Cox College

Doctorate of Occupational Therapy (OTD)

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!

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
Missouri Occupational Therapy Licensure Board Member

Welcome to Cox College!

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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 Cox College President. 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 or Academic Advisor 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

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:		
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 CoxHeatlh (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 OTD Curriculum Overview

Cox College Occupational Therapy Doctorate Curriculum Overview: COHORT 2

SUMMER 1 Jun-Aug	FALL 1 Aug-Dec	SPRING 1 Jan - May	SUMMER 2 Jun-Aug	FALL 2 Aug- Dec	SPRING 2 Jan – May	SUMMER 3 Jun- Aug	FALL 3 Aug- Dec	SPRING 3 Jan - May
OTD 702 Applied Anatomy & Kinesiology 3 di/1 lab=4 KNOWING	OTD 740 Applied Neurology 3 didactic KNOWING	OTD 780 Adult Rehabilitation I Acute Care 3 di/ 1 lab=4 DOING	OTD 810 Innovations & Technology to Support Occupational Perf 2 di/1 lab = 3 ADVANCING	OTD 814 Adult Rehabilitation II 3 di/1 lab=4 DOING	OTD 882 Fieldwork Experience Level II-A 6 clinical DOING	OTD 886 Fieldwork Experience Level II-B 6 clinical DOING	OTD 905 Capstone Preparation 3 didactic ADVANCING & LEADING	OTD 920 Capstone Experience 8 clinical / 1 lab = 9 ADVANCING & LEADING
OTD 710 Professional Identity & Professional & Therapeutic Use of Self 3 didactic KNOWING & DOING	OTD 730 Evidence-Based Practice & Scholarly Inquiry 2 didactic ADVANCING	OTD 784 Fieldwork Level I-B 1 clinical DOING	OTD 765 Ethics, Culture, & Global Perspectives 3 didactic LEADING	OTD 814 Fieldwork Level 1-C 1 clinical DOING	OTD 880 Evidence-Based Practice & Clinical Synthesis I 3 didactic ADVANCING	OTD 883 Evidence-Based Practice & Clinical Synthesis II 3 didactic ADVANCING	OTD 925 Creative Leadership & Entrepreneurship 3 didactic LEADING	
OTD 712 The OT Process & Activity Analysis Lab 1 di/1 lab = 2 DOING	OTD 735 Quantitative & Qualitative Analysis for Health Professions 1 LAB ADVANCING	OTD 790 Applied Research I 1 di/ 1 lab=2 ADVANCING		OTD 820 Pediatric Occupational Therapy Assessment 1 di/ 1 lab=2 DOING			OTD 895 Critical Thinking in Applied Practice 3 didactic DOING & ADVANCING	OTD 924 Capstone Dissemination 1 didactic ADVANCING/ LEADING
OTD 720 OT Foundations 2 didactic KNOWING	OTD 725 Development of Human Occupations 2 di/ 1 Lab = 3 DOING	OTD 755 Psychosocial OT Practice 3 di/1 lab =4 DOING	OTD 775 Best Practice Analysis in Occupational Therapy in Community Settings 2 di/ 1 lab=3 ADVANCING	OTD 822 Pediatric Occupational Therapy Intervention 2 di/1 lab = 3 DOING				
	OTD 715 Pathophysiology & Occupational Performance 3 didactic KNOWING	OTD 760 Group Process in Occupational Therapy 1 didactic DOING		OTD 826 Fieldwork Level 1-D 1 clinical DOING				
	OTD 745 Upper Extremity Rehabilitation 2 di/ 1 lab=3 DOING	OTD 748 Fieldwork Level 1-A 1 clinical DOING	OTD 792 Applied Research II 1 lab ADVANCING	OTD 875 Healthcare Admin & Management 3 didactic LEADING				
	OTD 750 Documentation in OT 1 didactic DOING	OTD 795 Vision, Perception, & Cognition 3 didactic DOING		OTD 901 Capstone Investigation 2 didactic KNOWING & ADVANCING				
		OTD 900 Capstone Seminar 1 didactic ADVANCING & LEADING		OTD 794 Applied Research III 1 lab ADVANCING				
11	16	17	10	17	9	9	9	10

TOTAL CREDIT HOURS: 108 (68 didactic/ 16 lab/ 16 clinical/ 8 capstone clinical)

KEY

Blue Thread: KNOWING
Yellow Thread: DOING
Orange Thread: ADVANCING
Green Thread: LEADING
Peach Threads: Capstone Investigation & Development

Cox College OTD Curriculum Course Sequence

Course	Course Description
SUMMER 1	
OTD 702 Applied Anatomy & Kinesiology (3 didactic/ 1 lab credits)	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.

	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 biomechanical principals of movement are emphasized. This course is primarily part of the *KNOWING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 710 Professional Identity and Therapeutic use of Self (3 didactic credits)	This course facilitates the development of reflection, empathy, and use of self as a therapeutic agent when relating to clients, groups, and other professionals. It 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 *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 712 The Occupational Therapy Process (2 Lab credits)	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 developing and improving observation skills, activity analysis skills, and clinical reasoning ability. Skilled documentation of occupational therapy services is introduced. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 720 Occupational Therapy Foundations (2 didactic credits)	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. Theories that support integrated healthcare and inter-professional collaboration are explored and applied to occupational therapy specific case studies. 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 World Health Models of Practice providing a framework for addressing the occupational needs of the local and global communities. This course also provides opportunities to begin to develop clinical reasoning skills and observation skills. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

FALL 1	
OTD 715 Pathophysiology & Occupational Performance (3 didactic credits)	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 *KNOWING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 725 Development of Human Occupations (2 didactic credits/ 1 lab credit)	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 the impact of growth and aging on occupational choice. Review of the pre-requisite 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 *KNOWING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 730 Evidence-Based Practice & Scholarly Inquiry (2 didactic credits)	This course creates a foundation in research knowledge and application within occupational therapy. It is designed to create savvy consumers of research who can delineate scientific evidence-based practice information from biased and non-evidence informed practices. This course presents learning opportunities that include but are not limited to, exploration of ethical policies and procedures necessary to conduct research (both qualitative and quantitative), introduction to ranking levels of evidence, evaluate evidence, various models for evidence-based practice inquiry, systematic reviews, and applying this information to occupational therapy practice. Introduction to the systematic review process will occur in this course. This course is primarily part of the ADVANCING thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 735 Quantitative & Qualitative Analysis for Health Professions (1 lab credit)	This course provides opportunities for students to select, apply, and interpret qualitative and quantitative methods for data analysis in health care settings. Students will learn to analyze and synthesize data into meaningful information that for dissemination that benefits the consumer and advancement of the profession. Students will plan research projects, evaluate research design, and analyze data in order to become quality consumers of research. This course is primarily part of the *DOING* and *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 740 Applied Neurology (3 didactic credits)	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 *KNOWING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 745 **Upper Extremity** **Rehabilitation** (2 didactic credits/ 1 lab credit)	This course provides in-depth exploration of the structure and function of the upper extremities. This information is applied to occupation-based assessment and treatment of the upper extremities. Students will assess the need for orthotics and design, fabricate, apply, fit and train in orthoses and devices used to enhance occupational performance and participation. Students will explore the use of a variety of modalities and best-practice application to enhance everyday function and performance. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 750 **Documentation** **in Occupational** **Therapy** (1 didactic credit)	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 *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
SPRING 1	
OTD 755 **Psychosocial** **Occupational** **Therapy Practice** (3 didactic credits/ 1 lab credit)	This course explores occupational therapy assessment and evidence based treatments for common psychosocial conditions. Students learn about individual and group interventions to support mental health including sensory regulation, environmental considerations, and implementation of healthy roles, routines, and habits. Didactic and practical experiences are included. This course is primarily part of the *DOING* thread of the OTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 748 **Fieldwork Level** **I-A** (1 clinical credit) Mental Health 6 visits	Level 1A fieldwork focuses on social, sensory, and psychological person factors which affect occupational performance. The first level one experience must be related to an area of mental health. The student may interact with clients in various stages of mental illness. Students may have opportunities to lead or co-lead a group during this experience. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 760 **Group Process in** **Occupational** **Therapy** (1 didactic credit)	This course integrates theories of group dynamics with the implementation of functional activity within occupation-based groups. Students draw from evidence, fieldwork site interactions in the community, and group theories/frames of reference to design a 6-series group protocol (group treatment plan). This course is primarily in the

Population & Group Standard Support	*DOING* thread of the curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 795 Vision, Perception, and Cognition (3 didactic credits)	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 primary part of the *KNOWING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 780 Adult Rehabilitation I (3 didactic credits/1 lab credit)	In this course, students learn practical skill sets needed to perform the duties of an occupational therapist (e.g. transfers, wheelchair management, prescription, training, and use of functional mobility devices and techniques) in a variety of health care settings. Students explore evidence and best practice guidelines for performing screenings and evaluation of the person and context in a variety of healthcare settings including, but not limited to, inpatient rehabilitation, acute care, and intensive care units. Students design evidence based treatment and discharge plans to enhance occupational performance and participation, anchored in client-centered, occupation-based models of care. This course is primarily in the *DOING* thread of the curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 784 Fieldwork Level I-B (1 clinical credit) Acute Care Rotation 1 day @ In-pt. and/or ONR Neuro	This fieldwork course has a focus on physical disability and may include simulation experience, sills labs, faculty led community screenings, and exposure to a variety of clinics. Students will interact with clients with a variety of physical disabilities. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 790 Applied Research I (2 didactic credits/ 2 lab credits)	Students work in groups to apply foundational research knowledge introduced in previous coursework to complete a scholarly study relevant to occupational therapy current research priorities. Within the scholarly study, students complete a broad topic literature review where they identify levels of evidence, identify the validity of information, analyze the strength of methodology, and analyze data in order to identify meaningful themes and application to practice. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 900 Capstone Seminar	This course introduces the major components of the doctoral capstone to students. Students will explore possible areas of interest and/or gaps in the literature that the doctoral capstone may fulfill. Students will determine a focus area and focus statement for their capstone, explore

	possible capstone sites, learn from other capstone students/mentors, learn about the capstone process at Cox College, and explore personal strengths. This course is primarily part of the *KNOWING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
SUMMER 2	
OTD 770 Innovations & Technology to Support Occupational Performance (2 didactic credits/ 1 lab credit)	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 are included in this course. Students will produce a tangible product with cost effective solutions. The innovative projects created will be shared to educate others in the community. This course is part of the *DOING* and *ADVNACING* threads in the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 765 Ethics, Culture, & Global Perspectives (3 didactic credits)	This course examines issues of ethics as delineated by American Occupational Therapy Association and the World Federation of Occupational Therapy. Students explore the role and impact of culture on health disparities, social injustice, and access to care on a regional, national, and international level. Students will articulate the role of OT in varying cultural contexts concerning health promotion, health maintenance, and occupational performance. Students will gain an appreciation for the ways in which others view the world and potential impact on health and well-being. This course is primarily in the *LEADING* thread of the curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 775 Best Practice in Occupational Therapy in Community Settings (2 didactic credits/ 1 lab credit)	This course explores the role of occupational therapy in community based practice and primary health care. Students explore promotion, compensation, adaptation, and prevention models to create programs and interventions that promote occupational performance, participation, health, and well-being. Students compare and contrast effective application of individual, group, and population interventions to meet specific needs. Students have real-world experiences that evaluate access to community resources, including but not limited to, referral processes (both internal and external to the profession), and educating others about the distinct value of occupational therapy programs and services. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 792 Applied Research II (1 lab)	Students work in groups to apply foundational research knowledge introduced in previous coursework to complete a scholarly study relevant to occupational therapy current research priorities. The highlight of this course is the continued development and execution of the scholarly project. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

FALL 2	
OTD 810 **Adult** **Rehabilitation II** (3 didactic credits/ 1 lab credit)	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. Specialty practice areas such as driver rehabilitation, dysphagia management and complex feeding therapy, and complex positioning are explored. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 814 **Fieldwork Level** **I-C** (1 clinical credit) "Geri Week" Home health – integrity Car fit SNF with activity Senior age info Ramp build	Level I-C Fieldwork experiences focus on issues affecting older adults as well as exploring environments in which occupational therapists support the occupational needs of adults and older persons. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 820 **Pediatric** **Occupational** **Therapy** **Assessment** (1 didactic credits/ 1 lab credit)	This clinical course integrates and expands the student's clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to pediatric populations. Students learn to interpret assessment results, including standardized/norm-referenced and criterion referenced tools, and apply the results in order to create effective treatment plans. They practice communicating assessment results and intervention plans to patients and caregivers. Understanding of early intervention, natural environments, and school-based service delivery (including Response to Intervention, 504 Plans, Individual Education Plans, and Transition Planning) will be emphasized. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 822 **Pediatric** **Occupational** **Therapy** **Intervention** (2 didactic / 1 lab)	This clinical course integrates and expands the student's ability to apply clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning to pediatric intervention planning. Understanding of early intervention, natural environments, and school-based service delivery (including Response to Intervention, 504 Plans, Individual Education Plans, and Transition Planning) will be emphasized. Aspects of support for occupational performance at home, school, and play using habilitation, rehabilitation or remediation, and compensation is also an important part of this course. Students will deepen their understanding of

	complex factors impacting development and participation in daily activities in order to critically evaluate and design dynamic intervention programs that are client-centered, culturally sensitive, and contextually appropriate. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 826 Fieldwork Level I-D (1 clinical credit)	Fieldwork Level I-D experiences focus on occupation in pediatric settings. 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. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 875 Healthcare Administration & Management (3 didactic credits)	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 *LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 901 Capstone Investigation (2 didactic credits)	This course is designed to apply prior research knowledge and develop an initial project proposal and framework for the Capstone experience. Students will connect with their faculty mentor/capstone coordinator and establish a timeline for Capstone Project completion. Students will complete a rapid scoping review, discover potential Capstone site(s), and explore project format and delivery opportunities. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 794 Applied Research III (Hybrid)	Students work in groups to apply foundational research knowledge introduced in previous coursework to complete a scholarly study (systematic review) relevant to occupational therapy research priorities. Students work to finalize their scholarly project. Dissemination of the scholarly project is part of this course. This course is primarily part of the ADVANCING thread of the OTD curriculum. Students present a scholarly report that is available to public audiences.
SPRING 2	
Fieldwork Experience Level II-A (6 clinical credits)	This is the first of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program -negotiated facilities under the supervision of an occupational therapist. This can occur in settings such as school systems, hospitals, rehabilitation centers, residential facilities, and outpatient clinics both within and outside of the Cox Health system. The emphasis is on clinical experience and translation of theory into practice. The student is expected to participate in clinical settings that support the development of skills to become an

	entry-level practitioner. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTDcurriculum to be eligible for graduation.
OTD 880 Evidence-Based Practice & Clinical Synthesis I (Online) (3 online credits)	This course is conducted on-line and occurs simultaneously with the student's first 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 is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
SUMMER 3
OTD 886 Fieldwork Experience Level II-B (6 clinical credits)	This is the second of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program -negotiated facilities under the supervision of an occupational therapist. This can occur in settings such as school systems, hospitals, rehabilitation centers, residential facilities, and outpatient clinics both within and outside of the Cox Health system. The emphasis is on clinical experience and translation of theory into practice. The student is expected to participate in clinical settings that support the development of skills to become an entry-level practitioner. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 883 Evidence-Based Practice & Clinical Synthesis II (Online) (3 online credits)	This course is conducted online 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 (OTD 880) 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 *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
FALL 3
OTD 895 Critical Thinking in Applied Practice (Hybrid) (3 didactic credits)	This course is designed to provide opportunities for advanced practice and exploration into specialty training opportunities, including a career in academia, for professional development planning. Students will have the opportunity to apply teaching and learning principles to presentation of advanced topics in occupational therapy practice. Students will also have opportunity to expand their critical thinking skills through exploration of intellectual virtues and functional executive functioning activities. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 905	This course prepares the student for the full Capstone Experience. The student partners with their faculty mentor in order to refine their literature

Capstone Preparation (Hybrid) (4 didactic credits)	review and initial Capstone proposal, resulting in a dynamic Capstone Experience Plan including a complete needs assessment, specific goals and objectives for the experience, and an evaluation plan identify a specific a specific outcome measure. This course is primarily part of the *ADVANCING and LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 925 Creative Leadership & Entrepreneurship (Hybrid) (3 didactic credits)	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. This course is primarily part of the *LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 920 Capstone Experience (8 clinical credits / 1 lab credit)	Students are paired with a Capstone Experience Site for a focused area of study. This 14 week (560 hour) experience allows the student to fully implement their Capstone Project Plans. Capstone Experiences are designed to focus on a student's identified area of interest, combined with dynamic application of practice opportunities. This is an in-depth experience following all didactic and fieldwork coursework that provides an opportunity to launch a student's career in specific and dynamic ways. This advanced learning opportunity is aligned with one of the following settings: clinical practice, research & scholarship, administration, leadership and/or management, program and policy development, advocacy, education or theory development. This course is primarily part of the ADVANCING and *LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.
OTD 924 Capstone Dissemination (1 didactic credit)	This course supports the student in implementation of their Capstone dissemination plan and ensures completion of the individual doctoral Capstone Project. It provides opportunity for the student to demonstrate synthesis of in-depth knowledge in the chosen focused area of study. This course is primarily part of the ADVANCING and *LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

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 Leaning (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 forstudent 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 OT 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.
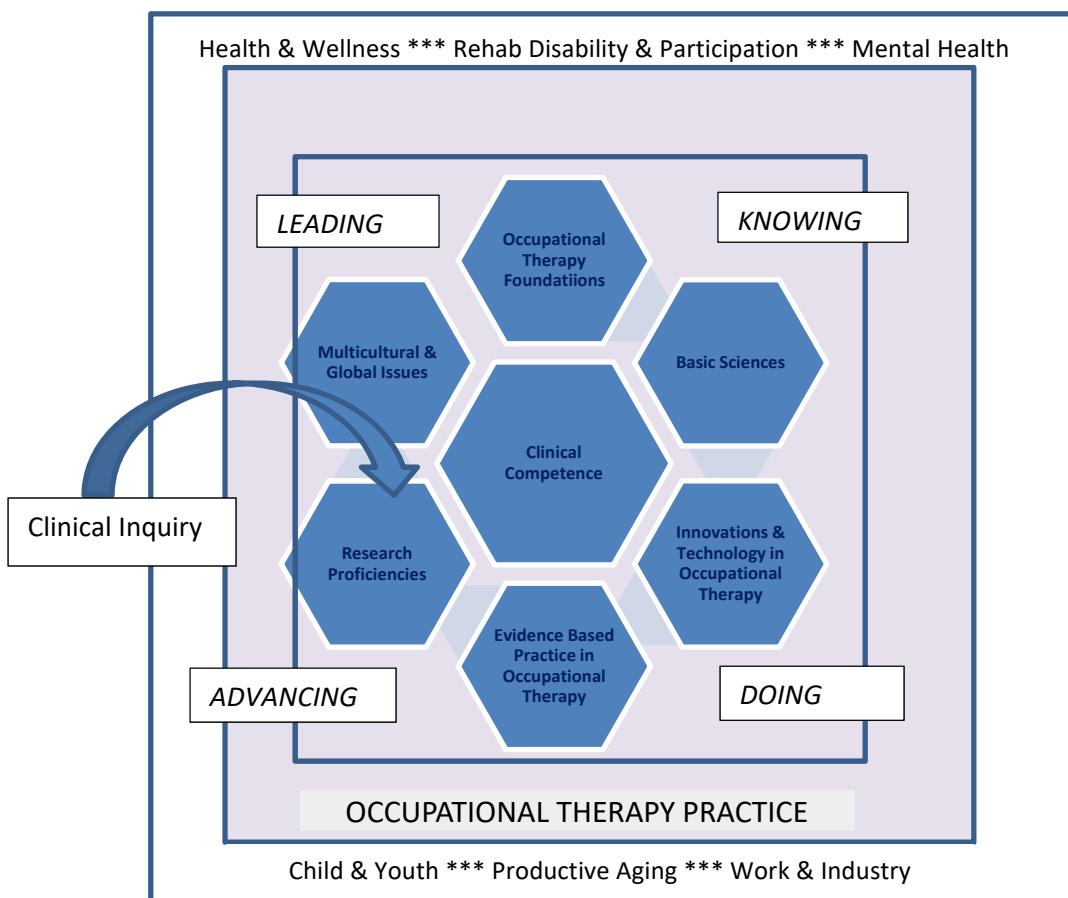
Figure 3: OT Curriculum Model

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).*

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 Doctoral Program at College of Saint Mary 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 students 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.

See Some

Prepare Some → Assessment ← Practice Some

Prove Some
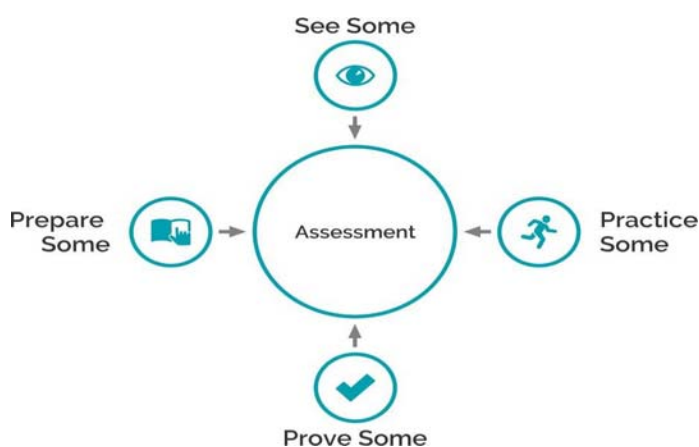
Graduate Student Learning Outcomes

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 OT 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 OT 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/
OTD Program: https://coxcollege.edu/college-programs/otd/

Occupational Therapy Curriculum

See the Cox College Catalog for detailed descriptions of each course in the OTD program. The program is a full-time, 108 credit, hybrid delivery program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as Occupational Therapists. The 9 semester program includes both Level I part-time clinical experiences and 24 weeks of full-time Level II fieldwork as well as the Capstone Experience.

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, are to the Registrar. Midterm and final grades are assigned according to the grading scale published in the College Catalog. Only grades .5 or higher are rounded up to the next full percentage point. All grades lower than .5 are lowered to the full percentage point. Grades are reported in full percentage points in our reporting system for registrar.

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 OTD program is a full-time, hybrid delivery, 108-credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as an Occupational Therapist. The 9 semester program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork as well as the Capstone Experience.

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. 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 *Occupational Therapy Doctorate* 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).

OT 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. 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 OT 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.

Success in the educational process depends to a large extent on regular attendance. Students are expected to attend all classes, clinical and laboratory sessions. When circumstances prevent attendance, the student is responsible for notifying faculty to complete missed work. Program specific attendance requirements may exist.

The OTD Program is a professional program. Your attention to communications, course participation, and timely responsiveness are all expected as part of your professional development. Attendance prepares your work ethic, so if you would not miss work, you are expected to not miss coursework. Missing course content means that you have missed information that you may need to treat future clients in a competent, ethical, and appropriate manner.

Online "attendance" refers to you consistently logging into Canvas, participating in discussions, replying to emails, and other communications. Success in the educational process depends to a large extent on regular attendance. Students are expected to attend all onsite courses, clinical, and laboratory sessions. When circumstances prevent attendance, the student is responsible for notifying faculty and arranging for completing missed work.

- Missed onsite time requires an individual student to reschedule with a professor or alternate methods to make up missed work. Please notify the professor as soon as possible. Unexcused absences can lead to failure.
- Missed lab activities are still required. See instructor for details when lab activities are relevant to the course.

- All OTD classes are required: illness lasting more than 2 weeks requires a withdrawal from the course. There may be assignments that cannot be recreated at a different time in the same way as the original event (i.e. simulation lab activities). At the instructor's discretion, an appropriate substitute assignment may be identified. In this case, the professor will discern if an appropriate substitute assignment will be considered.

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 OT 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. <u>All</u> 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/Diptheria/Pertussis** – Current Tetanus/Diptheria (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:
- o Blood/ Body Fluid Exposure and Follow-Up
- o Electronic Device Safety Policy
- o Vaccination for Healthcare Workers Policies

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

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

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

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

These are not all-inclusive.

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

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

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** **work cell phone: 417-730-0376**	email: **april.swanson@coxcollege.edu** **work cell phone: 417-597-2797**

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Contents

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 1-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 1 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 to 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, physiatrists, 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.**

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 in 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

<u>**Examples of Student Assignments**</u> **(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	• 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	• 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	• 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	• 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	• 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	• Complete mid-term evaluations
Week 7	• 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	• Special project due (assigned during week 4) • Student is responsible for 100% of caseload with input from FWE
Week 9	• Student is responsible for 100% of caseload with input from FWE
Week 10	• 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	• Student is responsible for 100% of caseload with input from FWE
Week 12	• 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 to 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.pdfLinks 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 inter-disciplinary 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 Leaning (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.
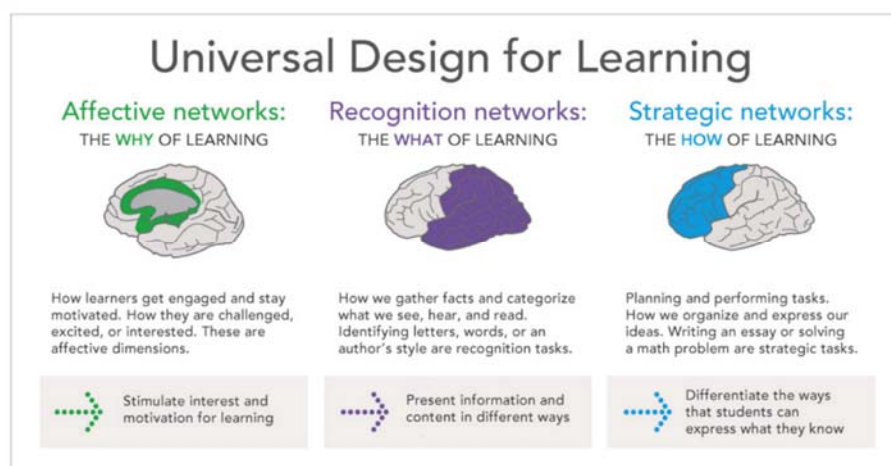

Figure 2: Universal Design for Learning Adapted from UDL Resources - UDL and Technology -Putting It Together forstudent success- Removing Barriers (weebly.com) *. Retrieved 2.24.2022*

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.
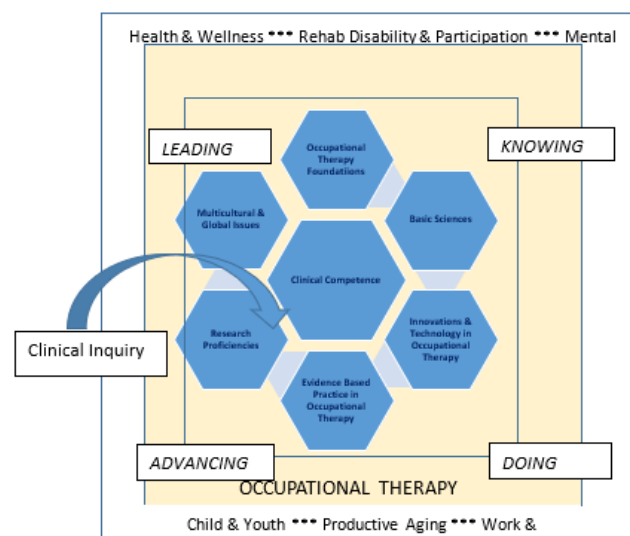

Figure 3: MSOT Curriculum Model

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:

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

	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 =evel 1 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:

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.

C.1.9	Document that Level 1 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. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: • simulated environments • standardized patients • faculty practice • faculty led site visits • supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.

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:

|	
C.1.10	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. 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
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 the Level II fieldwork.

	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 *Fieldwork Performance Evaluation for the Occupational Therapy Student* 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.

Cox College Occupational Therapy Program

Occupational Therapy Doctorate Program

Capstone Manual
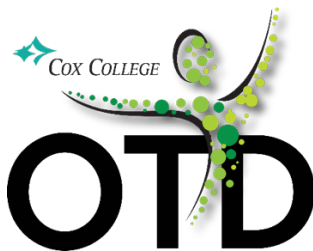
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Cox College – 1423 N Jefferson Avenue

Springfield, Missouri 65802

Website: https://coxcollege.edu/college-programs/otd/

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Welcome

Dear Future Occupational Therapist and Leader of our profession,

Welcome aboard the exhilarating ride of your capstone journey! Imagine we are about to embark together on an epic whitewater rafting adventure - a thrilling ride that will challenge, shape, and ultimately transform you into the occupational therapist leader you are destined to become. Our trip begins with *OTD900: Capstone Seminar*, where you "select your equipment" and "try on your life jackets." This is your time to explore; to identify your strengths, set your mindset, and reflect on your personal and professional goals. As we dip into the broad, powerful river of occupational therapy's vast scope of practice, you will swim through new communities, meet diverse populations, and explore real-world challenges through mini capstone experiences, investigations, and dissemination projects. You'll work closely with the capstone coordinator, learning strategic rowing techniques to navigate the currents. Your learning is self-directed, meaning *you choose* the population that ignites your passion, guiding your raft toward in-depth knowledge and transformative experience.

Next, in *OTD901, Capstone Investigation*, the river narrows, and the water runs faster. You commit to your chosen population and immerse yourself in peer-reviewed literature, understanding complex problems from multiple stakeholder perspectives. You'll paddle with purpose, preparing a defensible, evidence-based capstone project. A faculty mentor will join your raft, supporting your growth and helping you paddle. By the end of this leg, your capstone will be **evidence-based, rooted in occupation, client-centered**, and aligned with the mission of Cox College and our OT Department, as well as the broader occupational therapy profession.

Then comes *OTD905 Capstone Preparation*; the rapids quicken, the adventure heightens. As you step into the role of "lead rower," content experts and/or site mentors climb aboard your raft, ready to navigate the excitement ahead. You'll secure your capstone site placement, and shift focus to embed effective and efficient business practices, data-driven decision-making, and measurable evaluation plans into your work. As you complete a site-specific needs assessment, you will continue to update your capstone proposal and bring the capstone project to life. You'll learn to steer with confidence, setting clear objectives and deliverables to track the profound impact you are about to make.

Finally, you reach your last exhilarating stretch: *OTD920 Capstone Experience*. Here, you deploy your project, achieve your learning objectives, and deepen your expertise in your chosen population and topic and become a **clinically competent occupational therapist with in-depth knowledge and expertise**. Under the guidance of community partners, faculty mentors, content experts, and the Capstone Coordinator, you row swiftly toward your final goal: *OTD924 Capstone Dissemination*. Sharing your impactful findings with the world may be the end of the journey but it is the beginning of your contribution to the advancement of the OT profession!

Remember, on this river, **Nothing is Impossible**.
Grab your paddle. Buckle your life jacket. Let's take this wild, wonderful ride together!

Sincerely,

Jamie L Bergner

Jamie L. Bergner, OTD, OTR/L, CHT, COMT
Doctoral Capstone Coordinator/Professor
Cox College Occupational Therapy Department

Introduction to Doctoral Capstone

The Accreditation Council for Occupational Therapy Education (ACOTE) describes the doctoral capstone as "an integral part of the program's curriculum design" (ACOTE, 2018, p. 44). The doctoral capstone is an essential distinction of the entry-level occupational therapy doctorate (OTD), designed to facilitate synthesis and application of advanced knowledge in a focused area of interest. In accordance with ACOTE D Standards, the purpose of the capstone is to ensure that each student demonstrates the ability to translate theory into practice, contribute meaningfully to occupational therapy scholarship, and develop leadership and advocacy skills in real-world contexts. This is accomplished through the doctoral capstone, comprised of the capstone project and capstone experience.

Purpose

The Doctoral Capstone at Cox College meets the educational needs of students and the healthcare community by preparing advanced practitioners who embody the Cox College OT Program mission. The Capstone synthesizes evidence-based knowledge, best practice, innovation, leadership development, and effective business practices to support client-centered, occupation-driven, and clinically competent practice (See **Figure 1**). Students achieve this by:

- **KNOWING**: Conducting literature reviews, needs assessments, and evidence synthesis to develop critical thinking skills and support evidence-based clinical practice skills. Students gain in-depth knowledge of populations and communities and the barriers these groups encounter for optimal engagement in occupational performance and participation.

- **DOING**: Creating and implementing innovative, client-centered, occupation-based projects rooted in OT theoretical frameworks through critical thinking, reflection, and community engagement. Capstone focuses on populations and the problems the population faces to directly impact health of communities. Students match evidence-based solutions to form a defensible evidence-based project and bring their project to life during their customized capstone experience. Students move through logic framework from activities to outcomes with strategic evaluation of the effectiveness of their capstone project to promote sustainable, lasting impact.

- **ADVANCING**: Driving innovation and applying effective and efficient business practices through site-specific needs assessments, embedded measurement strategies, and data-driven decision-making to advance occupational therapy practice into underserved communities.

- **LEADING**: Strength-based leadership and growth mindset practices achieve personal and professional goals through self-directed learning and collaborative mentoring. Students learning is self-directed, but collaborative, promoting the development of leadership skills as they lead their dynamic team toward their vision of their capstone outcomes. Advanced scholarship is embedded in capstone as all students disseminate to the profession and community, strengthening the adoption of a professional identity in the OT profession.

Figure 1
Capstone Connections to OT Department Mission
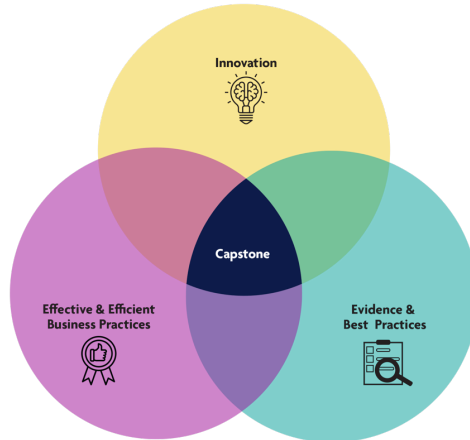
Relationship to Curriculum Design

The curriculum design at Cox College, as expounded within the capstone course framework, systematically integrates the OT department curriculum threads of knowing, doing, advancing, and leading. These curricular threads infuse the entirety of the capstone continuum, which emphasizes flexible, self-directed learning incorporating the principles of Universal Design for Learning (UDL). This approach not only facilitates a comprehensive exploration of capstone-related concepts but also fosters reflection on individual strengths and experiences. Moreover, it encourages students to delve deeper into their capstone projects while prioritizing the translation of knowledge into clinical practice.

Students apply learning introduced from previous coursework in the OT Curriculum and learning is scaffolded in capstone to apply, analyze, and create to develop rich, layered capstone projects and experiences. This scaffolded approach not only enhances their capstone learning experience but also solidifies their role as leaders within the professional community and aligns with the Cox College occupational therapy curriculum design.

Relationship to Philosophy of Teaching and Learning

The capstone curriculum reflects the Cox College OT Program's philosophy of teaching and learning through **fundamentals of occupation**, **occupational performance**, and **occupational participation** in viewing the 'whole person'. In capstone, this client-centered approach expands into **population-based thinking** as students embody the impact occupational therapy can have on communities, an essential reflection of the Cox Health Mission.

Additional philosophical alignment supports the strengths-based approach and the belief that natural motivation for learning, along with traditional educational philosophy, centers on concepts such as grit, metacognition, self-reflection, positive thinking patterns, active learning, growth mindset, and resilience. These qualities directly intersect with the development of intellectual virtues. When combined with the fundamentals of occupation and a commitment to serving communities, they contribute to students' development of professional identity within the occupational therapy profession.

Processes of evaluation and measurement are embedded to support the unique learning needs of students in a hybrid model of delivering education (online and in-person formats). These processes align with the program's philosophy of teaching and learning by addressing the hybrid student's need for connection and collaboration. Metacognition and Social Emotional Learning frameworks are leveraged through capstone mentorship across the capstone curriculum to address this specific need. Through SEL, students develop self-awareness, emotional regulation, and collaborative communication skills during mentorship meetings using a reflective self-assessment tool before and after the virtual meeting. This tool embeds metacognition into mentored goal directed activities in capstone planning and mentoring. By triaging mentorship approaches to match and support the individual needs of each student, this capstone mentoring process embeds **Student First** values throughout the capstone journey and aims to improve the effectiveness of mentor sessions.

Integration of the VW Model into Doctoral Capstone

The Visualize Whole Self (VW) Model, a foundational element of the OT curriculum, is purposefully embedded throughout the doctoral capstone process—including preparatory coursework, the capstone project, and the 14-week experience. This model supports student development through a structured, iterative approach that is linked to programmatic outcomes:

- **See Some:** Students complete scaffolded assignments designed to elicit feedback prior to final submission, allowing opportunities for refinement and academic growth.

- **Prepare Some:** Through assigned readings, supplemental videos, and curated educational resources, students deepen their understanding of mentoring, self-directed learning, and evidence-based practice. This phase also involves identifying and requesting necessary supports and gathering relevant literature for their project.

- **Practice Some:** Students engage in practical, exploratory activities such as brainstorming, creative problem-solving, developing a capstone proposal, conducting a literature review and needs assessment, and connecting with stakeholders through volunteering, shadowing, or interviews.

- **Prove Some:** This final phase is represented by the 14-week doctoral capstone experience, during which students implement their capstone project and disseminate the in-depth knowledge gained through scholarly and professional channels.

The VW Model fosters continuous development and supports the formation of a professional identity grounded in evidence-based, occupation-centered, and community-responsive practice.

Capstone Courses and Timeline

OTD 900 Capstone Seminar (1 credit hour) Spring Year 1: This course introduces the major components of the doctoral capstone to students. Students will explore possibilities and match problems with solutions. Students will determine a population of interest that matches their interests, backgrounds, personal goals and or professional goals. Students explore possible capstone sites, learn from other

capstone students/mentors, learn about the capstone process at Cox College, and practice with 'mini' versions of capstone investigation, capstone project defense, and dissemination. This course is primarily part of the KNOWING thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 901 Capstone Investigation (2 credit hours) Fall Year 2: This course is designed to apply prior research knowledge and develop an initial project proposal and framework for the Capstone experience. Students gain an in-depth understanding of the problems their population of interest faces and view from multiple perspectives to match with evidence-based solutions to guide project decision-making and the purpose of their capstone. Students will connect with their faculty mentor/capstone coordinator and establish a timeline for Capstone Project completion. Students will complete a rapid scoping review, discover potential Capstone site(s), and explore project format and delivery opportunities. This course is primarily part of the ADVANCING thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 905 Capstone Preparation (4 credit hours) Fall Year 3: In this course, students focus on creatively preparing their capstone project for deployment, with an emphasis on designing the practical and business aspects of the capstone. In collaboration with their faculty mentor, students refine their literature review and develop a comprehensive Capstone Plan. This plan includes a completed needs assessment, clearly defined learning objectives and deliverables, supervision plans, and evaluation strategies to support data collection and informed decision-making. These components are intended to ensure student success in Capstone Experience and to guide the sustainability and long-term impact of the capstone after its conclusion. Students also begin planning for dissemination, considering the broader impact of their work within their chosen setting or population. This course is a central component of the *Advancing and Leading* thread of the eOTD curriculum and is a required course for graduation eligibility.

OTD 920 Capstone Experience (9 credit hours) Spring Year 3: Students are paired with a Capstone Experience Site for a focused area of study. This 14-week, full-time experience allows the student to fully implement their Capstone Project Plans. Capstone Experiences are designed to focus on a student's identified area of interest, combined with dynamic application of practice opportunities. This is an in-depth experience following all didactic and fieldwork coursework that provides an opportunity to launch a student's career in specific and dynamic ways. This advanced learning opportunity is aligned with one of the following settings: clinical practice, research & scholarship, administration, leadership and/or management, program and policy development, advocacy, or education. This course is primarily part of the ADVANCING and LEADING thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 924 Capstone Dissemination (1 credit hour) Spring Year 3: This course supports the student in implementation of their Capstone dissemination plan and ensures completion of the individual doctoral Capstone Project. It provides opportunity for the student to demonstrate synthesis of in-depth knowledge in the chosen focused area of study. This course is primarily part of the ADVANCING and LEADING thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD Didactic and Experiential Curriculum Sequence Leading to Capstone

The Cox College OT Department places great importance on the doctoral capstone and ensures personalized mentorship by maintaining a low faculty-to-student ratio (1:5 or 6).

Prior to the first capstone course (OTD900 Capstone Seminar), students establish foundational knowledge of professional identity (OTD710), the OT Process (OTD712), Human occupation (OTD725), and Pathophysiology and the impact on occupational performance (OTD715, OTD745). Students build critical thinking skills through multiple courses such as OTD730 Evidence Based Practice and Scholarly Inquiry, OTD735 Quantitative and Qualitative Data Analysis and understand the ethical implications involved in human subjects research, ethical management of protected health information and data collection. Concurrently run courses (OTD790 Applied Research I, OTD760 Group Process in OT, Level 1 Fieldwork, OTD795 Visual, Perception & Cognition) continue to expand the student body of knowledge to expose to many different capstone opportunities that align with student interest as a source of a growing passion for the profession. Prior to and concurrently with OTD901 Capstone Investigation students explore OTD770 Innovation and Technology, a key consideration of embedding innovation in capstone. OTD765 Ethics, Culture and Global perspectives prepares students to better understand populations. OTD775 explores needs assessments and logic modeling for looking at Best Practice Analysis in OT in Community Settings – important scaffolding for when students conduct a SOAR analysis in OTD901 Capstone Investigation and a site-specific needs assessment in OTD905 Capstone Preparation.

As capstone students work through deep investigation of their capstone in OTD901, they have the experience of group research in ethically executing the research methodology of a systematic review (OTD792 Applied Research II). Students learn how to construct evidence-based learning experiences and professional presentation through OTD794 Applied Research III through scientific posters, professional presentations, and formal manuscript writing training – directly applicable to OTD924 Capstone Dissemination. Level II Fieldwork and the capstone curriculum progressively places more emphasis on the student to direct their learning which prepares them for OTD920 Capstone Experience.

Scaffolded learning occurs throughout the OTD Capstone curriculum (See **Figure 2**) as well as embedded in the sequencing of the OTD Curriculum design (See **Figure 3**). Collaborating with multiple mentors, content experts and advisors along the way ensures that students develop an in-depth knowledge on their topic and meet the ACOTE standards for all capstones to be rigorous and impactful to the OT profession.

Figure 2

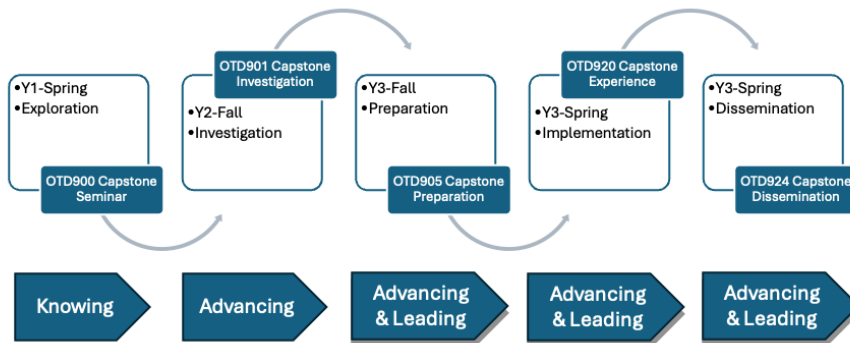OTD Capstone curriculum sequence in the OTD Curriculum Design

Figure 3

Didactic and fieldwork courses that align with capstone

Year/ Semester	Course	Link to Capstone
Year 1/ Summer	OTD 710 Professional Identity and Therapeutic Use of Self (3 cr.)	This course introduces students to reflection, empathy, professional behavior, and professional relationship all of which are needed as part of the doctoral capstone.
Year 1/ Summer	OTD 712 The Occupational Therapy Process (2 cr.)	In this course, students learn the domain and process of occupational therapy through the OTPF-4, activity analysis, observation skills, and documentation. This focus on the language and basics of occupational therapy practice will assist in conducting the doctoral capstone. Students also create a Trello board or Padlet to save information related to passion topics that may turn into capstone focus areas.
Year 1/ Fall	OTD 730 Evidence-based Practice and Scholarly Inquiry (2 cr.)	The use of evidence-based practice as part of occupational therapy is introduced in the course along with learning what a systematic review entails. Students become consumers of research and are able to evaluate evidence to inform practice.
Year 1/ Fall	OTD 735 Quantitative and Qualitative Analysis for Health Professionals (1 cr.)	In order to advance the profession of occupational therapy, students learn how to select, apply, and interpret qualitative and quantitative methods for data analysis.
Year 1/ Fall	OTD 745 Upper Extremity Rehabilitation (3 cr.)	Practice based courses introduce students to various populations, clients, and topics that may be of interest to the student for their capstone. Evaluation and treatment modalities are also learned in practice-based courses.
Year 1/ Spring	OTD 755 Psychosocial Occupational Therapy Practice (4 cr.) OTD 760 Group Process in Occupational Therapy (1 cr.) OTD 780 Adult Rehabilitation I (4 cr.)	Practice based courses introduce students to various populations, clients, and topics that may be of interest to the student for their capstone. Evaluation and treatment modalities are also learned in practice-based courses.
Year 1/ Spring	OTD 790 Applied Research I (4 cr.)	Students work in groups to begin a systematic review which includes writing a PICO question, defining search strategies,

		searching databases, screening titles/abstracts, and forming a research study protocol to guide ethical implementation of research.
Year 1/ Spring	OTD 900 Capstone Seminar (1 cr.)	Capstone seminar introduces the student to the components of the doctoral capstone. With brainstorming, reflection, and various activities students will determine a population of interest and a preliminary understanding of the problems the community faces. Students explore the different aspects of capstone and gain insight and feedback on their capstone ideas.
Year 2/ Summer	OTD 770 Innovations & Technology to Support Occupational Performance (3 cr.)	This course focuses on high- and low-tech options to adapt and accommodate to support occupational performance across the lifespan. The innovation and creativity learned in this course will carry over into capstone.
Year 2/ Summer	OTD 775 Best Practice in Occupational Therapy in Community Settings (3 cr.)	While learning about and creating community-based practice and primary healthcare options for occupational therapists, students will learn to complete a needs assessment which is needed for doctoral capstone.
Year 2/ Summer	OTD 792 Applied Research II (1 cr.)	Systematic reviews are continued in this course with student groups completing full-text screening and extraction of information. The systematic review paper is begun.
Year 2/ Fall	OTD 810 Adult Rehabilitation II (4 cr.) OTD 820 Pediatric Occupational Therapy Assessment (2 cr.) OTD 822 Pediatric Occupational Therapy Interventions (3 cr.)	Practice based courses introduce students to various populations, clients, and topics that may be of interest to the student for their capstone. Evaluation and treatment modalities are also learned in practice-based courses.
Year 2/ Fall	OTD 875 Healthcare Administration and Management (3 cr.)	In learning about the current health care environment, reimbursement, health care models of practice, and the role of occupational therapists in various health care systems students are able to understand how their capstone will fit into the current health care settings.
Year 2/ Fall	OTD 901 Capstone Investigation (2 cr.)	During the second capstone course, students will expand their initial proposal to include a timeline, literature review, SOAR analysis, potential capstone site and mentor, and explore project format and delivery opportunities.
Year 2/ Fall	OTD 794 Applied Research III (1 cr.)	Student groups will finalize their scholarly project and complete the systematic review paper. Dissemination of the scholarly work will happen in this semester.
Year 2/ Spring	OTD 884 Fieldwork Experience Level IIA (6 cr.) OTD 880 Evidence-based Practice and Clinical Synthesis I (3 cr.)	Students translate didactic coursework and theory into practice during the 12-week level II-A fieldwork experience. The student is expected to apply strategies of evidence-based practice into everyday clinical practice during level II fieldwork. This course supports the student in the transition from student to clinician.
Year 3/ Summer	OTD 886 Fieldwork Experience Level IIB (6 cr.) OTD 883 Evidence-based Practice and Clinical Synthesis II (3 cr.)	Students translate didactic coursework and theory into practice during the 12-week level II-B fieldwork experience. The student is expected to apply strategies of evidence-based practice into everyday clinical practice during level II fieldwork. This course supports the student in the transition from student to clinician.

Year 3/ Fall	OTD 895 Critical Thinking in Applied Practice (3 cr.)	Students are provided with opportunities for advanced practice exploration and expand their clinical reasoning abilities through various activities.
Year 3/ Fall	OTD 905 Capstone Preparation (4 cr.)	In this course that is directly before the capstone experience, students refine their literature review, needs assessment, and timeline. Specific learning objectives and deliverables are determined for both project and experience along with the creation of evaluation, supervision, and sustainability plans. The MOU and contract are executed with the site and site mentor.
Year 3/ Fall	OTD 925 Creative Leadership and Entrepreneurship (3 cr.)	Students explore advocacy, marketing, and program development during this course that focuses on the needs of identified underserved populations.
Year 3/ Spring	OTD 920 Capstone Experience (9 cr.)	The 14-week capstone experience course allows the student to implement their doctoral capstone project while having experiences with the population or topic of the capstone. This in-depth experience provides the opportunity to launch the student's career.
Year 3/ Spring	OTD 924 Capstone Dissemination (1 cr.)	This course supports the student in the dissemination of their individual doctoral capstone project. The student demonstrates through the dissemination, in-depth knowledge of the chosen focused area of the capstone.
Year 1/ Spring

Year 2/ Fall | OTD 748 Fieldwork Level I-A (1 cr.)
OTD 784 Fieldwork Level I-B (1 cr.)
OTD 814 Fieldwork Level I-C (1 cr.)
OTD 826 Fieldwork Level I-D (1 cr.) | The four level I fieldwork experiences give students opportunities to learn about the practice of mental health, physical disabilities, older adults and pediatrics in occupational therapy. Through observation, simulation, skills labs, faculty led community screening and exposure to a variety of clients student learn more about themselves as occupational therapists. |

**Capstone Courses in blue, Fieldwork Courses in green, Research Courses in yellow

Requirements of Doctoral Capstone

ACOTE D Standards

ACOTE D Standards 2018 (p. 44-46), Note – Capstone Manual will be updated to reflect 2023 standards on July 31, 2025.

D.1.0. Doctoral Capstone The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

The doctoral capstone consists of two parts:
 • Capstone project
 • Capstone experience

The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained.

The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3.

The doctoral capstone coordinator will:

D.1.1 Doctoral Capstone Reflects Curriculum Design: Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.

D.1.2 Design of Doctoral Capstone: Ensure that the doctoral capstone is designed through collaboration of the faculty and student and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.

D.1.3 Preparation for Doctoral Capstone Project: Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.

D.1.4 MOUs for Doctoral Capstone Experience: Ensure that there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.

D.1.5 Length of Doctoral Capstone Experience: Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6 Mentor for Doctoral Capstone: Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

D.1.7 Evaluation of Doctoral Capstone Experience: Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.

D.1.8 Doctoral Capstone Project: Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.

*Note. The 2023 Standards go into effect July 31, 2025. The capstone manual will reflect changes through updates.

Policies

Attendance

During Doctoral Capstone, students must follow the capstone site's calendar regarding working days and hours and holidays. For example, certain sites do not follow the normal working day; evening or weekend hours may be scheduled. All capstone experience schedules be approved in advance. Students are responsible to track their hours, obtain verification by the site supervisor, and submit through Exxat.

Attendance to all capstone experiences is mandatory. Every effort must be made to avoid absences during capstone. Illness or unusual emergencies are the only acceptable reasons for 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 mentor and Doctoral Capstone 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 Site Mentor. Students should call their Site Mentor 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 Doctoral Capstone Coordinator of the day missed and the scheduled makeup date.
- Students must inform the Site Supervisor of absence or late arrival. Students must have a minimum of 32 hours a week of on-site time at the designated capstone experience location, with up to 8 hours a week of pre-approved off-site experiences. Off-site experiences must be approved by the capstone coordinator and be in alignment with predetermined learning objectives.
- Punctuality is of critical importance in clinical practice. If students must be late, telephone the site 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 capstone due to illness or emergency. An absence of more than two days requires a doctor's note or written approval through the doctoral capstone coordinator (i.e., unusual emergencies such as natural disaster, family death, accident, etc.). The attendance policy of the capstone site may differ and must be followed for the entire 14-week capstone experience.
- Absences for attending professional conferences, continuing education or other activities related to the capstone experience goals and objectives must be connected to learning objectives and approved by the capstone coordinator and site mentor.
- In cases where time must be made up, a grade of 'incomplete' will be given for the capstone experience. All time must be made up within 4 weeks of the scheduled end of the experience.
- Time logs will be completed weekly by the student, to keep up to date on what activities the student is completing and how they are completing the individualized goals for capstone.

Transportation and Housing

Capstone 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 capstone sites. Students will work with the doctoral capstone coordinator to determine a site that can meet the needs of the capstone proposal and the needs of the site. Students are financially responsible if there is a need for housing due to the location of the capstone site. **There is absolutely no guarantee about the geographic placement of students for capstone**.

Punctuality

Punctual attendance at the capstone experience 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 capstone experience. Leaving clinical facilities early to attend to personal business is not permitted. Do not schedule any appointments during capstone experience times and dates and make sure to plan so that you are available and flexible to meet the needs of the site and the requests of the supervisor.

Pre-requisite Policy

Per ACOTE (2018) D.1.0 *The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3.*

And ACOTE (2023) Standard D.1.3 *The doctoral capstone must be started after completion of all coursework and Level II fieldwork.*

Therefore, all didactic and fieldwork course work must be completed and passed before OTD 920 and 924 can be taken.

Professional Dress Code

A professional dress code is required at capstone. 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 during capstone:

- 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 at capstone.
- 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 capstone 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 capstone site.
- The capstone 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 capstone mentor 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 capstone 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 capstone site. All occupational therapy students and occupational therapists must abide by the American Occupational Therapy Code of Ethics.

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. Capstone mentors have agreed to be available for assistance and feedback throughout students' capstone experience.

Professionalism includes maintaining respect for the clients, co-workers, and capstone mentor(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 capstone. In addition, you may not wear a text messaging watch or must turn off that feature.

Professional behavior must be demonstrated throughout capstone. Students must follow professional standards while at the capstone 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 capstone regardless of their performance in other skill areas.

Capstone is a vital part of the occupational therapy doctoral education. All students should demonstrate 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 capstone 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

Capstone Experience Placements

Based on the capstone site placement students may need to provide specific requirements or renew requirements from fieldwork experiences. This includes, but is not limited to, background check, BLS certification, first aid certification, drug screen, flu or COVID vaccine, and/or TB screening.

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 Content Expert/Site Mentor.

Capstone projects collect data to determine the effectiveness of capstone and embed evaluation practices into the capstone project. All capstone projects will be screened for protection of human subjects prior to the Capstone Experience and deployment of the Capstone Project, working in collaboration with the Doctoral Capstone Coordinator and the Cox Health Director of Clinical Research to determine if an Institutional Review Board review is needed. **All capstone projects data collection plans will be reviewed and will be in compliance with the Cox Health Policy: Ethical review of research involving human participants.** Determination of exempt research will be based on definitions and processes in 45 CFR 46.104 – Exempt research, and federal regulations referenced therein. Proposed research deemed to be exempt from IRB review may require continuing review to ensure the protection of participants. Informed consent may also be required. Written acknowledgement of exempt determination with reference to applicable section(s) of 45 CFR 46 as well as any additional requirements will be provided. Additionally, capstone projects are susceptible to approval and the policies from the individual capstone experience sites.

Capstone students must follow the Student Handbook for Policy, not limited to but including Patient Precaution and Contraindication, Infection Control, Body Mechanics, Medical Problems and Emergencies, Safety, Harassment, Health Requirements, Drug Screen, Background Checks, and Special Assistance.

Capstone Experience Placement Process

The process for arranging the doctoral capstone experience distinctly differs from the procedures employed in organizing Level I and II fieldwork experiences. Unlike placements for fieldwork, the doctoral capstone placement involves a significant degree of student engagement. Students, under the guidance of the doctoral capstone coordinator and faculty mentors, play an active role in designing their own capstone experiences. This includes the collaborative formulation of a Memorandum of Understanding (MOU) that must articulate specific, individualized objectives for the doctoral capstone experience. Additionally, the MOU should delineate clear plans for evaluation, as well as the provision of supervision or mentoring. It must also define the responsibilities of all involved parties. This requirement is stipulated in ACOTE standards (2018, D.1.4 and 2023, D.1.4), which emphasize the necessity for these elements to be tailored specifically to the doctoral capstone experience to ensure its effectiveness and relevance. Capstone experience sites must have a signed written agreement with Cox College Occupational Therapy Department and have a site mentor who is able to offer content expertise to help the student meet the goals and learning objectives of their capstone experience. The doctoral capstone coordinator reviews and determines if the site mentor meets the standards required to be a site mentor. Similar to fieldwork sites, capstone experience sites will receive orientation to the curriculum, mission, goals, evaluation of capstone at midterm and final, learning objectives, and record keeping supervision to meet the minimum requirements of capstone. Capstone experience sites are selected based on the relationship to the population of interest to ensure the student demonstrates synthesis of an in-depth knowledge in the focused area of study and the project relates to the experience (ACOTE D. 1.8)

Once Capstone Experience placements are made, they are final. Should a student decide to decline the placement, they risk delay of their graduation date. Students may not complete any part of the Capstone Experience where they are currently employed. Past positions will be considered on a case-by-case basis. All relationships to employees at the capstone experience site must be disclosed to Cox College, capstone coordinator (or delegate) for review of a conflict of interest.

Students will work collaboratively with their faculty advisor, content expert and/or site supervisor, and the capstone coordinator to create their individualized learning objectives and defined deliverables and will be recorded on the Doctoral Capstone Proposal specifically outlining both project goals and experience goals. The proposal must receive approval by the capstone coordinator and faculty mentor prior to the start of the Capstone Experience. Past the end of Week 1 of the Capstone Experience, all changes to the learning plan must be made in collaboration with and approved by the capstone coordinator (ACOTE D.1.3, D.1.4, D.1.7)

Capstone Mentorship

An important part of doctoral capstone is the mentorship students receive throughout their capstone. The student will work closely with the Capstone Coordinator throughout the process. During fall of year 2 in OTD 901 students will be assigned their faculty mentor who will assist with the capstone process. This mentor may or may not have content expertise in the area of the capstone but will assist in guiding the student throughout the capstone process according to ACOTE and Cox College standards for capstone but possess knowledge and skill that would support the student's unique capstone needs. In year 3 students will confirm the site/content expert that will assist with gaining in-depth knowledge in the capstone topic area and in preparing the capstone project. Per ACOTE standards, the site/content mentor will provide expertise in the focus area of the capstone (either population specific, intervention

specific, or project type specific knowledge). However, the site/content mentor does not need to be an occupational therapist. Site specific content experts, faculty, and the capstone coordinator will participate in a review process of their resume or curriculum vitae and through conversations with the capstone coordinator and site/content mentor.

Student Role

The student is responsible for:

1. Understand and abide by Cox College's capstone manual, Student Handbook, and all Cox College OTD capstone syllabi.
2. Identify personal goals, strengths, interests, and outcomes when planning for capstone.
3. Collaborate with the capstone coordinator (and other mentors as appropriate) to develop a capstone proposal for the experience and project to be completed.
4. Collaborate to develop an MOU that meets the ACOTE (2018) standard D.1.4 and/or ACOTE (2023) standard D.1.4 to include individualized objectives, plans for evaluation, supervision, and mentoring, and responsibilities of each party.
5. Obtain evidence of site/content mentor expertise according to the capstone focus and submit to the capstone coordinator. (ACOTE, 2018, D.1.6 and ACOTE, 2023, D.1.2)
6. Synthesize knowledge from didactic coursework and fieldwork experiences to support the capstone project to include at a minimum a needs assessment, literature review, individualized goals and objectives, and evaluation of outcomes. (ACOTE, 2018, D.1.3 and ACOTE, 2023, D.1.3)
7. Demonstrate professionalism throughout capstone continuum including time management skills, observing deadlines, initiating and responding to all correspondence, and other professional behavior skills needed for capstone.
8. Complete the 14-week capstone experience according to ACOTE Standards and Cox College policies for attendance. (ACOTE, 2018, D.1.5 and ACOTE, 2023, D.1.5)
9. Complete tasks and assignments assigned by the site/content mentor, faculty mentor, and/or capstone coordinator to ensure success on capstone and to enhance in-depth knowledge of capstone topic.
10. Be responsible for communication with site/content mentor, faculty mentor, and capstone coordinator when needed or expected.
11. Demonstrate respectful and ethical interactions and communication with all parties involved with capstone according to the AOTA Code of Ethics and professional communication standards.
12. Create and maintain a timeline for the capstone experience and project and communicate with the capstone team throughout the process.
13. Provide feedback to the site/content mentor and capstone site through a midterm and final evaluation provided by Cox College's capstone coordinator.
14. Integrate and utilize feedback from faculty mentor, site/content mentor, and capstone coordinator to enhance capstone experience and project and for personal growth and development.
15. Be self-directed in learning during the capstone continuum including taking responsibility for one's professional development and adhering to capstone project proposal, learning objectives and deliverables.
16. Complete capstone experience and project according to ACOTE and Cox College guidelines and standards.
17. Participate in dissemination of the capstone outcomes through various methods on site and through Cox College. (ACOTE, 2018, D.1.8 and ACOTE, 2023, D.1.6)
18. Complete and submit on time all evaluation forms due at midterm and final.

*Adapted from *The Entry Level Occupational Therapy Doctorate Capstone A Framework for the Experience and Project* (Deluliis & Bednarski, 2022)

Capstone Coordinator Role

The Doctoral Capstone Coordinator will be responsible for:

1. Verifying that the student has completed successfully all didactic coursework, fieldwork, and preparatory activities to start capstone. (ACOTE, 2018, D.1.0 and D.1.3 and ACOTE, 2023, D.1.3 and D.1.4)
2. Ensure that the capstone experience and project is aligned and congruent with the programs mission, philosophy, and curriculum design. (ACOTE, 2018, D.1.0 and ACOTE, 2023, D.1.3)
3. Lead all capstone preparatory courses and ensure students are aware of capstone processes and expectations. Evaluate any requested changes in capstone and determine any necessary remediation steps to ensure rigor and in-depth knowledge attainment across all capstones.
4. Educate students and site/content mentors on ACOTE focus areas.
5. Advise students on selecting and finding capstone sites and mentors.
6. Identify and correspond with potential capstone sites and mentors in conjunction with students, establish MOU or affiliation agreement, and confirm capstone experience placements.
7. Ensure all policies and procedures are followed according to ACOTE and Cox College policies.
8. Ensure all ACOTE D standards are being met and relay this information to the program director whenever necessary.
9. Disseminate information such as confirmation letters, student data forms, health records, and midterm and final evaluations when needed.
10. Maintain records of capstone site information in a method that allows student access.
11. Ensure the student is mentored by a person with content expertise in the focus area of the student's capstone. (ACOTE, 2018, D.1.6 and ACOTE, 2023, D.1.2)
12. Collaborate with program faculty and assign faculty mentors.
13. Verify length and hours of the capstone experience according to ACOTE standards and within the Cox College policies for attendance. (ACOTE, 2018, D.1.5 and ACOTE, 2023, D.1.5)
14. Ensure that all capstone sites have a signed MOU or written agreement that contains individualized objectives, plans for evaluation, supervision, and mentoring, and responsibilities of all parties are in place prior to the start of capstone. (ACOTE, 2018, D.1.4 and ACOTE, 2023, D.1.4)
15. Provide professional correspondence with all parties.
16. Support student progression and provide resources and remediation as needed.
17. Ensure a formal evaluation of the student's progress on capstone is completed at midterm and final.
18. Be available as a resource and consultant for the student, site/content mentor, and faculty mentor.
19. Evaluate (including data collection and analysis) the capstone experience and project to ensure that the program is in compliance with ACOTE D standards (2018 and 2023 after July 31, 2025).
20. Record and assign grades for capstone experience and project.
21. Collaborate and coordinate the capstone dissemination to various stakeholders.
22. Evaluate, monitor, and improve evidence-based mentoring and teaching pertaining to capstone and report programmatic outcomes for the capstone curriculum.

*Adapted from *The Entry Level Occupational Therapy Doctorate Capstone A Framework for the Experience and Project* (DeIuliis & Bednarski, 2022)

Content Expert/Site Mentor Role

The content expert/site mentor will be responsible for (**NOTE**: direct clinical practice activities performed by the student during capstone must be supervised by a qualified professional (OT for example) who meets any state and/or national requirements to perform in that area of practice):

1. Instruct and orient the student as needed to perform learning activities and tasks as outlined in the student's individualized learning objectives and in the MOU/written agreement.
2. Demonstrate willingness and ability to provide evidence of expertise in the focus area of the student capstone. (ACOTE, 2018, D.1.6 and ACOTE, 2023, D.1.2)
3. Collaborate with capstone team (student and capstone coordinator) to determine and delineate mentoring needs and a plan for evaluation, supervision, and mentoring. (ACOTE, 2018, D.1.4 and ACOTE, 2023, D.1.4)
4. Provide supervision or mentorship as agreed upon in the MOU/written agreement throughout the capstone experience.
5. Provide orientation to the capstone site, other personnel, and/or stakeholders.
6. Provide guidance on the logistics of completing the capstone at the site, following timeline, access to workspaces, logging time spent, and completing a needs assessment.
7. Professionally and proactively correspond with the student and capstone coordinator regarding and potential concerns.
8. Formally evaluate the student at both midterm and final.
9. Provide meaningful feedback on capstone project and/or other items created as needed.

*Adapted from *The Entry Level Occupational Therapy Doctorate Capstone A Framework for the Experience and Project* (DeIuliis & Bednarski, 2022)

Faculty Mentor Role

The faculty mentor will be responsible for:

1. Collaboration with students on individualized objectives, literature review, needs assessment, and timeline.
2. Collaborate with site mentor and capstone coordinator as needed.
3. Provide feedback and be available to student as a resource and consultant throughout the capstone continuum of courses.
4. Notify doctoral capstone coordinator if issues arise or if problems are identified. Assist in developing a plan of action or remediation with the student, capstone coordinator, and site/content mentor.
5. Provide meaningful feedback on drafts or materials as appropriate.
6. Mentor the student through the capstone process following ACOTE standards and Cox College guidelines.

*Adapted from *The Entry Level Occupational Therapy Doctorate Capstone A Framework for the Experience and Project* (DeIuliis & Bednarski, 2022)

Doctoral Capstone Focus Areas

ACOTE (2018) defines the capstone focus areas as clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Beginning July 31, 2025, ACOTE (2023) has slightly different focus areas that are clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership. Since students will be preparing their capstone project and experience after the

implementation of 2023 standards changes, the Development of a Theory project type is not eligible for selection. If a student wishes to develop a theory, they will use the Research Project type. Examples of each are given in the table below (which includes both 2018 and 2023 ACOTE focus areas:

Focus Area	Focus Statement	Doctoral Experience	Partner/Site	Capstone Project
Clinical practice skills (2018) Clinical skills (2023)	OT Practice in the Neonatal Intensive Care Unit (NICU) specialty practice area with a specific specialized population and requires advanced clinical and inter professional skills beyond entry-level practice but there is little formal training for this area of practice. *To be eligible for this primary project type, this must be an area of focus that is not eligible for a Level II fieldwork placement.	Work with an OTR and other clinicians in the NICU with infants with special needs (example: brachial plexus injuries) including participating in evaluation, intervention, consultation, and research activities. Data collection on practice knowledge and skills.	NICU	Module for teaching NICU practice for occupational therapy students

Refine the critical pathway that has parents in the NICU given a consultation with a lactation consultant.

Must include scoping review for a critically appraised topic, case series, and creation of practice guidelines. |
| Research skills (2018 and 2023) | Is parent/teacher interview more accurate than child observation to determine levels of child motor development? | Work in four local child development centers to support the development of challenging indoor and outdoor play. Collect data on motor development via interview and observation and conduct statistical analysis | YMCA Preschool

Other: Could take place anywhere in the clinic, in the community, or in the academic realm. | Scholarly paper and presentation for the preschool team/ administration

Other: outcomes study, retrospective research study |
| Administration (2018 and 2023) | The influence a university sponsored Clinic can have on population health in an urban area. | Development of a 'wellness center' program to improve the health status of area seniors

Other: understanding of systems theory, to develop system-thinking skills such as a focus on interactions, | Area Council on Aging

Adult Day Program

Other: private practice, managed care organizations, health care | Scholarly report and written plans for program revision and continuation

Other: financial analysis, care models or service delivery models, workflow analysis, strategic business |

		relationships and adaptations.	systems, and community sites	plan, grant proposals
Leadership (2018 and 2023)	What do transformative leaders in health care identify as essential skills for new clinicians in occupational therapy?	Using the Leadership Practice Inventory, transformative leaders in a large hospital system or area were identified. Focus group data was collected about the future of health care and the skills expects for entry level occupational therapists	Health Care System Area Leaders in Health Care *Other:* WHO, NIH, AOTA, NBCOT, State organizations, other non-profits	Article manuscript Presentation for occupational therapy academic program faculty and/or students *Other*: create and implement a leadership development program or a staff instruction and training program
Program and policy development (2018) Program development and evaluation (2023) – should specifically include on the outcomes of the program will be evaluated.	The unique services occupational therapy can provide in the service delivery for people who are homeless.	Working with area agencies, develop a grant funded program to include occupational therapy services in the current caregiving system for people who experience homelessness	National Coalition for Homeless Homeless Shelter *Other:* hand therapy, geriatrics, pediatrics, emerging practice areas	Grant Proposal Program for occupational therapy services at homeless shelter *Other*: create a sensory diet, aquatic program, sensory space, self-management program for chronic disease, sleep hygiene program
Policy Development (2023)	Work in impact policy changes at a state level for access to and reimbursement for occupational therapy services.	Work with a state legislator (senator or representative) to sponsor a bill *Other:* Participate in a campaign with an elected official who supports issues that matter to occupational therapy professionals, Piloting practice guidelines to implement policy changes.	Primary care setting, state or local legislative offices, state associations, state or national political action committees (AOTPAC)	Develop a training for OT Students and Practitioners on How to Help to create a bill. *Other:* create professional development plan that you will run for elected office, engage in lobbying efforts, lead grassroots initiatives to enact change as identified by AOTA for priorities of the profession.
Advocacy (2018 and 2023)	Does the Affordable Care Act protect	Working in the offices of local senators and	State Legislature	Scholarly Report

	individuals with disabilities?	representatives who sit on the health care committee and in the office of the Disability Law Center. Identify pathways for effective access to services for all individuals, groups, and populations in the community.	Disability Law Center *Other:* community organizations, state and national organizations	*Other:* create a referral pathway for OT in primary care, promote CarFit with local offices such as AAA or AARP, complete an in-depth analysis and policy statement related to an issue effecting OT practice.
Education (2018 and 2023)	Create simulations that could be used in an OT program focused on learning about mental health practice, therapeutic use of self, and group process.	Shadow and learn from an academic instructor in this area including attending class, writing lessons and syllabi, creating evaluations, attending academic meetings, and assisting in teaching and mentoring students.	OT program *Other*: school system, employee staff training	Create a teaching philosophy statement. Create educational material that considers health literacy, learning styles, adult learning theory, and assessment. *Other*: Academic course development, development and implementation of a continuing education course or webinar, client or family education program, staff development program
Theory development (2018) **This project type is not eligible for OTD Students at Cox College*	Students interested in theory development will be guided into research project types due to the discontinuation of this category in July 2025.		Recognized researchers and centers of excellence where specialized models of intervention are being tested and utilized USC Lifestyle Redesign	Explore mindfulness theory to use for mindful eating for those individuals who struggle with obesity.

Adapted from: Chapter 2 Understanding the ACOTE areas of focus for the capstone in The Entry Level Occupational Therapy Doctoral Capstone (2020) by DeIuliis, E. D. & Bednarski, J. A. and Western New England University Doctor of Occupational Therapy Student Handbook Supplement 2020-2021.

Doctoral Capstone Presentation/Dissemination

Presentations and dissemination will be determined based on student focus area, capstone project and experience, and Cox College expectations. At a minimum, students will present their capstone to the capstone site stakeholders and at a capstone presentation at Cox College open to the public prior to graduation. Capstone scientific posters will be presented and made publicly available via the Cox College Website. All capstone projects will be screened for the need for an IRB and use of patient data to protect confidentiality of any patient or personal data collected through capstone project. While data is necessary for demonstrating effective business practices, only de-identified data will be presented through capstone dissemination and in accordance with capstone experience site specific policies.

Doctoral Capstone FAQ

What is the difference between the doctoral capstone project and the capstone experience?

The **capstone project** is a mentored, evidence-based, occupation-focused project that is thoroughly investigated to understand the problems facing the population of interest for developing an in-depth knowledge. Students integrate diverse perspectives (stakeholders, global perspectives, local perspectives) to create an innovative solutions-focused project to improve the health of communities and populations. Projects incorporate innovation and effective business practices to address the needs of the site and target population, resulting in viable solutions that serve the community and advance the occupational therapy profession. The project is measured for effectiveness and impact, and then disseminated to a public audience of community members and occupational therapists.

The capstone experience site is the setting where you implement your project and offers an in-depth experience with the population of interest. Experiential learning contributes to the overall capstone dissemination. Students will have learning objectives for both aspects of capstone, and together, the project and experience support advanced clinical competency, leadership, and expertise to lead and advance the OT profession.

What is the difference between the MSOT program and the OTD program?

The doctoral students complete a systematic review of the literature guided by a study protocol and use of Covidence to conduct research and synthesize results, whereas the master's program focuses on conducting a literature review. Research skill development is an important part of scaffolding the Capstone Investigation course as students work independently to complete a scoping review on their topic of interest. The doctoral capstone is a key differentiator as it requires a combination of experiential learning and a project that demonstrates synthesis of in-depth, evidence-based knowledge in one or more areas of focus. Through systems level thinking and population-focus, students have the opportunity to advance their leadership skills, critical thinking ability, and outcomes evaluation skills to enhance data-driven decision-making for effective and efficient business decisions. Doctoral prepared students gain the mental agility of addressing and promoting occupational performance for groups and populations in the community.

How is the capstone experience different from Level II Fieldwork?

One distinction is self-directed learning. Students select a population that they are passionate about developing their capstone to address specific problems or needs. Throughout the capstone process

students have mentorship and layered supports that gradually place more emphasis on the student leading and directing their projects and experiences. While students are supported by many different mentors (capstone coordinator, faculty, faculty mentors, advisors, site supervisors, content experts), they are not closely supervised but defined by their supervision plan. Level 2 fieldwork uses a supervision model to help students gain autonomy in delivering occupational therapy services to individuals and groups. Capstone has a community focus for groups and populations. Many times, capstone students do not have an occupational therapist as a site supervisor or content expert but have a community member with expertise in serving the community for their population of interest. This autonomy promotes leadership skill development to advance the occupational therapy profession.

How is the capstone evaluated?

Capstones students embed measurement practices within the design of the capstone for demonstrating data-driven decision making to align with effective and efficient business practices and to be able to report the outcomes from their capstone. Students are evaluated by their content experts at midterm and final. Students must log hours and submit assignments weekly to demonstrate their work toward meeting their learning objectives for both project and experience.

What happens to the capstones after the student leaves?

Students must develop sustainability plans for the organizations and communities they serve to minimize the effort required to carry on or continue their project or program. This is an embedded requirement of the capstone to ethically protect populations from withdrawal or discontinuation of needed services. Sustainability plans ensure benefit to the community far beyond the student's capstone project and experience.

How will I accomplish such a rigorous feat for capstone project and experience?

One step at a time! The capstone curriculum serves as an activity analysis of the whole capstone to break down the capstone into manageable steps embedding certain checkpoints to ensure all Cox College capstones meet established rigor. The process is 'iterative', meaning you submit an assignment, receive feedback, and then continue to make improvements. You will also receive mentorship and support throughout your journey!

Can I change my capstone if I have different ideas throughout the program?
The capstone process is *iterative by design*, meaning there will be continuous changes and improvements throughout the process. Many of your new ideas may be incorporated into your capstone to ensure you remain passionate about your topic and population! All capstones must be evaluated to meet standards and established curriculum guidelines. While you may change your capstone, it may require remediation work to maintain the same depth and rigor. Your Capstone Coordinator will help you evaluate appropriate changes that are feasible based on your timeline, specifically if changes are desired after you have investigated your topic in OTD901. Capstone Coordinator approval is required for changes to ensure you remain on track to complete course curriculum required for graduation.