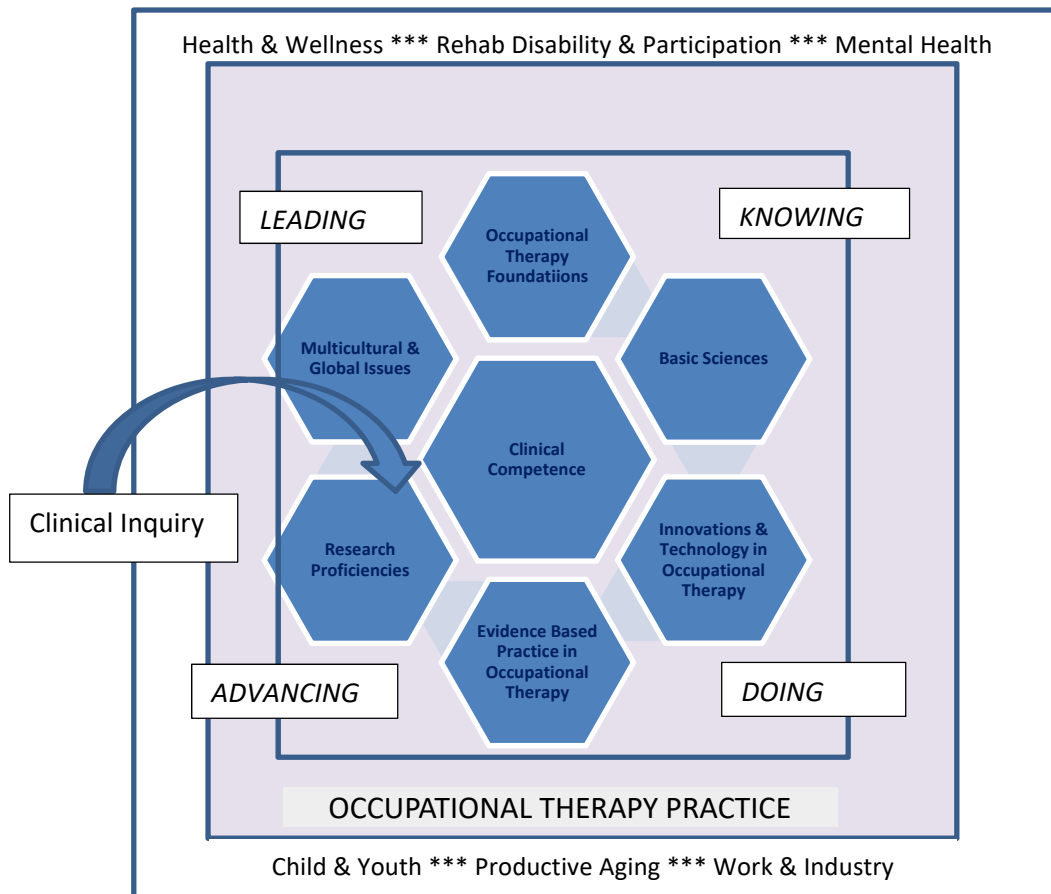


Figure 3: MSOT Curriculum Model

The different curriculum sequences (labeled in the hexagons in figure 1) 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 PEOP – 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 + LAB MSOT 502 4 KNOWING | The Occupational Therapy Process MSOT 535 2 DOING | No Coursework | Vision, Perception, & Cognition MSOT 550 3 KNOWING/ DOING | Adult Rehabilitation II + LAB MSOT 610 4 DOING | 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 DOING | Applied Neuroscience MSOT 540 3 KNOWING | | Healthcare Administration & Management MSOT 575 3 LEADING | Research Project II + LAB MSOT 650 4 ADVANCING | Evidence-Based Practice & Clinical Synthesis I MSOT 691 3 | Evidence-Based Practice & Clinical Synthesis II MSOT 693 3 | |
| Pathophysiology and Occupational Performance MSOT 515 3 KNOWING | Psychosocial Occupational Therapy Practice + LAB (Psychosocial) MSOT 545 4 DOING | | Adult Rehabilitation I + LAB MSOT 580 4 DOING | Creative Leadership & Entrepreneurship MSOT 625 3 LEADING | On-line ADVANCING | On-line ADVANCING | |
| Occupational Therapy Foundations & Activity Analysis LAB MSOT 520 3 DOING | Innovations & Technology to Support Occupational Performance MSOT 570 3 ADVANCING | | Research Project I + LAB MSOT 605 4 ADVANCING | Pediatric OT Practice + LAB MSOT 620 4 DOING | | | |
| Development of Human Occupations MSOT 525 3 KNOWING | Research Design & Evidence in Occupational Therapy MSOT 555 3 ADVANCING | | Ethics, Culture, & Global Perspectives MSOT 565 3 LEADING | Fieldwork Level 1-C MSOT 615 1 | | | |
| | Group Process in Occupational Therapy MSOT 560 1 DOING | | Fieldwork Level I-B MSOT 585 1 | Fieldwork Level I-D MSOT 630 1 | | | |
| | Fieldwork Level I-A MSOT 530 1 | | | | | | |
| TOTAL CREDIT HOURS: 80 (62 didactic/ 8 Lab/ 10 clinical) | | | | | Total MSOT Credit Hours: 80 6 semesters | | |

KEY

Purple Thread: KNOWING

Yellow Thread: DOING

Orange Thread: ADVANCING

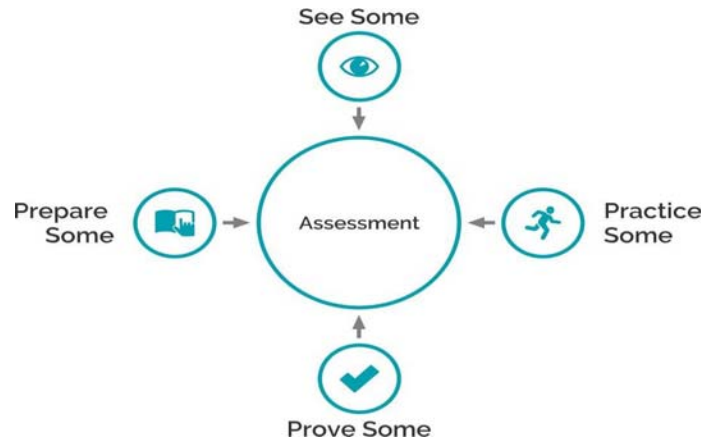
Figure 1: MSOT Curriculum Overview & Course of Study

Instructional Design

The Occupational Therapy Department at Cox College has initiated the adoption of the Visual Whole Self Model as the guiding instructional design framework. This model was shared with Cox College in 2022 by College of Saint Mary Occupation Therapy Doctoral Program who developed the model. The model is briefly described below in this excerpt from the College of Saint Mary OTD Departmental Handbook (College of Saint Mary Occupational Therapy Department, 2021, p. 19 - 20).

The Occupational Therapy Program utilizes the Visual Whole Self (VW) Model to guide instruction and lesson planning. This model was created by the instructional technologist and physical therapy program director at College of Saint Mary and draws on work related to backwards design (Wiggins & McTighe, 2005), deliberate practice (Ericsson, Krampe, & Tesch-Romer, 1993), and Bruner and Bandura’s non- transmission of knowledge (Curran, 2014; Curran, 2008). Faculty and students work together so that students visualize themselves as an occupational therapist. The whole self tenet requires the student to assess strengths and weaknesses and continually work on areas for growth alone, with peers, and/or with the instructor. The tenets of the model allow faculty to plan lessons surrounding assisting students to see some, prepare some, practice some, and prove some. Depending on the content being covered the plan may start at any point of these tenets. For example, the faculty may want the students to start by proving some prior knowledge they have about a topic before moving on to more complexities related to the topic. Each tenet of the model is important with no one area being the focus at the expense of another area. In having the student see some, it is important that the faculty role model and show the students the correct method of doing before adding additional ‘curves’ to the activity. With prepare some students will be asked to watch videos, read content, complete worksheets, or other activities before working with the content.

Practice some allows student a safe environment to practice skills and behaviors while receiving



feedback from self (video reflection), peers, and faculty. Prove some allows students to be assessed on the skills and behaviors important to show mastery of the topic and content. In utilizing the VW Model, the faculty in the Occupational Therapy Program hope to provide mentoring and guidance as the student's learn and work with content.

Graduate Student Learning Outcomes

The Cox College OT Program is committed to providing rich opportunities for student learning and is invested in preparing students for clinical practice in diverse environments. The program measures graduation rates, employment rates, employer satisfaction, progression rates, and NBCOT exam pass rates. In addition, the program measures outcomes by collecting information from students, graduates, community partners, employers, faculty, and other stakeholders related to the graduates ability to:

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

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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 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.

Medical Release For Clinical Education

Our student's mental and physical health is of utmost importance. A student's overall wellbeing is vital to performance in the professional field. We want to ensure students are healthy and ready to meet the needs of the patients, clients, and families that they serve.

If a student experiences any significant change in medical status during their didactic coursework, the student is encouraged to promptly inform the Academic Fieldwork Coordinator and Program Director. Changes in medical status include, but are not limited to: new diagnosis, changes in medication, injuries, surgeries, or any condition that may impact the student's ability to safely participate in Level I or Level II Fieldwork. At the discretion of the AFWC and/or Program Director, the student may be required to provide a medical release signed by a physician indicating clearance with no restrictions, or specified restrictions/ accommodations needed for participation in Level I and/ or Level II Fieldwork. Failure to comply with this policy may result in a delay of fieldwork experiences or subsequently, a delay in progression in the 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



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.

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 student progression is disrupted, and the student is no longer progressing with his/ her original cohort.

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

Students are allowed to repeat a course in the OT program. In the case of disrupted progression, when disruption occurs in the first or second year of didactic coursework, a written **Progression Plan** is designed for the student and signed by the student and the OT 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/ Program Development 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 disrupted progression occurs and is only affecting Level II Fieldwork rotations, a full progression plan is not required and a Level II Fieldwork Progression Plan will be sufficient to guide completion of the program.

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).

MSOT Advisement Policy

Centralized Advising: A lock-step process performed by the OT Department where the Department supports lock-step enrollment and registration through the Cox College Student Portal each semester for class registration. Students will receive instructions from the OT Department (typically from the Graduate Faculty Support Specialist) related to enrollment and registration procedures for classes each semester.

Academic Advising: A faculty academic advisor is assigned to each student 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. Students meet with their advisor at least one time during their first year in the program. All following years, students are encouraged to meet with advisors as needed. Meetings for advisement are welcomed 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) 7th 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>

Technology Policy

Access to Cox College OT Programming requires a technology device with access to the internet and appropriate software capabilities for completing online assignments and submissions. Students are expected to utilize a laptop device with current applications and software capabilities for engagement in the OT curriculum. Devices such as tablets, chromebooks, and ipads do not always support specific aspects needed for testing and submission of assignments through the Learning Management System (Canvas).

For specific technology policy requirements, please see:

<https://coxcollege.edu/academics/technology/online-technical-requirements/>

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.

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.).

Equipment, Supplies, and Electrical Devices Safety

To ensure safety of students, clients, and employees during use of equipment, including electrical devices. The Cox College OT Department follows CoxHealth Safety Policies related to equipment use for patient safety and student protection. This includes notification of need for maintenance, guidelines for using splint pans and heat guns in or outside of clinics and classrooms, and emergency safety procedures.

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.

New users will receive instruction on precaution and use of electrical devices. Instruction Manuals will be available and displayed near storage of devices. Students and faculty receive ongoing safety training through Safe Colleges and HealthStream online learning modules. Students and faculty can receive help reporting equipment damage or need for maintenance (including calibration) through the Graduate Faculty Support Specialist.

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.

First Aid Kits

First Aid Kits and Personal Protective Equipment are available in each OT lab space. The Graduate Faculty Support Specialist will restock and manage the First Aid Kits and Personal Protective Equipment alongside Graduate Workstudy staff. If students or faculty notice shortage of supplies or personal protective equipment, please notify the Graduate Faculty Support Specialist for restocking as soon as possible.

Standard Precautions

Occupational Therapy students and faculty receive ongoing safety training that includes standard precautions, blood borne pathogens, abuse/ neglect/ harassment, HIPPA, de-escalation, diversity awareness, cyber security, rapid regulatory compliance, civil rights training, Title IX training, and active shooter training through Safe Colleges and HealthStream online learning modules.

Material Safety Data Sheets

CoxHealth maintains material safety data sheets on all equipment and substances that require special handling.

Physical Agent Modalities

The use of physical agent modalities is considered beyond entry-level practice; however, students are introduced to physical agent modalities within the OT Department during their course of study. OT Students are required to have licensed OT practitioner/ faculty member supervision when utilizing PAMs.

Pediatric Equipment including Swings, Trikes/ Bikes, Bolsters, Balls, and Toys

The use of pediatric equipment including swings, trikes/bikes, bolsters, balls, and all specialized toys present a risk for injury and should be used with therapeutic caution. The use of specialized pediatric equipment is introduced to OT students during their course of study. The use of specialized pediatric equipment is equivalent to a passive modality and should be applied with supervision and educated intention. Students should not “play” on the equipment without permission and should use the equipment with education intention under the direct supervision of a licensed OT practitioner/ faculty member.

Equipment Guidelines: Splint Pans & Heat Guns & Sharp Objects

- Heat gun should remain disconnected from electrical outlets when not in use.
- Use in a well ventilated area
- Do not direct heat gun towards a person or any flammable material
- Heat gun should be placed on a stable and flat working surface while using
- Splint pan is to be turned off, unplugged, and empty when not in use.
- Splint pan is to be on stable, flat surface with ample space around pan for working when in use. Do not place plastic or cloth under splint pan.
- Splint pan is to be attended to at all times when it is on
- Do not submerge splint pan in water
- Do not touch with bare hands when in use, splint pan will be hot
- Please use sharp objects with extreme caution related to personal and patient safety
- Sharp objects and other electrical devices will be stored within locked cabinets or storage rooms and designated faculty will grant student access to equipment as needed for learning purposes.

Please see the Cox College Catalog for Safety and Security Information including:

- Campus Security
- Crime Statistics Reporting
- Emergency Response Procedures & Evacuation Procedures
- Inclement Weather Policy
- Injuries to Students
- Security Escort Service
- COVID Policy

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.

Section 4: Professionalism

OT Policy on Attendance

This policy is to ensure that the Cox College OT programs maintain a high standard of attendance in order to help encourage the student's professional development, professional integrity, and professional excellence in honor of the student's investment in education as well as in honor of the occupational therapy profession as a whole.

As professional graduate programs, the OT programs require regular attendance and active participation to ensure appropriate professional identity development, specifically professional attendance related to behavior and attitude. Attendance in the OT program is equated with work in a

clinical setting. Missing course content means the student missed information that is likely needed to treat future clients in an ethical and appropriate manner. Student attendance and engagement is considered an academic responsibility. A faculty member may use attendance, class participation, or lack thereof, as a criterion in the determination of a course grade. If a student arrives to class unprepared for class activities, the professor has the discretion to ask the student to leave class; the correlating assignments may be given a failing grade.

If a student must be absent due to illness or extenuating circumstances, the student is responsible to contact the professor, faculty academic advisor, and other relevant people affected by the absence such as group members during group project work by email and/ or phone/ text. Students are expected to notify professors prior to class if they are not attending in all but the very most extenuating circumstances. Students who miss class are still responsible for all class content and should make arrangements accordingly. In addition, students are responsible to complete any assignments and in-class activities and make arrangements for turning them in for feedback. Students are allowed to utilize online platforms for attending class with prior approval of the professor. In seated programming, virtual attendance is reserved for illness or similar extenuating circumstances only. In hybrid programming, on-campus activities are essential for curriculum competency and are required for course completion. In hybrid programming, virtual attendance does not substitute for on-campus learning activities and will need rescheduled. Absence could negatively impact progression in the OT program. All arrangements should be made to be present when class is in session on campus.

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. There are not make-ups for final examinations.

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

If a student misses more than 2-3 weeks of class during the semester, they may be encouraged to withdraw from the OT program per Cox College policy (See Cox College Catalog for Administrative Withdrawal Policy).

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 Applewatch technology and other similar devices and computer alerts should have messaging features deactivated.

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

Professional membership

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

Students are encouraged, but not required to join the **Student Occupational Therapy Association (SOTA)** at Cox College. Collectively, students create a professional voice and vehicle for facilitating positive change in both the academic learning environment as well as the surrounding community. SOTA offers a variety of opportunities for professional development, community service, and advanced leadership development.

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

Professional Electronic Communication

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

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

Section 5: Disciplinary Action

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.

Section 6: Compliance & Safety

Compliance & Safety

Cox College is a subsidiary of CoxHealth Systems. As such, the College following 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 2nd test within 24 hours. If the 2nd 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. |

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

(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.

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

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

Missouri Occupational Therapy Association (MO OT Professional Association)

MOTA Membership
<http://www.motamo.net>



**Fieldwork Manual for the
Occupational Therapy Programs at Cox College**

1423 N Jefferson Ave

Springfield MO 65802

| MSOT Program | OTD Program |
|--|--|
| Carrie Miller, OTR/L | April Swanson, OTD, OTR/L |
| MSOT Academic Fieldwork Coordinator and Assistant Professor | OTD Academic Fieldwork Coordinator and Associate Professor |
| email: carrie.miller1@coxcollege.edu | email: april.swanson@coxcollege.edu |
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Contents

| | |
|--|-----------|
| Student Role | 4 |
| Academic Fieldwork Coordinator (AFWC) Role | 13 |
| Fieldwork Educator Role | 14 |
| Level I Fieldwork..... | 16 |
| Level II Fieldwork..... | 23 |
| Cox College Misc. Fieldwork Policies | 28 |
| Mission, Vision, Core Values | 33 |
| Vision of the Occupational Therapy Department | 34 |
| Mission of the Occupational Therapy Department..... | 34 |
| ACOTE Standards for FW Education..... | 41 |

Fieldwork education is highly valued in the Cox College Occupational Therapy curriculum.

Level I and level II fieldwork offers students a wide variety of essential hands-on learning opportunities that supplement seated classroom learning. All Level I and Level II fieldwork experiences are within the *DOING* curriculum thread.

Level I Fieldwork experiences are directly linked to the specific sequence of clinical topics and courses. In the MSOT program, Level II Fieldwork experiences occur after completing all seated coursework. Doctoral students have some coursework and Capstone work after their level II fieldwork. Both the MSOT and the OTD level II fieldwork experiences are full time internships at selected sites that are 2 twelve week rotations. Student also participate in an online synthesis course while in fieldwork. This course is designed to further prepare students to synthesize classroom learning with fieldwork.

Prior to level I fieldwork, *DOING* experiences begin with courses offered the first semester. For example, students practice basic, hands-on skills including soft skill development, patient interactions, patient handling, and professionalism in Professional and Therapeutic Use of Self. This course precludes level I fieldwork and is designed to promote professional and therapeutic behaviors in simulated and real world environments. Students are challenged to complete assignments that occur in the community to ensure real world, active participation learning and to prepare students for the following semester which includes level I fieldwork.

Level I fieldwork occurs in conjunction with seated courses with related topics to strengthen the relationship between course content and interactions with a wide scope of related populations. Level I-A has a focus on social, sensory, and psychological person factors which impact occupational performance. This rotation occurs one day a week spaced out over part of the semester at a mental health facility. Level I-B has a focus on physical disability, or related area that affects occupational performance across the lifespan. The level I-C fieldwork experience has a focus on working with older adults in multiple settings. Level I-D is a one-week experience with youth populations.

Cox College is required to maintain cooperative agreements with a determinably adequate number of fieldwork sites locally and nationally. These agreements must be in effect during the entirety of a student's fieldwork experience and must clearly outline responsibility of the school and site. Agreements are maintained in iContracts software with access for faculty, staff, and legal counsel. Cox College and each site have agreeable terms and learning objectives appropriate for student learning experiences within the occupational therapy curriculum.

Accreditation

The Cox College Master of Science in Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's web address is AcoteOnline.org.

The Cox College Occupational Therapy Doctoral Program has gained applicant accreditation status and is on track to have an accreditation visit in 2024/2025. Status updates will be updated at acoteonline.org

Professional Licensure

Successful completion of the program will confer either a degree of Master of Science in Occupational Therapy or a Doctoral degree in Occupational Therapy. Graduates of the 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 [here \(Links to an external site.\)](#) 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/students/ graduate's responsibility to thoroughly research specific licensing requirements in the state they wish to practice. To review state licensure eligibility requirements, go [here \(Links to an external site.\)](#)

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 [here \(Links to an external site.\)](#)

Cox College occupational therapy graduates are encouraged to register nationally and also apply for licensure.

Student Role

Students of the Cox College in the Occupational Therapy Program are expected to effectively communicate with the Academic Fieldwork Coordinator and Fieldwork Educator to ensure that the fieldwork experience is optimal and follow all policies and procedures established by the fieldwork site and by the college.

The student is responsible for:

1. Participating actively in the fieldwork planning process with the Academic Fieldwork Coordinator.
2. Complying with all student policies and procedures described in student handbook.
3. Submitting updated student health information as needed.
4. Submitting documentation of ongoing certifications as needed.
5. Following the Occupational Therapy Code of Ethics.
6. Scheduling and participating in an interview for fieldwork placement when required by the site.
7. Communicating with the fieldwork site to obtain travel instructions and work hours.
8. Participating actively in the supervision process.
9. Completing ongoing self-assessments during the fieldwork process.
10. Discussing any problems related to fieldwork placements with the Academic Fieldwork Coordinator and the Fieldwork Educator in a timely fashion.
11. Remaining at the fieldwork site for the duration of the experience unless extenuating circumstances require an interruption.

12. Completing an evaluation of the fieldwork site at the completion of the experience.

Adapted from *The Essential Guide to Occupational Therapy Fieldwork Education* (Costa, 2015)

Attendance

During Level II Fieldwork, students must follow the fieldwork site's calendar regarding working days and hours and holidays. For example, certain clinics do not follow the normal working day; evening or weekend hours may be scheduled. During Level I Fieldwork, students must follow the dates within the semester that are established by the AFWC.

Attendance to all fieldwork experiences is mandatory. Every effort must be made to avoid absences during fieldwork experiences. Illness or unusual emergencies are the only acceptable reasons for clinic absences.

If students must be absent due to illness or an emergency, the following procedure must be followed:

- If an absence is anticipated, students must report this in advance to the site Fieldwork Educator and to the Academic Fieldwork Coordinator at Cox College so that arrangements for making up missing time can be made.
- If an absence is sudden in nature, students must inform the Fieldwork Educator. Students should call their fieldwork educator at the site before the scheduled start of the day. If students must leave a message, they should call again later to ensure the messages was received. Students should notify the Academic Fieldwork Coordinator of the day missed and the scheduled makeup date.
- Students must inform the Fieldwork Educator of absence or late arrival
- Punctuality is of critical importance in clinical practice. If students must be late, telephone the supervisor before the scheduled start of the day to inform the supervisor of arrival time.
- The Cox College occupational therapy program permits up to a maximum of two days of absence from Level II fieldwork due to illness or emergency. An absence of more than two days requires a doctor's note or written approval through the AFWC (i.e., unusual emergencies such as natural disaster, family death, accident, etc.). The attendance policy of the fieldwork site may differ and must be followed for all Level II fieldwork.
- Absences for attending professional conferences are approved at the discretion of the Fieldwork Educator.
- In cases where time must be made up, a grade of 'incomplete' will be given for the fieldwork experience. All time must be made up within 4 weeks of the scheduled end of the experience.

Transportation

Fieldwork sites may involve significant drive time to commute from students' residences. Some sites require that students have transportation between buildings several times per day. Students must arrange transportation to all fieldwork sites assigned. Students with a specific need who would like to request specific geographic placements can do so through the Academic Fieldwork Coordinator. **There is absolutely no guarantee about the geographic placement of students for fieldwork.**

Snow Days/Weather Conditions

An absence occurring due to weather conditions must be made up following the procedures specific to Level I or Level II fieldwork. Fieldwork educators are requested to notify students and the AFWC in the event that their site is unexpectedly closed due to weather or other conditions. For Level 1A, 1B, and Level 1C fieldwork experiences: If the college is closed due to weather conditions in the Springfield area then the student will not be expected to attend fieldwork. The student will be expected to communicate with their fieldwork supervisor. For Level 1D and Level 2A & 2B: These experiences may or may not occur within the local Springfield, MO area; for this reason, the student must make a decision to drive to fieldwork based on local weather conditions and personal safeguard.

Punctuality

Punctual attendance at the fieldwork site is mandatory. Repeated tardiness is a serious problem. Consequences may begin with having to make up missed time and if tardiness persists, end up with dismissal from the fieldwork site. Leaving clinical facilities early to attend to personal business is not permitted. Do not schedule any appointments during fieldwork times and dates and make sure to plan ahead so that you are available and flexible to meet the needs of the site and the requests of the supervisor.

Professional Dress Code

A professional dress code is required at fieldwork. Traditional therapy dress code frequently includes: khaki or black pants, tennis shoes, polo, and nametag. The students should abide by the following guidelines for appropriate attire in the clinic:

- Students must be clean, showered, neat, and well-groomed at all times.
- A name badge should be worn at all times. Students receive name badges from Cox College. These name badges must be worn at all times when on fieldwork.
- Comfortable, stable shoes must be worn with non-slip soles and no open toes.
- No yoga pants
- Clothing that will allow modesty and ease of movement when working with clients should be worn. Absolutely no torso showing. No “back crack” should show when squatting! No exposed chest, no open shoulder tops. Cover up.
- Avoid all perfumes or after shave lotions.
- Limit gum chewing. Do not chew gum when educating a patient or meeting with supervisor.
- Long dangling earrings, religious/political (or anything even remotely controversial) jewelry, and/or excessive jewelry should be avoided. Only one set of rings on one finger allowed.
- Nails should be short: less than 1/4 inch from nail body to distal edge (free edge), neat and appropriately groomed. Students should avoid chipped nail polish but may wear neatly applied nail polish *if the site allows*. **Absolutely no acrylic nails.**
- A watch may be helpful in clinical situations especially if you are not allowed to carry cell phone. No cell phones, smart phones, or text messaging should be used during fieldwork unless specifically asked to do so. In addition, you may not wear a text messaging watch or must turn off that feature while at the fieldwork site.
- The fieldwork site has the right to request a specific uniform. The site also has the option to ask students to alter their dress (including sending student home) if it is inappropriate in the opinion of the supervisor. Please check with the fieldwork supervisor for specifics on appropriate dress before arriving at the site.

- Students are encouraged to save dramatic styles for their personal time such as eyeliner greater than 1/4 inch from corner of eye, overly dramatic eyelash extensions or heavily applied makeup, face piercings, and exposed offensive tattoos should be avoided.
- Absolutely no perfume or cologne may be worn in clinical situations, avoid scented lotions. Avoid scented hand sanitizers.

Professional Expectations and Behavior

The policies and procedures of each fieldwork site vary considerably, including the student role, dress code, and any other special requirements. Students are expected to behave in a professional, ethical, dignified, and respectful manner at the fieldwork site. All occupational therapy students and occupational therapists must abide by the American Occupational Therapy Code of Ethics. Here is a link to that document: [AOTA Code of Ethics \(Links to an external site.\)](#)

Students should expect to be treated by their supervisors and co-workers with dignity and respect at all times. Students should be supplied with adequate and reasonable resources to complete their work. Fieldwork educators have agreed to be available for assistance and feedback throughout students' fieldwork experience.

Professionalism includes maintaining respect for the clients, co-workers and fieldwork supervisor(s). The use of sound judgment in all clinical situations is part of professionalism as is the use of discretion and diplomacy. Students must at all times show respect for the clinic's equipment and supplies. Proper attire, timeliness, and attendance are also included in the category of professional behavior. Students must handle their personal and professional problems without interference with the performance of their clinical duties. Therefore, no cell phones, smart phones, or text messaging should be used during fieldwork. In addition, you may not wear a text messaging watch or must turn off that feature.

Professional behavior requires 100 percent performance at all times. Students must follow professional standards while at the fieldwork site, in the classroom, and while engaging in professional activities as a representative of the Occupational Therapy Program at Cox College. Students demonstrating unprofessional behavior shall expect to fail their fieldwork regardless of their performance in other skill areas.

Fieldwork experiences are a vital part of the occupational therapy education. The Occupational Therapy Programs at Cox College are very fortunate that talented Fieldwork Educators give their time and effort to afford students the opportunity to integrate their theoretical knowledge with clinical practice, as well as learn specific intervention skills. All students should demonstrate appreciation at all times with courteous behavior. Students are representatives of Cox College as well as the occupational therapy professional community.

Confidentiality

Students must adhere strictly and consistently to the Health Insurance Privacy and Portability Act (HIPPA) regarding confidentiality of patient/client information. HIPPA training is taken seriously and begins during orientation. General guidelines for confidentiality of patient information are outlined below; however each fieldwork site must inform students of specific policies enforced at the facility:

- Discuss client information only with other professionals who “need to know”
- Avoid discussions in elevator, cafeteria, or any public areas
- Do not look at any client information unless YOU “need to know”
- Client interview: all information a client discloses to you is confidential. Choose location for interview carefully. When possible, close doors or speak softly in semi-private rooms to ensure that no one overhears private information.
- Do not leave medical record information out, open, or in any way visible
- Do not take any part of medical record home
- Shred all sensitive paper data as advised by your Fieldwork Educator
- Position computer screen so others cannot read confidential information
- Make sure you log off computer when documentation is done electronically
- Never give out your passwords to anyone
- Do not fax any part of the medical record
- Do not leave voice mail message regarding client condition
- Direct any visitors inquiring about patient information to the information desk
- Remind others to follow confidentiality policy
- For case presentation, do not use ANY identifiable information including:
 - Name, location
 - Do not use any true dates (including date of admission, discharge, surgery, DOB, referral date, etc.)
 - Do not include any identifying numbers: medical record, health plan, social, email, address, vehicle license, web site, etc.
 - You may include client’s age if under 90 years, state “90+” if over.
 - May include race, ethnicity, marital status
 - Absolutely no photos of clients
 - ABSOLUTLY no social media posts about clients

Physical Handling of the Client

The supervisor should be very specific regarding the site’s policies concerning the physical handling of the client/patient by occupational therapy students. The supervisor should tell students directly what clearance or supervision is needed to perform range of motion exercises, neuromuscular education, transfers, and other physical skill interventions.

Students must be certain they are aware of and follow the site’s policies and procedures for physical handling of the patient/client. If the students are unsure of the policies and procedures, they should clarify this with their Fieldwork supervisor.

Patient Precautions and Contraindications

Student must pay careful attention to patient precautions (e.g. weight bearing, motion restrictions, cardiac condition, swallowing, behavioral). If the students are unsure about precautions or the correct technique to follow, these should always be clarified with the Fieldwork Educator prior to the treatment session. The supervisor should review patient precautions with students until the supervisor is certain the students know where to find this information. Supervisors should also ensure that students are able to follow through with the precautions correctly.

Infection Control

Infection control is of critical importance. Students will follow the policies of the site related to infection control and PPE use. Thorough hand washing is imperative before and after working with any client/patient. Hand washing is also necessary at the beginning and end of the workday. The Fieldwork supervisor should review the site's policies on infection control including standard precautions with all students.

Body Mechanics

Using correct body mechanics ensures the safety of both students and the clients/patients. Students must use correct body mechanics at all times while handling clients/patients, especially when performing transfers. Students will be introduced to this information during their first academic year. The fieldwork educator should provide immediate and specific feedback to the students on their body mechanics to prevent injury.

Medical Problems and Emergencies

Students should consult with their own physicians for all medical concerns. In the case of a medical emergency while at the fieldwork site, others may facilitate for or arrange emergency care if the student is unable. Students must pay for all emergency services and health related expenses out of pocket or with their personal health insurance.

Safety

To decrease vulnerability and reduce the possibility of an incident, students must take responsibility for learning about the fieldwork site's environment and become aware of potential risks. Students must adhere consistently to all safety regulations at each fieldwork site. Safety for the clients, other staff, and for students is of utmost importance. Fieldwork supervisors should provide a brief orientation to safety procedures, emergencies, fire, tornado, potential terror, and patient incidents. Students must be sure he/she is aware of the site's policies and procedures concerning emergencies. Students should ask their Fieldwork Educator questions to clarify these procedures, if they are not clear.

Five important safety tips to be aware of at all times:

1. Be alert to your surroundings
2. Identify potential risks
3. Understand guidelines and expectations from the college and the fieldwork site.
4. Consider solutions to potential problems.
5. Inform your site supervisor immediately of any safety concerns.

Should an incident occur:

1. Document all facts, including the date, time, persons involved and the situation (pay attention to your feelings & do not minimize them.)
2. Report all concerns, including safety and personnel problems within 24 hours.
3. If necessary, seek medical attention.

Parking areas

1. Take necessary precautions (e.g. walking with security personnel) if parking in garages or poorly lit parking areas.
2. Avoid walking to your car alone after dark.
3. Avoid texting or talking on phone when walking to your car.

Harassment- Interpersonal hazards.

Harassment of fieldwork students/interns based upon age, gender, ethnicity, race, or disability is illegal. Should students feel they have been harassed, they should report this to the AFWC and the Fieldwork Educator to take next steps. Harassment of others by students at the fieldwork site can result in immediate dismissal from the program and/or suspension from Cox College. This behavior could also result in legal action.

Reduce the risk of becoming a victim of sexual harassment.

1. Trust 'gut feelings' about situations to avoid. Remove yourself from any situation at the first sign of feeling unsafe
2. Be clear in communication with others. If necessary, be forceful, firm and assertive in communication with others.
3. Be aware of non-verbal cues that can alert to a potential problem.
4. Be aware that alcohol and other substances can affect judgment and may be illegal.

Health Requirements

Health requirements may differ from site to site. Basic requirements are listed in the Cox College student handbook and include a list of vaccines. Students track their health records in Exxat under the student profile. The students are required to have yearly flu vaccine and yearly TB screening. Each student is responsible for maintaining their flu and TB screening annually as well as maintaining the documentation and providing that documentation to the fieldwork site as needed. All costs associated with flu vaccines and TB screening are the responsibility of the student.

Drug Screen

Drug screenings are a requirement of Cox College admissions. If a site requires additional drug screening, the associated costs are the responsibility of the student. If the student fails a drug screen, they will be at risk for dismissal from the program. Please refer to Cox College Student catalog for details. If it is discovered that a student arrived at a fieldwork site under the influence of drugs or alcohol the student will be dismissed from the program.

Training Beyond coursework, students will be required to complete specialized training to help prepare them for fieldwork:

- American Heart Association's Basic Life Support for Healthcare Providers
- Infection Control Training

- Code of Conduct
- HIPPA Training
- Patient Safe Handling
- Fieldwork sites may require additional specialized training. Any costs associated with additional required site specific training are the responsibility of the student.

Background Checks

Some sites require additional background check information other than the initial background check that was complete prior to your admission to Cox College. All expenses related to additional background checks are the responsibility of the student.

Background checks may include but are not limited to:

- Family Care Safety Registry - Missouri Department of Health and Senior Services
- Office of Inspector General's List of Excluded Individuals
- General Services Administration's Excluded Parties Lists System
- Criminal background check for each state of residence in the past 7 years
- National Background Check
- Fingerprinting

If an applicant is concerned that something in their background might prohibit them from sitting for the licensure exam, they may find helpful information from the National Board for Certification in Occupational Therapy at:

IMPACT OF A FELONY CONVICTION

National Certification – Our professional field requires you to pass a National Exam. Candidates applying for the NBCOT® Certification Examination for CERTIFIED OCCUPATIONAL THERAPIST must answer each of the following questions on the examination application:

- 1) Have you ever been charged or convicted of a felony? (NOTE: Candidates must answer affirmatively even if records, charges, or convictions have been pardoned, expunged released or sealed.)
- 2) Have you ever had any professional license, registration, or certification revoked, suspended or subject to conditions by a regulatory authority or certification board?
- 3) Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
- 4) Have you ever been suspended and/or expelled from a college or university?

If the answer to any of these questions is “yes,” the candidate must submit the following information to NBCOT®’s Regulatory Affairs Department:

- 5) An explanation of events of the incident(s) to which the candidate answered “yes”;
- 6) Copies of official documentation related to the incident(s); and
- 7) Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.

NBCOT® will review the information submitted on an individual basis and determine whether the incident(s) has a direct relationship to a potential violation(s) of the Candidate/Certificant Code of Conduct. NBCOT®’s Qualifications and Compliance Review Committee may impose

sanctions, including barring a candidate from becoming certified by NBCOT® either indefinitely or for a designated period of time. See www.NBCOT.org for more information

Special Assistance

Students experiencing difficulty with fieldwork or who like special consideration or assistance are encouraged to seek help during the first week of fieldwork or as soon as the need arises. The Occupational Therapy curriculum has extensive fieldwork requirements including Level I and Level II experiences. The document describing the Essential Functions, also applies to education at the fieldwork site.

Problems Occurring During Fieldwork, Unsatisfactory Performance

Students experiencing a problem on fieldwork (performance, supervisory, or other) should discuss this immediately with the appropriate parties including their Fieldwork Educator. Students should email the AFWC as soon as any problem arises. Text or call the AFWC if there is an urgent matter.

The Fieldwork Educator must inform the AFWC in cases where student performance is below minimal acceptance. This should occur as soon as the problem is identified. In this way, the AFWC can assist the Fieldwork Educator and the student in dealing with the problem. If further intervention is necessary, the AFWC does have the ability to remove the student from the site.

Educators should discuss any concerning situation with the student. A plan for resolution of the problem will be determined by both educators, student, and AFWC (as needed). A learning agreement providing specific criteria, time lines, and learning activities and resources may be drawn. In some cases, this may involve extending the fieldwork period or replacing an experience to meet these criteria. If the student is unable to complete the designated learning agreement, the student may receive a failing grade for the course. A failing grade will interrupt the student progression through the Occupational Therapy Program (see OT Handbook on progression).

The fieldwork site may terminate fieldwork if it evaluates that the student will be unable to meet the fieldwork objectives, as indicated in the Cooperative Agreement. Prior to this, the student must be given notice (due process) of the performance problems and provided with a learning agreement to improve performance.

In situations where client or staff safety are considered to be compromised, immediate termination of the fieldwork experience may occur. A problem of lack of professional behavior as outlined in this manual or as defined by the fieldwork site may result in a failing grade for the course.

Students that choose to leave a fieldwork placement without discussing the problem with the Academic Fieldwork Coordinator and Fieldwork Educator will receive an immediate failing grade for the course. The policies following a course failure described in the student manual will be followed.

The following Memorandum of Understanding with the Student is signed by the student and the AFWC prior to their Level 2A experience.

[Click here to Download Memorandum of Understanding with student level 2.docx](#)

Academic Fieldwork Coordinator (AFWC) Role

Academic Fieldwork Coordinator (AFWC) Role

The Cox College Academic Fieldwork Coordinators are responsible for coordinating and monitoring the level I and level II fieldwork experiences. It is the role of the Academic Fieldwork Coordinators to act as a liaison between the student and the Fieldwork Educator at the facility. The Academic Fieldwork Coordinator determines the most appropriate fieldwork placement that will meet the student's needs. The Academic Fieldwork Coordinator is responsible for communicating with prospective fieldwork sites, establishing relationships with facilities, assuring a formal contract is in place, educating Fieldwork Educators, preparing essential documentation for experiences, and communicating essential information to all involved pertaining to the Cox College Occupational Therapy program.

The students should not negotiate dates, contracts, or schedules with any fieldwork site or educator without prior authorization from the AFWC.

The Cox College Academic Fieldwork Coordinator is responsible for the following:

1. Following all conditions outlined in the Cooperative Agreement.
2. Implementing and following all fieldwork related ACOTE standards.
3. Establishing and maintaining the necessary communication between the fieldwork site and Cox College, including ensuring (with the assistance of responsible staff) all written cooperative agreements between Cox College and the fieldwork placement sites are signed and reviewed every five years.
4. Serving as a resource to the fieldwork sites in establishing and maintaining a suitable clinical education program.
5. Maintaining current information files in Exxat on each fieldwork placement.
6. Communicating to ensure students' health information is up to date and meets requirements of Cox College and clinical site
7. Orienting all students to the purpose and to the procedures for fieldwork education.
8. Advising students in regards to fieldwork placement planning.
9. Assigning all eligible students to fieldwork experiences.
10. Providing information (that is not accessible by student) to the fieldwork site at least 4 weeks prior to the student's arrival.
11. Communicating with students while they attend fieldwork through Canvas coursework, email, and text messaging as needed.
12. Ensuring that students receive proper assessment and supervision during the fieldwork experience by communicating with supervisors as needed.
13. Serving as a liaison to the Occupational Therapy Program throughout the students' fieldwork experiences. Performing on-site visits are scheduled on an as needed basis.

14. Coordinating continuing education for fieldwork educators on topics related to supervision, clinical education, and OT theory and practice.
15. The Academic Fieldwork Coordinator may actively supervise fieldwork students.
16. The Academic Fieldwork Coordinator enters grades for fieldwork after receiving student evaluations from fieldwork educator. The Academic fieldwork coordinator has ultimate authority in student grade over the fieldwork educator and might, in a rare instance, pass or fail a student based on individual situation even if the fieldwork educator has a differing opinion.

Fieldwork Educator Role

Fieldwork Educator Role

It is the role of the Fieldwork Educator to act as supervisor, educator, mentor and guide during the student's clinical experience. It is essential that students communicate all needs to the Fieldwork Educator in a responsible and professional manner. The Fieldwork Educator is responsible for orienting the student to the facility, and reviewing facility policies, procedures and expectations for the fieldwork experience. The Fieldwork Educator will oversee all written documentation and interactions with clients, family, and team members. It is the Fieldwork Educator's responsibility to inform the student about special projects and assignments related specifically to that fieldwork experience. The Fieldwork Educator is also responsible for both informal and formal evaluations and communicating student progress with the student and the academic institution.

As established by the ACOTE 2018 Standards, the Fieldwork Educator of Level-I and Level-II students are expected to work together with the Cox College OT faculty to develop learning objectives, ensure proper supervision of students, effectively communicate about student performance and progress, and maintain a signed Cooperative Agreement.

All individuals involved in student education at the fieldwork site are considered Fieldwork Educators. Other terminology which may be used at the sites may include: *clinical instructor*, *student educator*, *student supervisor*, *fieldwork supervisor*, or *preceptor*.

At the fieldwork site, there may also be a Fieldwork Education Coordinator who actively participates in the communication process between the two institutions. This person or an otherwise appointed fieldwork educator at the site, takes care of administrative responsibilities for fieldwork education at the site, which includes the following:

1. Providing the day-to-day supervision for the occupational therapy students, while maintaining responsibility for all patient/client care.
2. Following all conditions outlined in the Cooperative Agreement.
3. Working with the Academic Fieldwork Coordinator to schedule students at the fieldwork site.
4. Collaborating with the Academic Fieldwork Coordinator in the development of the clinical program to provide the best opportunity for application of theoretical concepts from the academic program including development of fieldwork site objectives.

5. Developing a student manual which includes an orientation to the facility and objectives for Level II fieldwork experiences. See suggested contents of student manual.
6. Updating the AOTA Fieldwork Data Form on an annual basis.
7. Exercising good judgment in assigning clients/patients to the students
8. Assessing the knowledge, skill, clinical reasoning, and professional development of students by completing a midterm and final evaluation with students
9. Providing due process in the event of poor performance and potential failure. This includes developing a learning agreement in conjunction with the student, with advisement from the Academic Fieldwork Coordinator. Performance expectations and learning activities to address problem areas must be clearly identified.

Qualified supervisors for Level I Fieldwork include but are not limited to OT and COTA practitioners, psychologists, social workers, physician assistants, teachers, recreational therapists, nurses, and physical therapists.

| LEVEL I | LEVEL II |
|---|---|
| Level I Fieldwork Educators may be qualified personnel from a number of professions. These educators may include: | Level II Fieldwork Educators must be: |
| Occupational therapists, occupational therapy assistants, teachers, social workers, physical therapists, nurses, psychiatrists, psychologists, activity directors, program administrators, etc. | An occupational therapist with an unencumbered license and one year of full time OT experience. |

Recognition and Appreciation of Fieldwork Educators

The Cox College Occupational Therapy Department appreciates the commitment made by the fieldwork educators to the occupational therapy students. The Occupational Therapy Program plans to periodically offer workshops/clinical education seminars to fieldwork educators.

OT Student Supervision and Medicare Requirements information from AOTA can be found here: <https://www.aota.org/education/fieldwork/medicare-requirements-for-student-supervision> (Links to an external site).

Level I Fieldwork

Level I Fieldwork

This section is to help students and educators further understand the policies and procedures of level I fieldwork education. The Academic Fieldwork Coordinator (AFWC) is available to clarify any information. Communication is extremely important for successful Fieldwork experiences. Your questions are always welcomed.

The AOTA Standards describe the goal of Level I Fieldwork “To introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients” (ACOTE, 2018). Level I Fieldwork is not intended to develop independent performance, but and introduce the OT students to various levels of development and/or disability. Level I fieldwork supplements classroom learning by providing opportunities to integrate academic knowledge of each age population in real life and treatment situations. Students develop foundational observational, interpersonal and communication skills. Fieldwork experiences include involvement with persons with varied levels of abilities and with culturally diverse backgrounds. Specific level I fieldwork assignments and experiences are further defined in each course syllabus and in Canvas learning modules.

Cox College Level I experiences are each 35- 40 hours of focused observation and participation in an area of occupational therapy or a related process. The Level I fieldwork supervisors are qualified personnel with licenses to practice in their respected profession. Supervisors may include faculty, occupational therapists, occupational therapy assistants, teachers, social workers, nurses, physical therapists, physician assistants, and psychologists. Other professions that relate to the occupational therapy process and meet objectives of Level I learning experiences will be considered. Level I rotations are designed to expose the student to a diverse population of persons with varied occupational dysfunctions and needs. Level I experiences provide the student with broad exposure to a variety of settings and diagnoses of persons in different areas including: mental health and psychosocial focused settings, simulated physical disabilities and rehabilitation settings, older adult care settings, and settings focused on providing services for children and youth. More information from AOTA about Level-I Fieldwork can be found at [Level-I FieldworkLinks to an external site.](#)

Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to: full days for 6- 8 weeks, two separate half days for 6-8 weeks, one full week of 35-40 hours. This will be assigned by the AFWC.

Expectations of Level I Fieldwork Experience

Student

1. Review Level I objectives as outlined in the course syllabus.
2. Demonstrate professional level communication skills with the Fieldwork Educator, clients, and staff.

3. Develop professional relationship with clients/family.
4. Begin to develop written documentation skills.
5. Begin to: gather data, identify problems, and understand treatment goals and occupation based interventions to meet the goals.
6. Implement components of occupation based interventions.
7. Display professional behavior according to the student manual.
8. Display the initiative in asking questions and seeing that learning needs are met.
9. Demonstrate growth in areas of communication, documentation, intervention, and lifelong learning.

Facility

1. Follow Level I Fieldwork objectives as outlined in the course syllabus.
2. Provide on-going verbal feedback (positive as well as need for changes) to the student.
3. Provide a formal evaluation at the conclusion of the experience.
4. Provide opportunity for graded client involvement:
 1. Observe
 2. Interact
 3. Interview
 4. Plan or assist with treatment interventions
 5. Implement or assist with components of treatment interventions
5. Notify AFWC at Cox College of any difficulties as soon as possible.
6. Provide written feedback to students as to improve accuracy and appropriateness of student performance.
7. **OPTIONAL:** Provide the student with an optional assignment of your choice that you feel would enhance their learning experience at your facility.

Academic Institution

1. Identify course content areas to be enhanced by Level I Fieldwork experiences.
2. Develop general goals that clearly reflect the purpose of the experience and level of performance to be achieved.
3. Assure that objectives reflect the appropriate role of an OT student.
4. Sequence the objectives from concrete to conceptual or from simple to increasing complexity.
5. Identify facilities that may be able to provide the necessary learning experiences.

6. Share the objectives with the fieldwork educators and ask them to identify those objectives that could be met in their facility.
7. Discuss and coordinate fieldwork administration issues such as: scheduling, work load, report deadlines, etc.
8. Collaborate with fieldwork educators to clearly identify the skill level necessary for successful completion of Level I Fieldwork experiences.
9. Develop an evaluation form and protocol.

Fieldwork Facility

1. Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. Some considerations are: providing the necessary supervision and scheduling learning experiences.
2. Review objectives and learning experiences with academic representatives to assure they address the Level I Fieldwork objectives of the program.
3. Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.
4. Review the Level I Fieldwork objectives and evaluation form to determine if the learning experiences can be provided at your fieldwork facility and if they are compatible with the philosophy of the program.
5. In collaboration with the academic program faculty, identify and design, if possible, specific learning activities which will meet Level I objectives.
6. Those facilities providing Fieldwork for both the professional and technical level students should have different learning experiences designed to clearly reflect role delineation.

Commission on Education Guidelines for Occupational Therapy Fieldwork – Level I

Information from this page is from <http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx> (**Links to an external site.**)

- **Definition and Purpose – AOTA describes the goal of the Level I Fieldwork, “to introduce students to the Fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.” Level I Fieldwork is not intended to develop independent performance, but to “include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.”**

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of the individuals throughout the

life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers and therapeutic activity or work centers are among the many possible sites. Fieldwork may also include simulated experiences, services management, and administrative experiences. Populations may include disabled or well populations; age – specific or diagnosis – specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to: Academic or Fieldwork Educators, Occupational Therapists, Psychologists, Physician Assistants, Teachers, Social Workers, Nurses, Physical Therapists, Social Workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

- **Objectives – Objectives of Level I Fieldwork may vary significantly from one academic institution to another. These variations occur as a result of differences in individual academic institutional missions, programmatic philosophical base, curriculum design and resources, etc. As a result, the individual academic institutions should provide information regarding the specific didactic relationship and should provide objectives for the experience. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution and then apply the objectives to the fieldwork setting.**

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC), Amended and Approved by FWIC 11/99 and COE 12/99, Last Updated 12/1/99, Copyright 1999 – 2006 American Occupational Therapy Association, Inc. All rights reserved. <http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx> Links to an external site.

Fieldwork objectives should reflect role delineation between professional and technical level students (as specified by *The Guide to OT Practice, AJOT Vol 53 No 3*). In the event a facility provides Level I fieldwork experiences to both levels of students, separate objectives and learning experiences should be utilized, as developed by the academic program faculty. Students should be evaluated using these objectives. In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student rotates through a variety of settings, it is recommended that a master list of objectives be developed that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences.

Cox College Level I Fieldwork Objectives:

1. Demonstrate use of therapeutic skills to effectively interact with supervisors, clients, volunteers, peers, and others. (B.4.1, B.4.10) (Curriculum Thread: 2)
2. Recognize and adapt to a variety of diverse and alternative cultures, processes, and ideas. (B.5.1, B.4.10)
3. Demonstrate the values, attitudes, and behaviors congruent with occupational therapy's profession's philosophy, standards, and ethics. (B.4.10, B.7.1) (Curriculum Thread: 2)

4. Demonstrate intellectual curiosity and growth in critical thinking.(B.7.1) (Curriculum Thread: 2)
5. Demonstrate growth in personal and professional behaviors (including "soft skills") through ongoing reflection and self-assessment. (B.7.4) (Curriculum Thread: 2)
6. Analyze how client factors (including psychosocial factors) impact occupational performance among a variety of clients in various contexts. (B.4.3,B.4.9, B.4.10)
7. Analyze and modify a variety of occupation-based interventions in collaboration with clients, groups, and populations which promote health, prevent disease, and improve quality of life. (B.4.3, B.4.9, B.4.22)
8. Identify appropriate discharge recommendations that include community resources and products designed to promote a client's independence and optimal occupational function in their least-restrictive environment. (B.4.18, B.4.28)
9. Recognize and demonstrate ability to follow safety procedures to protect self, clients, and others. (B.4.10, B.4.18) (Curriculum Thread: 2)
10. Identify a variety of service delivery contexts, documentation practices, reimbursement practices, coding, and rationale for treatment. (B.4.6, B.4.15, B.4.29, B.5.1)

It is expected that students will show growth in the skills of observation, participation, and consultation as they progress through Level I experiences.

Grading of Level I Fieldwork:

Level I fieldwork will be graded as Pass/Fail. The final grade will be determined by the Academic Fieldwork Coordinator after review of the evaluation is completed by the supervisor(s) and upon completion of all assignments related to the Level I fieldwork. If the evaluation of the student from the fieldwork educator indicates that the student has shown unsatisfactory performance or needs improvement in one or more areas, the Academic Fieldwork Coordinator will meet with the student to discuss the evaluation. Failure of a fieldwork experience may result in inability to progress further in the program. Unexcused absences from Level I fieldwork **and/or** two or more excused absences may impact pass/fail status.

Exxat is our software tracking system for fieldwork. Communication between the college, the student, and the site will occur within Exxat. Exxat also will house all fieldwork site information, clinical educator information, and student information. Students will be responsible for providing information to the AFWC as requested by each site. Exxat software fee are paid by each student. Training in the use of Exxat will be provided prior to the first fieldwork rotation.

Level I Fieldwork Scheduling Procedure

Specifics of site selection are explained in the fieldwork meetings with the Academic Fieldwork Coordinator. All students will complete 35-40 hours of 4 different Level I fieldwork rotations for a total of 140-160 hours. Students may be assigned different sites within each specific fieldwork experience (i.e. pediatric experience may include one day care setting and one school setting). It

is encouraged the one rotation include placement in a community based program such as a group home or drug/alcohol day treatment center. This rotation is specific to the mental health/psychosocial experience. Participation in a community practice area in Occupational Therapy is vital to your development as a clinician. Cox College students may also have simulated experiences within the state of the art Cox Health Simulation Lab, Cox Cottage, virtual Simucase training as well as other non-clinic, faculty led experiences as a part of their fieldwork education. The Level I experiences will occur in conjunction with the related seated clinic courses.

Level I Fieldwork Rotations- Descriptions

Fieldwork Level I-A has a focus on social, sensory, and psychological person factors which impact occupational performance. Rotation occurs 4 hours a week in Feb-April at a clinic for 8 weeks and a one day experience in mental health for a total of 40 hours. (Mental health, community based and in-patient based dementia care, forensic, substance abuse treatment facilities, etc.) This first Level I experience must be related to an area of mental health. The student may participate in screening, evaluation, and intervention with clients in various stages of mental illness. Students may have opportunities to lead or co-lead an intervention group during this experience

Fieldwork Level I-B includes a series of simulated physical disability scenarios where students train to assess and treat a variety of conditions in orthopedic, out-patient, and acute care settings. This experience has a focus on physical disability, assistive technologies, or related area that impacts occupational performance. Rotation occurs during the fall 2 semester for a total of 35-40 hours and may include simulation experience, skills labs, faculty led community screenings, and exposure to a variety of clinics (OP clinic, prosthetics, wheelchair clinic, community resources, etc.) Students will observe/participate in various aspects of screening, evaluation, and intervention, as possible.

Fieldwork Level I-C has a focus on issues impacting older adults as well as exploring environments in which occupational therapists support the occupational needs of older persons. This rotation is 35-40 hours during the spring 2 semester.

Fieldwork Level I-D has a focus on occupation in pediatric settings. This rotation occurs in March of the spring 2 semester and is a week long experience (4-5 days). For the pediatric experience, students may have an opportunity to observe typical and/or atypical development. Students will be provided with the opportunity to practice use of developmental screening assessments and evaluations, as well as prepare and present a group activity to a group of children.

Carrie Miller (OTR/L) is the Academic Fieldwork Coordinator assigned for each of the fieldwork rotations in the Master of Science degree program. April Swanson (OTD, OTR/L) is the Academic Fieldwork Coordinator as The Academic Fieldwork Coordinator assigned for each of the fieldwork rotations in the Entry Level Doctorate degree program. The Academic Fieldwork Coordinator is responsible for assigning students to fieldwork slots reserved by facilities. Factors to be considered in assigning student include: geographic proximity to student's home, student's interest, learning needs, family considerations, past experiences, and inherent demands of facility rotation.

The Academic Fieldwork Coordinator will assign students to a Fieldwork site. Approximately one month before the starting date, the facility will receive information (email or mail) confirming placement of a student(s) at the facility. The information will include:

1. Name and telephone number of student(s) assigned.
2. Dates of the rotation
3. Fieldwork course syllabus
4. Level I evaluation form
5. AOTA fieldwork supervisor self – evaluation form

The student will be given their fieldwork assignment no less than one month prior to the start date. They will be given the name of the contact person and the name, address, and phone number of the facility. They will be instructed to contact the facility by a certain date. Failure to do this may impact placement.

Students will be responsible for creating, maintaining, and updating their Exxat profile to include all needed information. Students will be able to share their profile with assigned sites to meet the requirements of onboarding.

Again, Level I fieldwork selection for placement will occur within the semester prior to the experience. Once a placement is confirmed, it cannot be changed. Students must make every effort possible to successfully complete their assigned placement or they may face having to pay tuition again or failure of the program.

Level I fieldwork forms may include:

Self-Assessment, Student Evaluation of Fieldwork Experience, Site Objectives, Link to Student Manual, AOTA Fieldwork Data Form, Level I Performance Evaluation Form, and Learning Agreement.

Level 1A Fieldwork Assignments

Examples of Student Assignments (please see course syllabus for details and assignments)

Client Plan Observation - During your fieldwork, student can pick two clients to observe more intently while they are engaged in an activity. Jot down items under all categories on assignment sheet that are appropriate. You can then give to the fieldwork supervisor so they can write comments OR you can sit and discuss your observations.

Progress notes or SOAP notes. These can be spaced out throughout your experiences

Completion of an OT assessment test or a section of a test with one client. This can be with a client you have observed for your observation worksheet or another client. Your fieldwork supervisor can work with you on helping you organize the time and space needed. You will need to come prepared to do the test- having reviewed and practice in or out of class time. You may need to check out the materials from the MSOT department to perform your test.

Group Activity Plan or Patient Treatment Plan: Complete a treatment plan with a client or group at your facility. Review it with your supervisor and implement the plan, if appropriate.

Final Evaluation- DUE at the end of your experience. Please complete the student evaluation of level I fieldwork BEFORE you meet with the fieldwork supervisor. Failure to complete or turn in student evaluation of experience will result in an incomplete grade in AEI, and will delay your progress to the next semester. The fieldwork supervisor will also fill out an evaluation on the student and will ideally, review it with the student prior to their departure on the final day.

Level 1 Fieldwork: Fieldwork Site Supervisor's Evaluation of the Student:

[Click here to Download Student Evaluation of the Fieldwork.docx](#)

Level II Fieldwork

Level II Fieldwork

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork ...must include and in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings” (ACOTE, 2011).

Two full time 12 week (or equivalent) Level II fieldwork rotations will occur as a final requirement of the MSOT program. In the doctorate program, level II fieldwork will occur prior to capstone work. Students will also complete online coursework during these 24 weeks to synthesize classroom and fieldwork experiences.

Level II fieldwork supervisors must be currently licensed occupational therapists with a minimum of 1 year full time clinical experience. It is permissible that the supervising therapist be a part of Cox College and/or a combination of other contracted fieldwork sites. The educational experience of the student must meet the ACOTE standards for Level II fieldwork. More information about Level II fieldwork from AOTA may be found at www.aota.org

Students must complete Level II fieldwork within 24 months of coursework. Students wishing to complete Level II fieldwork on a halftime basis must make their plan known and establish a progression and delayed graduation plan that is acknowledged by the AFWC, the registrar, financial aid, and the department chair.

Level II Placements

Availability of Level II fieldwork placements can often be competitive. In order to assure all students have placements for Level II fieldwork, we will begin placement process up to one year prior to the assignment. Students should plan well in advance and communicate effectively with their faculty adviser and with the academic fieldwork coordinator. Students will have

opportunity to provide input for desired sites and rank them in order of desire. Once a placement is confirmed, it cannot be changed. Students may have to relocate and are responsible for all aspects of making living arrangements. Students must make every effort possible to successfully complete their assigned placement. Requested changes to fieldwork can delay graduation and incur additional tuition and fees.

Example: Level II 12 Week Schedule/Progression of Fieldwork developed by fieldwork site:

Checklist example from CoxHealth Branson:

| Week | Brief description/outline of what to expect |
|--------|--|
| Week 1 | <ul style="list-style-type: none"> • Observation with OTR, lots of chart reviews of H&P's, OT notes, etc. • Assist your Fieldwork Educator (FWE) in completing one new eval and follow through with treatment plan • Practice writing progress notes with FWE completing formal documentation on the chart • Observe with PT an ST (observe MBS if possible) |
| Week 2 | <ul style="list-style-type: none"> • Complete 2 or 3 new evals/treatments and required documentation with assistance from FWE • Attend care conference with your FWE or other therapist |
| Week 3 | <ul style="list-style-type: none"> • Begin working of scheduling of patients • Begin reporting on patients at care conferences • Now assuming 25% of the caseload (3-4 patients) and completing paperwork for those patients with input from FWE |
| Week 4 | <ul style="list-style-type: none"> • Submit idea for special project or work in collaboration with FWE to develop project that is site specific • Assuming full responsibility for scheduling of student caseload • Answering requests from secretaries and coordinating co-treatments with PT and ST as appropriate |
| Week 5 | <ul style="list-style-type: none"> • Assuming 50-75% of the caseload (6-8 patients) and doing all associated paperwork with continued input from FWE • Submit idea for presentation of disorder/disease and begin research for this presentation |

| | |
|---------|--|
| Week 6 | <ul style="list-style-type: none"> • Complete mid-term evaluations |
| Week 7 | <ul style="list-style-type: none"> • Student to begin working towards taking on a full caseload (10-12 patients) and completing all associated documentation with input from FWE • Prick from list of community resources or student can come up with one of their own and begin work on community project |
| Week 8 | <ul style="list-style-type: none"> • Special project due (assigned during week 4) • Student is responsible for 100% of caseload with input from FWE |
| Week 9 | <ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE |
| Week 10 | <ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE • Give in service to OT's on identified disease/disorder and community project findings (assigned during weeks 5 and 7) |
| Week 11 | <ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE |
| Week 12 | <ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE • Final evaluation |

Site Specific Objectives

Prior to the start of a Level II Fieldwork experience the Fieldwork Educator (FWE) and the Academic Fieldwork Coordinator (AFWC) must agree on site specific learning objectives. Cox College utilizes Formstack to send a survey to FWE prior to the start of the rotation requesting that the FWE provide site specific objectives or agree to adopt the sample Cox College Level 2 Fieldwork Site Specific Objectives. Once the objectives have been agreed upon, the AFWC sends a copy to the student and requests that they submit an assignment acknowledging that they have read, reviewed, and understand the learning objectives.

Cox College Sample Level 2 Fieldwork Site Specific Objectives

1. The student will demonstrate safe practice by providing service in a way that promotes safety for self and client, and that follows all established procedures for safety.
2. The student will demonstrate professional behaviors including strict adherence to confidentiality, ethical behavior, responsibility for professional competence, constructive response to feedback, effective time management skills and reliable work habits.

3. The student will communicate and collaborate with other health care professionals in a professional manner using effective methods and lines of authority.
4. The student will document services in a way that is consistent with facility, state, and payer source guidelines. Documentation will accurately reflect the treatment provided and client involvement in treatment.
5. The student will perform assessments in an ongoing and systematic manner, focusing on physiological, psychological, and cognitive status of client.
6. The student will interpret data from the assessment; then formulate and follow a goal directed plan of care based on clinical reasoning, client's specific goals, preferred roles, available resources, and relevant time constraints.
7. The student will implement care in a knowledgeable, skillful, and consistent manner focusing on achieving functional outcomes, maintaining therapeutic relationships, setting appropriate limits to undesirable behaviors, and accurately evaluating the effectiveness of the intervention and modifying as needed.
8. The student will identify client psychological and social factors and explain the role of OT and treatment to increase occupational participation.

AOTA Resource for site specific objectives: <http://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx> (Links to an external site.)

Attendance Expectations

Students are expected to complete all 12 weeks of each Level II fieldwork without a single absence or tardy. Professional behavior is of primary importance during your fieldwork experience. Showing up on time, prepared for your day, and on a dependable, consistent basis is at the core of professionalism.

During Level II fieldwork, students must follow the fieldwork site's calendar regarding working days and hours and holidays. For example, certain clinics do not follow the normal working day; evening or weekend hours may be scheduled. Attendance at all fieldwork experiences is mandatory. Every effort must be made to avoid absences during fieldwork experiences. Illness or unusual emergencies are the only acceptable reasons for clinic absences.

If students must be absent due to illness or an emergency, the following procedure must be followed:

- If an absence is anticipated, students must report this in advance to the site Fieldwork Educator and to the Academic Fieldwork Coordinator at Cox College so that arrangements for making up missing time can be made.
- If an absence is sudden in nature, students must inform the Fieldwork Educator. Students should call their fieldwork educator at the site 5-10 minutes before the scheduled start of the

day. If students must leave a message, they should call again later to ensure the messages was received. Students should notify the Academic Fieldwork Coordinator of the day missed and the scheduled makeup date.

- Students may not use email to inform the Fieldwork Educator of absence or late arrival
- Punctuality is of critical importance in clinical practice. If students must be late, telephone the supervisor 5-10 minutes before the scheduled start of the day to inform the supervisor of arrival time.
- The Cox College occupational therapy program permits up to a maximum of two days of absence from Level II fieldwork due to illness or emergency. An absence of more than two days requires a doctor's note or written approval through the AFWC (i.e., unusual emergencies such as natural disaster, family death, accident, etc.). The attendance policy of the fieldwork site may differ and must be followed for all Level II fieldwork.
- Absences for attending professional conferences are approved at the discretion of the Fieldwork Educator.
- In cases where time must be made up, a grade of 'incomplete' will be given for the fieldwork experience. All time must be made up within 4 weeks of the scheduled end of the experience.

For our purposes at Cox College, you may have up to 2 days of excused absences and not have to make up the time. But if your fieldwork supervisor expects you to make up the missed days, then you must follow their expectation. Unexcused absences will not be tolerated and will result in immediate dismissal from the OT program.

AOTA Fieldwork Data Sheet

The fieldwork coordinator must maintain up to date information about each site. Specific information is collected through the AOTA Fieldwork Data Sheet via Exxat software.

AOTA Student Evaluation of the Fieldwork forms

Following each level II experience, students will be required to fill out the AOTA Student Evaluation of the Fieldwork Experience form and the AOTA Student Evaluation of the Educator form. These forms are sent via Formstack and all data is compiled and stored electronically.

State or National Conference Attendance

State or National Conference attendance is an excused absence according to the Cox College OT program. However, you must clear this first with your supervisor. Your supervisor may not want to allow attendance or may want you to make up the time. Additionally, occasional continuing education courses or special lectures have been offered in supplement to your experience. These are excused at the discretion of your fieldwork supervisor.

Formstack Information for Fieldwork Supervisors

Cox College utilizes a third party software called Formstack to house the online Fieldwork Performance Evaluation (FWPE). All level II supervisors will receive an automated email from Formstack with a link to the student's mid-term and final evaluation. Please add noreply@formstack.com to your whitelist to ensure delivery of automated emails. Once you have opened the form, follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. All the scores will be calculated for you automatically. You will have a

chance to review the total score along with the scores for each question before you submit the evaluation. **The mid-term does not have a pass/fail status – there is not a minimum score required to pass mid-term. The final evaluation requires a sum score of 111 or higher to pass.** Also on the final, a score of 3 or higher is required on items #1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations), #2 (Adheres to safety regulations and reports/documents incidents appropriately), and #3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents). The final determination for pass/fail is at the discretion of the Academic Fieldwork Educator.

Cox College Misc. Fieldwork Policies

Currently licensed and adequately prepared supervisors:

This policy is parented by ACOTE standard C.1.11:

Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full -time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program (ACOTE, 2018).

POLICY:

Appropriate Licensure:

It is the responsibility of the Cox College fieldwork department to investigate the licensure status of the level II fieldwork supervisor. They will upload and maintain the information within the fieldwork tracking software (Exxat). This information will include state of licensure, licensure issue date, expiration date, and license number. The information will include a date stamp indicating that the investigation was complete prior to the start of the student's level II fieldwork.

Adequate Preparation:

It is the responsibility of the Cox College fieldwork department to recurrently offer education related to fieldwork. This occurs in a variety of ways including: via email, phone calls, onsite visits, MOTA meetings, Cox Health departmental meetings, Cox College OT Facebook page posts, Cox College website, Exxat software, formal conferences (such as periodically offering the AOTA Fieldwork Educators Workshop), and other avenues to disseminate educational content related to supervising students.

In addition, a number of professionals will serve as a part of the **Cox College Fieldwork Advisory Task Team**. The following vital roles are present within the Fieldwork Advisory Task Team to assist the AFWC:

- **Cox College Administrative staff**: provides knowledge and insight related to allied health experience for all contracting fieldwork entities. In addition, provides expertise in advising the collection of protected student health information and fulfilling the requests for student information from fieldwork sites.
- **CoxHealth Clinical Therapist Educator**: finds and facilitates educational opportunities for all Cox Health occupational therapists. In addition to the education provided to the CoxHealth occupational therapists, she also assists in coordinating opportunities for continuing education for all therapists in our community.
- **CoxHealth OTs**: provide valuable input and help to inform clinical competency expectations related to student preparedness for fieldwork experiences. These team members serves as liaisons for networking between the Cox health System and Cox College.
- **Cox Health legal team**: provide assistance and advisement related to legal compliance. In house staff and contracted services also help with other items such as background checks, Title IX, ADA compliance, and student of concern issues.
- **OT Fieldwork Coordinators** Active in promoting the program in the community leading to development of potential fieldwork sites. Responsible for sustaining relations and networking with current sites and communicating availability with AFWC.

It is also the responsibility of the fieldwork program to investigate that the OTR has a minimum of one-year full time clinical experience

SCOPE:

This is applicable to the Cox College OT fieldwork program.

Decision tree outlining the Cox College procedure for establishing fieldwork sites:

[Click here to Download Decision Tree for Establishing FW Site.pdf](#)

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II are available below for Fieldwork Supervisors and can be used as a guideline in the case of claims against a supervisor to help determine supervisor status. Other helpful information may come from the student evaluation of a fieldwork site.

These guidelines can be found

at: <http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>Links to an external site.

LEVEL II FIELDWORK SUPERVISION WHEN NO OTR EXISTS

This policy is parented by ACOTE standard C.1.14:

Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site (ACOTE, 2018).

POLICY:

Emerging practice settings and settings where no occupational therapist exists are present in the Springfield and surrounding community as well as in other parts of the United States. For example, there are local inpatient psychiatric units with little to no occupational therapy services for many years. There are also service opportunities for emerging practice areas such as community based practice, primary care services, and other unidentified sites.

It is the policy of Cox College OT program that if a level II fieldwork experience identified would be a viable, valuable experience then the following criteria must be met in order to consider placement of a student in this setting:

1. The supervisor must be a currently licensed occupational therapist (OTR) with a minimum of 3 years' full-time experience practicing occupational therapy.
2. The OTR must demonstrate a working knowledge of the setting identified by sharing past experience, current research, or other approved substance of knowledge. This must then be discussed with the AFWC and approved.
3. There must be a detailed 12-week plan that outlines the expectations of the student, the supervisor, and the academic institution. This outline must be approved by the Academic Fieldwork Coordinator (AFWC).
4. A learning contract will be developed by the OTR supervisor and AFWC then signed by the student to ensure learning objectives and expectations are clear.
5. At a minimum, the supervising OTR must provide 8 hours of direct supervision of the student per week. This minimum requirement can be met face to face or via on line communication platform.
6. There must be an on-site supervisor who communicates with the student for day-to-day supervision and guidance. This on-site supervisor and the supervising OTR must communicate at least one time per week.
7. The supervising OTR must be available to the student via a variety of contact methods and be able to respond to the student within a reasonable timeframe.
8. Once the 12-week outline and learning contract are approved then one must also obtain written approval from the OT Department Chair. Any objections will be considered and revisions made as needed.

SCOPE:

This policy is for occupational therapy students completing a level 2 fieldwork experience in a setting where no OTR exists.

LEVEL II FIELDWORK OUTSIDE OF THE UNITED STATES

This policy is parented by ACOTE standard C.1.16:

Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

POLICY:

It is the policy of the Cox College fieldwork program that the following conditions must be met for Level II fieldwork outside the United States:

- Student must be supervised full time by an occupational therapist
- Supervisor must provide proof that they have graduated from a program approved by the World Federation of Occupational Therapists
- Supervisor must provide proof that they have at least 1 year of full time experience in OT practice prior to the onset of Level II fieldwork
- All other objectives, policies, MOU, and timelines are agreeable with the perimeters of the FW experience as determined by the AFWC
- Student may not go to unsafe zones as determined by travel alerts for war zones, or CDC alerts for disease, or other reports
- Students must be fluent in the language spoken at the fieldwork site

SCOPE:

This policy is for occupational therapy students completing a level II fieldwork experience in a setting outside of the United States.

COX COLLEGE OT DEPARTMENT POLICY RELATED TO FIELDWORK SUPERVISION PROGRESSION

This policy is parented by 2018 ACOTE standard C.1.13:

Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

This applies to remote and in person supervision. As ACOTE responded on their website:

The decision to use remote supervision when otherwise unregulated is a collaborative decision between the academic program, fieldwork educator, and clinical site. How frequent fieldwork educator supervision occurs, remote or on site, is dependent upon if the site is a traditional placement (a setting where OT services currently exist) or a role-emerging placement (a setting where no OT services currently exist). The 2018 ACOTE Standards do not include requirements specifically related to remote supervision. However, 2018 ACOTE Standard C.1.13 requires that

supervision be direct and transition to less direct as the student establishes competency with consideration to skills and client safety/protection. (ACOTE.org, 2023)

POLICY:

The policy includes the process of including these steps:

- Inform Fieldwork Educator that Level II fieldwork supervision begins as direct and then should decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
- Inform student that Level II fieldwork supervision begins as direct and then should decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
- Monitor student Canvas assignment regarding progression of supervision during Level II fieldwork.
- Provide education as needed to fieldwork educators, including continuing education opportunities and communication in multiple formats.
- Suggest AOTA Fieldwork Educator's workshop as continuing education opportunity for fieldwork educators.
- The AFWC will document pertinent communications in Exxat and complete site visits as needed.

SCOPE:

This policy applies to Level II fieldwork

Mission, Vision, Core Values, and Goals of Cox College and Occupational Therapy Department

Mission, Vision, Core Values, and Goals of Cox College

Cox College Mission Statement

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

College Vision

Cox College: Leaders in health care education

Core Values

Student First:

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

Highest Quality:

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

Communication:

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

Nothing is Impossible:

We believe in working together, taking reasonable risks and daring to change so that the impossible becomes possible.

Lifelong Learning:

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

Goals of Cox College

- 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

Vision of the Occupational Therapy Department

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

Mission of the Occupational Therapy Department

The mission of the Department of Occupational Therapy at Cox College is to create evidenced-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 interdisciplinary collaboration in order to improve the health of the communities we serve. (*LEADING*)

The Department of Occupational Therapy shares the philosophy of the profession in that “people of all ages and abilities require occupation to grow and thrive” (Hooper & Wood, 2014). In keeping with the Cox College mission of commitment to teaching clinical excellence, the Occupational Therapy program views occupation, occupational performance, and occupational participation as fundamental principles for organizing the curriculum including service learning projects and active teaching/learning processes (learning through doing). Embedded within the curricular design is the singular principle that an individual’s occupational performance can be positively shaped by focus on the “whole person” and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to “live life to the fullest.”

Curriculum Threads & Outcomes

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

OT Department Philosophy

The Cox College Occupational Therapy (OT) Program anchors curriculum design in the fundamentals of occupation, occupational performance, and occupational participation. Embedded within the curricular design is the singular principle that an individual’s occupational performance can be positively shaped by focus on the “whole person” and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to “live life to the fullest.”

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 (Brown, Roediger, & McDaniel, 2014) opportunities for engagement and exploration of concepts, facilitates integration and reflection, and encourages depth of responses from the adult learner. 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.

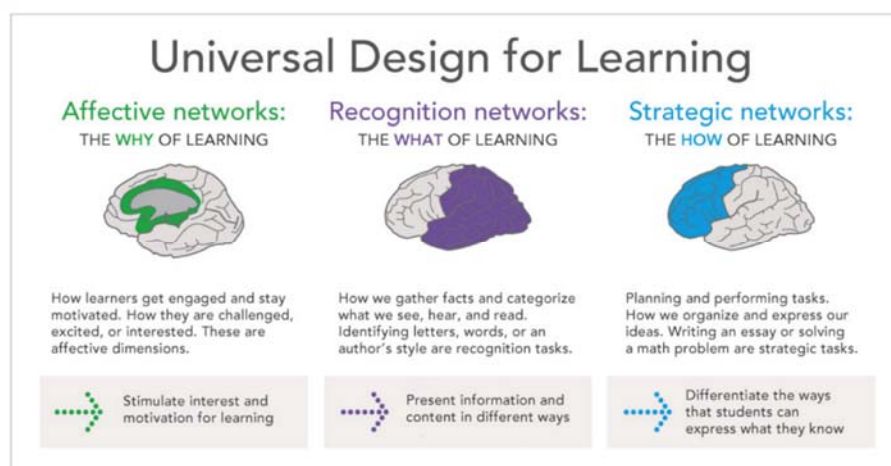


Figure 2: Universal Design for Learning Adapted from [UDL Resources - UDL and Technology -Putting It Together for student success- Removing Barriers \(weebly.com\)](#) . Retrieved 2.24.2022

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 encapsulate the mission of the curriculum and the 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.
- 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.

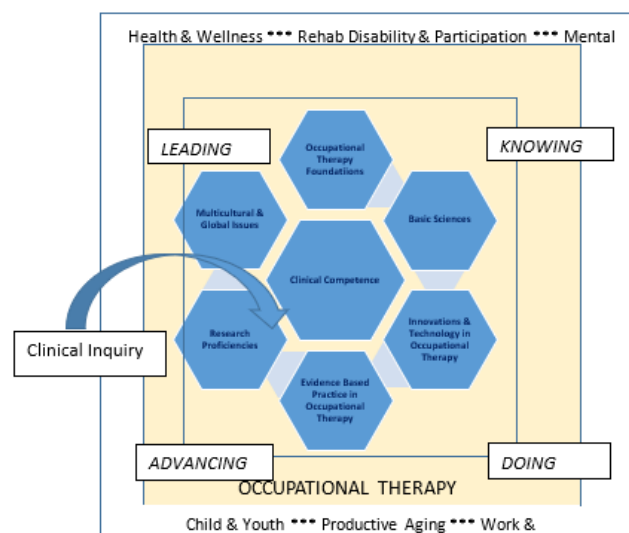


Figure 3: MSOT Curriculum Model

The different curriculum sequences (labeled in the hexagons in figure 1) 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 PEOP – 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*).

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ACOTE Standards for FW Education

The following are the ACOTE 2018 Standards

Section C: Fieldwork Education

C.1.0 Fieldwork Education

Fieldwork Education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:

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| C.1.1 | Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education. |
| C.1.2 | Document the criteria and process for selecting fieldwork sites, to include memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience. |
| C.1.3 | Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective. |
| C.1.4 | Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling |

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| | of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. |
| C.1.5 | Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7 |
| C.1.6 | The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I and the Level II fieldwork if it involves an entity outside of the academic program.. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding. |
| C.1.7 | At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation. |

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will:

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| C.1.8 | Ensure that personal who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level 1 fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologist, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. |
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| C.1.9 | <p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> • simulated environments • standardized patients • faculty practice • faculty led site visits • supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p> |
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The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupation therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:

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| C.1.10 | <p>Require a minimum of 24 weeks full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different setting</p> |
| C.1.11 | <p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.</p> |

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| | Ensure that the student supervisor is adequately prepared to serve as fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program. |
| C.1.12 | Document a mechanism for evaluation the effectiveness of supervision (e.g. student evaluation of fieldwork) and for the providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). |
| C.1.13 | Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence. |
| C.1.14 | Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is offsite. |
| C.1.15 | Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g. the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent). |
| C.1.16 | Document and verify that students attending Level II fieldwork outside of the United States are supervised by an occupational therapist who graduated from a program approved by the World Federal of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork. |