



MISSOURI STATE UNIVERSITY

STUDENT HANDBOOK Occupational Therapy Program

Springfield, Missouri

The entry-level occupational therapy master's degree 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 telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

**Welcome to the Missouri State University
Master of Occupational Therapy Program!**

This handbook was developed to assist occupational therapy students (OTS) officially admitted to the Master of Occupational Therapy (MOT) program at Missouri State University (MSU) by centralizing information and resources. This handbook along with the Fieldwork Manual, Graduate College policies, and Graduate Catalog is readily available at the University's website, <http://www.missouristate.edu/>. Please reference these resources for answers prior to contacting your advisor.

Students are required to read and become familiar with the contents of this handbook. It contains program policies and other important information such as the program's philosophy of occupational therapy education, curriculum design and sequence. Please keep the handbook accessible and the websites bookmarked on your computer as useful resources of information that you will need throughout your academic experience.

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MASTER OF OCCUPATIONAL THERAPY PROGRAM

Program Description

The MOT program is a two year, (7 semesters/76 credit hour) full-time program. Cohorts of students are admitted each fall semester.

Accreditation

The Professional Entry-Level Master of Occupational Therapy program at Missouri State University has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Once accreditation of the program has been obtained, graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be an Occupational Therapist Registered (OTR). In addition, most 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 graduates "ability to sit for the NBCOT certification or attain state licensure".

Missouri State University Mission

Missouri State University (MSU) is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

The academic experience is grounded in a general education curriculum which draws heavily from the liberal arts and sciences. This foundation provides the basis for mastery of disciplinary and professional studies. It also provides essential forums in which students develop the capacity to make well-informed, independent critical judgments about the cultures, values and institutions in society.

McQueary College of Health and Human Services at MSU

Vision

To promote and enhance lifelong learning, health and well-being.

Mission

The McQueary College of Health and Human Services (MCHHS) focuses on improving the health and well-being of people in Missouri, the nation, and the global community through education, research, and service.

MCHHS values multidisciplinary approaches, instills the public affairs mission, and encourages students and faculty to develop lifelong learning skills.

Values

Honesty, Integrity, Respect, Compassion, Excellence, Cultural Sensitivity, Responsibility

MSU MOT Program

Mission

The mission of the Master of Occupational Therapy Program at Missouri State University is to educate holistic, reflective occupational therapy practitioners who understand the complexity of occupation and value its role in the promotion of health and wellness. Didactic and experiential learning will promote occupation-based practice, community engagement, scientific inquiry, and ethical leadership to develop generalist practitioners who are prepared to meet the needs of individuals across a variety of settings, including those in rural and underserved communities.

Vision

The Master of Occupational Therapy Program at Missouri State University will be nationally recognized as a dynamic program grounded in the core values of occupational therapy whose graduates partner with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to life-long learning.

Statement of Philosophy

The Master of Occupational Therapy (MOT) Program at Missouri State University embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association [AOTA], 2017). In concordance with this philosophy, we assert that:

Humans are complex beings with an innate need and right to engage in purposeful activity, who learn through participation in meaningful occupation. Humans are intrinsically and extrinsically motivated, creative, and inquisitive. Individuals bring with them life experiences and prior knowledge that will shape the learning of both teacher and student. The MOT program integrates these concepts in order to foster academic achievement in students.

In alignment with Adult Learning and Engagement Theories, knowledge and skill acquisition are accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving (Kearsley & Schneiderman, 1998; Knowles, 2012). Classroom, lab, and community experiences are structured to facilitate learner reflection,

advocacy and enhance human problem solving (AOTA, 2018; Schön, 1983), which is considered central to learning and necessary for evidence-based practice. Authentic focus emphasizes real-world learning to promote transfer of didactic knowledge to current and emerging practice settings. Small group work encourages collaboration and consensus among members of the learning community and facilitates dynamic understanding, diversity exploration, and enhancement of leadership and communication skills.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational Technology*, 38(5), 20-23.

Knowles, M., Holton, E., & Swanson, R. (2012). *The adult learner: The definitive classic in adult education and human resource development*. New York: Elsevier.

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. USA: Basic Books, Inc.

Curricular Threads

- **Occupation-based Practice:** The use of meaningful occupation as both a therapeutic means and an end; maximizing health status and well-being through provision of opportunities for occupational engagement, environmental modification, problem-solving and technical device provision.
- **Culture of Scientific Inquiry:** Building on foundational sciences and theory to foster holism and create an atmosphere of curiosity, scholarly investigation, and rigorous examination of evidence used in professional practice.
- **Community Engagement:** Developing collaborative relationships with individuals and groups in the local, national and global community; providing exposure to the diverse needs and interests of various populations in order to promote sensitivity and reflective occupational therapy practice.
- **Ethical Leadership:** Preparing students to understand the ethical dimensions of leadership and transfer didactic and experiential learning to their individual practice areas and communities in order to create positive change.

MOT CURRICULUM

Access full course descriptions at <http://www.missouristate.edu/ot/Courses.htm>

Fall I - Semester 1 (14 credits)

- OTE 610 Foundations and Theory in Occupational Therapy (OT) (4)
- OTE 612 Occupational Development through the Lifespan (3)
- OTE 645 Clinical Gross Anatomy (5)
- OTE 732 Applied Research Methods in Health Care (2)

Spring I - Semester 2 (14 credits)

- OTE 620 Psychosocial Perspectives in OT practice (3)
- OTE 640 Evidence Based Practice (2)
- OTE 646 Neuroscience (4)
- OTE 650 Intro to Biomedical Biomechanics (3)
- OTE 680 Fieldwork Level I, Part 1 (1)
- OTE 798 Research Project (1)

Summer I - Semester 3 (8 credits)

- OTE 720 Conditions I: Cognitive Dysfunction (3)
- OTE 765 Community and Health Practice in OT (2)
- OTE 615 Clinical Reasoning and Documentation (2)
- OTE 798 Research Project (1)

Fall II - Semester 4 (14 credits)

- OTE 730 Conditions II: Physical Dysfunction (4)
- OTE 760 Specialty Topics (2)
- OTE 745 Therapeutic Skills I: Practice with Adults /Older Adults (4)
- OTE 725 Environmental Adaptations/Assistive Technology (2)
- OTE 690 Fieldwork Level I, Part 2 (1)
- OTE 798 Research Project (1)

Spring II - Semester 5 (14 credits)

- OTE 750 Therapeutic Skills II: Children/Adolescents (4)
- OTE 760 Specialty Topics (3)
- OTE 746 Management and Policy in OT Practice (3)
- OTE 770 Professional Capstone-Issues, Diversity, & Ethics (3)
- OTE 690 Fieldwork Level I, Part 2 (1)

Summer II - Semester 6 (6 credits)

- OTE 780 Fieldwork Level II, part 1 (6)

Fall III - Semester 7 (6 credits)

- OTE 790 Fieldwork Level II, part 2 (6)

Total Program Credits: 76

Admissions/Annual Enrollment

Once accepted into the MOT Program, ALL students must provide the following to the MOT Program via the Validity Document Management System (DMS) (Appendix IV) before classes begin.

	Completed/Initialed	Requirement
Every Fall Semester		Submit proof of current CPR and AED certification
		TB skin test or Chest X ray
		Submit proof of health insurance
		Submit health form with physician signature of evidence of good physical health and the capacity for performance of the technical functions and tasks required of an occupational therapist
		Submit a signed copy of the MOT Program Technical Standards Agreement (Appendix III)
		Submit documentation of up to date immunizations as outlined in E*Value (Appendix V b)
		Complete drug testing and ensure program was notified of results* (Follow Validity instructions in Appendix Va)
		Complete background checks noted below and ensure program was notified of results* (Follow Validity instructions in Appendix Va)
		Submit documentation of completed on-line series of HIPAA & OSHA training modules – all tests must be completed
		Submit documentation of purchase of professional liability insurance
		Submit signed confidentiality and code of ethics agreement (Appendix II)
		Submit signature page indicating you have read the entirety of the MOT student handbook and fieldwork manual (Appendix VI)
		Submit signed NBCOT Character Review Questionnaire (Appendix IV)
		Submit proof of MOTA membership
		Submit proof of AOTA membership
		Enroll in all designated coursework
		Submit all the documents listed in the E*Value (Appendix V b)

* Students must complete drug screening test and background check as instructed by the MOT Program and the program must receive response that the student has not been convicted of any crime pursuant to Section 660.317 RSMO or other disqualifications that would prohibit licensure as an Occupational Therapist. Students

who fail these checks or procedures will be subject to further review by the OT Program Selection Committee. This may result in dismissal from the MOT Program.

MOT PROGRAM POLICIES

Academic Integrity

The community of scholars that is Missouri State University is committed to developing educated persons. Educated persons accept the responsibility to practice personal and academic integrity. Each participant of the university community refrains from and discourages behavior that threatens the freedom and respect each member deserves. The following policies and procedures specifically address student academic integrity, but recognize that student academic integrity is only part of the entirety of academic integrity in a community of scholars, and that all members of the community share the responsibility for fostering academic integrity.

You are responsible for knowing and following the university's student honor code, Student Academic Integrity Policies and Procedures, available at http://graduate.missouristate.edu/assets/policy/Op3_01_Academic-Integrity-Policies-and-Procedures-07-28-2014.pdf and also available at the Reserve Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Advisors

Each student is assigned an advisor, who is a member of the Occupational Therapy faculty. Students should initially meet with their advisor no later than the first full month of semesters 1-5 and at the conclusion of semester 5 before leaving for level II fieldwork experiences. A midterm consult with the student is conducted by the advisor as needed at midterm.

Advisors should also be contacted at the first sign of difficulty. Addressing problem areas early allows for time to review progress, perceptions, and performance, etc. Each faculty member has office hours for course consultation or advisement. It is best to make an appointment by e-mail, telephone, or immediately following class. Reassignment of an advisor may occur at any time by submitting a written request to the Department Head.

Attendance

The MOT Program abides by the following MSU attendance policy -

“Because class attendance and course grade are demonstrably and positively related, the University expects students to attend *all* class sessions of courses in which they are enrolled. Each instructor has the *responsibility* to determine specific attendance policies for each course taught, including the role that attendance plays in calculation of final grades and the extent to which work missed due to non-

attendance can be made up. On the *first day of class*, each instructor will make available to each student a written statement of the specific attendance policy for that class. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade. The University expects instructors to be reasonable in accommodating students whose absence from class resulted from: (1) participation in University-sanctioned activities and programs; (2) personal illness; (3) temporary military orders or Veterans Administration medical appointments; or (4) family and/or other compelling circumstances. Instructors have the right to request documentation verifying the basis of any absences resulting from the above factors. Any student who believes that his or her final grade for a course has been reduced unfairly because of attendance factors has the right to appeal that grade under the process outlined below.” Found at - <http://www.missouristate.edu/registrar/catalog/attendan.html>

The MOT Program follows the University calendar for vacations and holidays. Fieldwork experiences in the OT Program are a required component. Students are expected to demonstrate timely attendance to all class, lab, and fieldwork sessions. Missed fieldwork hours cannot be made up during scheduled class or lab periods. ***The responsibility for obtaining and reviewing information missed in either lecture or lab work is entirely that of the student***

Background Checks

A felony conviction may affect a graduate's ability to participate in required fieldwork experiences, sit for the NBCOT certification, or attain state licensure. Students must complete the following prior to formal admission into the MOT Program and annually thereafter. The program also retains the right to request a background check of a student at any time.

1) Registration with the Family Care Safety Registry (FCSR):

FCSR includes a record check of the Missouri State Highway Patrol criminal background, Sex Offender Registry, child abuse/neglect, and the Employment Disqualification List/Registry for Senior Services and Mental Health. Also included are child care, residential living, and nursing home facility licensing records and foster parent licensing records <http://www.dhss.mo.gov/FCSR/>

2) Office of Inspector General's List of Excluded Individuals

Visit <http://exclusions.oig.hhs.gov/>; enter name and print off search result

3) A nationwide criminal background check is required and completed through Validity Screening Solutions. Instructions found in Appendix III

If any changes occur in a student's background status or the student is in progress for a criminal charge after the initial background check, the program requires that the student inform the Program Director immediately. Any student found to have committed a felony during the MOT Program will be required to

complete the NBCOT Character Review and Early Determination Review at the student's expense. The results of the Character and Early Determination Review must be submitted to the Program Director. A student's ability to continue in the program is determined by the judgment of the Program Director and majority of the MOT faculty.

Code of Ethics

The current version of the AOTA Code of Ethics can be found in Appendix I of this handbook and at

<https://www.aota.org/~media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf>.

The confidentiality and code of ethics agreement found in Appendix II of this handbook must be signed prior to the first day of coursework. Students are expected to follow these standards during all didactic and fieldwork experiences.

Comprehensive Exam

The Occupational Therapy Comprehensive is administered as part of OTE 770 Capstone Course and follows guidelines outlined by the Graduate school under Op3.19-6. The graduate school's policy may be found at this link: [Op3.19-6 Comprehensive Examination](#). Comprehensive Examination Application/Result forms are available at <http://graduate.missouristate.edu/currentstudents/> (under Forms) and should be returned to the student's department upon completion of student information in the top section. The department will forward results of the comprehensive examination to the Graduate College. These results will be entered into the University system (Banner) and will be reflected in the student's degree audit.

The OTE 770 Capstone course comprehensive exam will be administered annually in the spring of semester 5 of the curriculum. Students will be given 2 hours and 30 minutes to complete the exam. The exam will consist of 100 to 125 multiple-choice questions and will be a computer-based examination. Each MOT student must obtain a passing score of 73 percent. If a student fails to score a 73 percent, their score will be compared to see if it falls between 1.5 standard deviations (SD) of the mean of all the students taking the comprehensive exam. If the student's score falls within 1.5 SD of the cohort mean they will be granted a passing score on the exam.

If the student's score falls below 73 percent and 1.5 SD below the mean of the class cohort's score, the student will be required to complete remedial instruction/testing with one or more faculty member(s) and be re-tested within three weeks after the initial comprehensive exam date. The remedial examination will be both multiple-choice and narrative format. Students will be required to earn a passing grade of 73 percent on the remedial exam to progress in the program. Students are allowed only one opportunity to pass the remedial examination. For grade purposes, all students that achieve a passing score on the remedial comprehensive examination will be awarded the minimal passing score for the cohort, i.e., the grade of 73 percent or 1.5 SD below the cohort mean for the initial comprehensive examination, whichever grade is lowest.

The following MSU Graduate College policy applies to all students that do not pass the comprehensive exam on the second attempt. This policy is found at this link:

http://www.missouristate.edu/policy/Op3_19_6_ComprehensiveExam.htm and states the following:

If a student does not pass the program's comprehensive examination after all re-attempts have been exhausted:

1. The student will be notified in writing that s/he is being dismissed from the program at the end of the current semester due to a failure to pass the comprehensive examination. Notification of dismissal should occur as soon as possible. Either the faculty or the student may request a meeting to discuss the dismissal decision and notification.
2. The student may appeal his/her dismissal to the Dean of the College within five (5) business days of receiving notification of such dismissal.
3. The student may appeal a decision to uphold the dismissal by the Dean of the College to the Dean of the Graduate College and the Office of the Provost within five (5) business days of receiving notification of the Dean of the College's decision.
4. A decision to uphold the dismissal by the Dean of the Graduate College and the Office of the Provost may be appealed to the President of the University within five (5) business days of receiving notification of the Dean of the Graduate College/Office of the Provost's decision. The decision of the President is final.

Copyright Infringement

Missouri State University prohibits the unauthorized distribution of copyrighted materials, including the use of peer-to-peer (P2P) networks. (See <http://www.missouristate.edu/provost/copyrightpolicy.htm>). Members of the University community who use these networks to share copyrighted media files are subject to appropriate disciplinary action or sanction ranging from loss of access to the relevant University services or property (including computing privileges) to dismissal or removal from the University as determined by applicable employment or student disciplinary policies. In addition, unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject a student or employee to serious civil and criminal liabilities (e.g., 17 U.S.C. 504, et seq.).

Applicable policies and more information may be obtained from the University's Information Security Officer, 163 Cheek Hall, Missouri State University, (417) 836-5226 or on the web at

http://www.missouristate.edu/policy/Op12_07_Information_Security.htm. The University Intellectual Property Policies can be found at http://www.missouristate.edu/policy/G3_04_Intellectual_Property.htm.

Discrimination, Harassment and Retaliation

MSU is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, applicants, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972. In addition, the University does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students or the applicable job requirements for employees.

This policy shall not be interpreted in a manner as to violate the legal rights of religious organizations or of military organizations associated with the Armed Forces of the United States of America.

The University maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. MSU is an Equal Opportunity/Affirmative Action/Minority/Female/Veterans/Disability employer. Inquiries concerning the grievance procedure, Affirmative Action Plan, or compliance with federal and state laws and guidelines should be addressed to the Equal Opportunity Officer/Title IX Coordinator, Office for Institutional Equity and Compliance, Park Central Office Building, Suite 111, Springfield, Missouri 65897, equity@missouristate.edu, 417-836-4252, or to the Office for Civil Rights. (Res. Board Policies No. 70-11; Bd. Min. 10-28-11.)

Dress Code

Attire and hygiene should reflect your intent to be perceived as a professional and in accordance with the setting and activity in which the student is involved. Students are required to purchase and wear the designated MOT Program polo and business-casual black pants during fieldwork and community experiences unless otherwise instructed. The following provides general guidelines for meeting professional dress and appearance standards.

- A. In the classroom, you may **not** wear/display
1. Clothing that reveals undergarments, cleavage, or midriff and gluteal areas, including when you are reaching above the head or bending over. Thin straps such as 'spaghetti-straps' or tank tops must be covered with a sweater or jacket.
 2. Pajama style or sweat pants
 3. Slippers/house shoes
 4. Jewelry that can injure a client/yourself or that interferes with activity demands; i.e. jewelry should not limit participation in lab activities, be difficult

to clean, or have any sharp edges that could injure another during transfers or other activities. Many clinical sites may have further rules about limiting jewelry.

5. Tattoos may be requested to be covered during MOT Program associated activities just as they are at many clinical sites.

B. Certain scheduled guest lectures, assignments, or class outings may require a more specific dress code and/or professional attire. Students will be notified in advance of these events.

C. A t-shirt/tank top and shorts/exercise attire may be appropriate for specific **lab** activities. Your choice of clothing should NOT restrict your movement, ability to participate (lay on the floor, etc.) or be revealing.

C. Please see the fieldwork section C regarding further fieldwork dress codes.

Drug and Alcohol

Missouri State University's Alcohol and Drug policy is annually distributed **to every employee and student of Missouri State University out of concern for their welfare and in compliance with the Drug Free Schools and Communities Act**. Missouri State University is committed to providing a healthy, safe, and learning environment for its students, faculty, staff and guests. Abuse of alcohol and other drugs disrupts this environment and interferes with the academic and personal development of the student, and personal and professional development of University employees. This policy can be found at http://www.missouristate.edu/policy/Op11_01_UniversityAlcoholPolicy.htm; a printed copy can be obtained at the Office of the Dean of Students, 405 Plaster Student Union, Missouri State University, (417) 836-5527.

Use, possession, or distribution of narcotic, alcohol, or other controlled substances, or drug paraphernalia except as expressly permitted by law will result in disciplinary action as outlined by the MSU drug and alcohol policy found in the policy library at http://www.missouristate.edu/policy/op5_06_drugandalcohol.htm for the first violation. Students will be dismissed from the MOT Program for a second violation.

Drug Testing

All students in the program will need to have a drug test completed prior to formal admission into the MOT Program. While this is annual requirement, some fieldwork sites might require a current drug test before allowing a student to start a fieldwork experience. The program retains the right to request a current drug test at any point during a student's progression through the program.

E-mail Accounts

The University provides e-mail access and computer availability for all students. E-mail will be used for announcements and general communication through all courses. Therefore, students are expected to check their MSU e-mail account at least daily

Monday – Friday and encouraged to do so over the weekend in order to provide a timely response and to be current on program and course activities.

Emergency and Safety Information

MSU's Safety and Transportation website is found at
<http://www.missouristate.edu/safetran/>.

Clery Act

Missouri State University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by the University; and on public property that is within the campus, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as those concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Office of the Dean of Students, Plaster Student Union 405, 417-836-5527; Human Resources, Carrington Hall 118, 417-836-6616; or Safety and Transportation, 636 E. Elm, 417-836-8870 or by accessing the following web site:
<http://www.missouristate.edu/safetran/SafetyFolder/safety/annual-security.html>.

Violence Against Women Act - Frequently Asked Questions

A handout regarding questions about domestic violence, dating violence, sexual assault, and stalking can be found at
<http://www.missouristate.edu/assets/human/VAWAFAQsNewHireOrientationMar72014.pdf>. This document also provides contact information for University offices, resources, and agencies available to employees for assistance in regards to these topics.

Missouri State Alert

Missouri State Alert is the University's mass notification system, which uses a variety of methods to contact students, faculty and staff in the event of an emergency or school closing. Please visit
<http://www.missouristate.edu/safetran/missouristatealert.htm> to subscribe.

Equal Opportunity

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, PCOB Suite 111, (417) 836-4252. This office website may be accessed at <http://www.missouristate.edu/equity/>. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head.

Equipment

All MOT Program equipment and supplies must be used only for its intended purpose. Students are to contact faculty prior to the use of any equipment or supplies if there is any uncertainty of its proper use. Designated MOT Program equipment may be checked out with MOT faculty or staff approval via a log book kept in the MOT office suite. Students are expected to return the equipment in the same condition in which it was checked out and within the time designated by the instructor associated with the course content. Any intentional misuse, destruction, or loss of equipment or supplies may result in disciplinary action by the instructor or program director.

Fieldwork Education

Students are responsible for the policies and procedures described in the Occupational Therapy Student Fieldwork Manual. Some facilities may have additional requirements for students affiliating with them. Fieldwork sites will inform students of their specific policies, procedures, and responsibilities at the beginning of the fieldwork experience. Information regarding specific requirements of the fieldwork site will also be kept on file by the Academic Fieldwork Coordinator (AFWC). Students will complete assignments given to them by the fieldwork educator, as well as those given by the OT faculty. The student fieldwork manual contains the essential information students need to know about fieldwork and their responsibilities during fieldwork experiences.

Grading Scale

The MOT Program utilizes the following grading scale in all courses with an OT faculty as the lead instructor. A=93-100%; B = 83-92%; C = 73-82%; D=63-72%; F = 0-62%. Students should refer to the specific course syllabus for grading scales of instructors that are not OT faculty.

Graduation Requirements

The deadline for the Application for Graduation is the first week of the semester in which the student plans to graduate. A student is advised, however, to apply in advance of the semester that they intend to graduate. In order to graduate from the MOT Program students must:

1. Complete all coursework with a minimum GPA of 3.00, with no more than 9 semester hours of graduate work below a grade of "B", and no hours of graduate work below a "C". All coursework including a student's research project must be complete prior to beginning Level II fieldwork assignments.
2. Pass a comprehensive examination.
3. Provide evidence of current liability insurance.
4. Provide evidence of current CPR and AED certification.
5. Pass all Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.

6. Complete all requirements within an eight-year period (exclusive of time spent in the U.S. Armed Forces).

Students should work closely with their advisor to ensure that all degree requirements are met. Applications for graduation are available online at <http://graduate.missouristate.edu/currentstudents/Forms.htm> or in the Graduate College office. This form must be submitted to the Graduate College during the first week of the semester in which the student plans to graduate.

Should the rare situation occur in which a student is not enrolled in classes during the semester they plan to graduate, per MSU policy the student will be automatically enrolled in GEN 600. Students do not receive any course credit for GEN 600 and no enrollment fee is charged.

Grievances/Complaints and Grade Appeals

MSU seeks to provide quality programs and services for the benefit of the public while ensuring compliance with all applicable laws and consistent application of all institutional policies as found in the Policy Library.

Consistent with these objectives, the University also provides avenues for individuals who wish to file an appeal or complaint. The MOT Program follows the procedures for student complaints outlined by both MSU and ACOTE. MSU resources and policies for student complaint procedures can be found here -

<https://www.missouristate.edu/studentgrievance/> and https://www.missouristate.edu/policy/Op5_11_2_StudentComplaintProcedures.htm.

Complaints against the Master of Occupational Therapy Program at Missouri State University may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson:

American Occupational Therapy Association, Inc. (AOTA) 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929; Phone: 301-652-6611 x2914; TDD: 1-800-377-8555; Fax: 301-652-7711 <http://www.aota.org/Education-Careers/Accreditation/Policies.aspx>

Letters of complaint against educational programs to ACOTE must: a.) describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b.) document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c.) be signed by the complainant.

NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff, unless release of identity has been authorized, or disclosure is required by legal action.

Student grievance resources related to specific graduate degree policies can be accessed easily at

<http://www.missouristate.edu/registrar/academicappeal.htm#graduateappeals> . The Policy Library found at <http://www.missouristate.edu/policy/> also provides links to a number of specific policies that provide students and others with opportunities to appeal decisions of the institution and/or file complaints.

Academic grievances should be made based on the published grade appeals and academic grievances policy found here -

<http://graduate.missouristate.edu/catalog/Appeals-and-Grievances.htm>

The change must be requested prior to the end of the first semester of enrollment (excluding summer) following the term in which the grade was assigned. This process should not be used for students appealing a grade of F or XF assigned due to academic dishonesty.

Academic Integrity Policies and Grievances not covered under the above policies and procedures or in the *“The Code of Student Rights and Responsibilities”* viewed at <http://www.missouristate.edu/judicial/12331.htm> should be first addressed to the instructor and every attempt be made to be resolved at that level. Should that not be successful, the student should contact the following in this order: MOT Program Director; Department Head (or direct supervisor); Academic Integrity Council (AIC); Office of the Provost

https://www.missouristate.edu/assets/policy/Op3_01_Academic-Integrity-Policies-and-Procedures-07-28-2014.pdf

Hazardous Materials

Any chemical that could be a physical, health, or environmental hazard is considered a hazardous chemical. It is the policy of MSU to operate in full compliance with all federal and state statutes and ensure the health and safety of its students, employees, and the environment. Material Safety Data Sheets for any hazardous chemical are available within the department and can be accessed via www.mystericycle.com. The Environmental Health and Safety Office also maintains a copy of each MSDS on campus and manages proper disposal. Details can be found at <http://www.missouristate.edu/environmental/>.

Hazardous Waste and Materials and Infection Control Policy

All students will receive bloodborne pathogen and infection control training prior to the first fieldwork assignment. Training is completed via an online learning module and quiz provided via the Program’s eValue Data Management System. Students complete these modules and quiz on an annual basis and submit their results to the Program via eValue. This content is also reviewed by MOT faculty during the Program’s annual student orientation and re-orientation.

Reporting an incident

In the event of an exposure to blood or other potentially infectious materials, OT students are required to report such an incidence to their fieldwork educator and the MOT Program Director. Necessary actions will be taken to ensure the safety and well-being of the student.

Universal Body Substance Isolation Policy and Procedure

The MSU MOT Program believes OTS and staff/faculty deserve to be protected from all foreseeable hazards in the clinical setting. To decrease the likelihood of transmission of those infections and to minimize student and faculty contact with blood and bodily fluids, the following policy is in effect.

Since medical history and examination cannot reliably identify all patients infected with HIV, Hepatitis B, or other blood borne pathogens, blood and bodily fluid, precautions will be consistently used for all patients. This approach recommended by Center for Disease Control (CDC) and referred to as “universal blood and body fluid precautions” will be used in the care of all patients, especially those in emergency care settings in which the risk of blood exposure is increased and the infection of the patient is usually unknown. All patients’ blood, body fluids, tissues or infected materials will be considered to be potentially infectious and universal precautions will be used on all patients. Students may access <https://www.cdc.gov/niosh/topics/bbp/universal.html> for further information.

- Medical gloves must be worn for touching blood and body fluids, mucus membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids.
- Gloves will be changed after contact with each patient.
- Masks and goggles or face shields should be worn during procedures that are likely to generate droplets of blood/body fluids to prevent exposure of mucus membranes to mouth, nose and eyes.
- Gowns or protective aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
- Hands and other skin surfaces will be washed immediately and thoroughly with an anti- microbial soap if contaminated with blood or other body fluids.
- Hands will be washed immediately after gloves are removed.
- All MOT students will take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures.
- To prevent needle-stick injuries, needles will not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
- Used disposable syringes and needles, scalpel blades and sharp items will be placed in puncture resistant containers which should be located as close to the patient care area as possible.

- Although saliva has not been implicated in HIV transmission, disposable mouthpieces, resuscitation bags and other ventilation devices will be used if the need for resuscitation arises.
- Students who have lesions and/or weeping dermatitis will report this to appropriate faculty/staff and/or fieldwork educator and may be required to refrain from all direct patient care until the condition resolves.
- All patients' blood or bodily fluids, or tissue specimen spills will be cleaned up promptly with a bleach solution diluted 1:10.
- Any needle stick, blood/body fluid exposure to a student will be reported promptly to the supervisor. In event an investigation is required, follow-up care may be instituted.

HIPAA

The MOT Program adheres to all Health Portability and Accountability Act (HIPAA) regulations. Students are required to complete an annual HIPAA education module prior to beginning their fieldwork experiences. The online module can be found at <http://www.missouristate.edu/human/training/104351.htm>.

Students are required to follow relevant state and federal laws and policies related to privileged and protected health information including HIPAA. Students are required to sign a confidentiality statement (Appendix A) in which they agree to safeguard information learned about clients, other students and staff, including the fieldwork site educator. Students must check with the fieldwork site educator regarding the site's policies on confidentiality. Any attempt/request to remove confidential client information from the site or posting of client/site information on a social networking site will result in disciplinary action up to and including program dismissal. The confidentiality agreement must be signed by the student and submitted to the MOT Program prior to any fieldwork placement.

Immunizations

Prior to being accepted into the MOT Program and every fall semester, students must show proof of having all immunizations up to date. This includes the required documents for TB, Measles, Mumps, Rubella, Varicella, Hepatitis B, Tdap Tetanus-Diphtheria, Polio series, and Influenza as described in the Validity Document Management System. Students should also refer to the fieldwork manual for additional immunization requirements for fieldwork placement.

A current Tuberculosis Skin Test is also required prior to admission. Positive skin tests require a separate physician statement documenting absence of active/infectious tuberculosis.

Leave of Absence and Readmission

Students may be granted a leave of absence in cases of illness or other extenuating circumstances. Students may apply for a leave of absence only after they have been

successfully engaged in coursework in the MOT Program. Students are required to submit to the Program Director a letter detailing the length of leave requested, the reason for the request, as well as documentation from the student's supervising physician as indicated by the situation. The letter will be reviewed by the Program Director and faculty. The student will be informed of the status of their request within 15 business days. If a leave of absence is granted, faculty will work with the student to determine any remedial work and/or adjustment to the student's progression through the program that must be completed prior to the student being allowed to re-start in the MOT Program.

Liability Insurance

All students formally admitted into the MOT Program are required to hold current liability insurance. This is an **annual requirement** that is accomplished through a group policy that covers all students and is less expensive than individual policies. Each student will pay a small fee to help cover the cost of this insurance policy.

Pet Policy

While the program fully supports and recognizes the benefits of personal pets, all students must abide by the MSU Pet Policy which permits pets on MSU property but restricts pets from entering MSU buildings unless the animal meets the exception policy as defined within the MSU Pet Policy (link below). Pets that do not meet these exceptions may be impounded. Students are expected to review and follow the MSU Pet Policy - <https://www.missouristate.edu/safetran/12170.htm>.

Probation and Remediation Plan

Probation is a period of close observation of the student regarding areas of concern and includes the development of a remediation plan as described below. Students are placed on academic or professional probation for failing to meet the academic and/or professional expectations (see "Progression, Academic & Professional" below) to progress through the program.

Academic Probation and Remediation Plan:

Students will be placed on academic probation if they earn a total of 7-9 credits hours of a grade of "C" in any OTE courses or fail a pass/fail course. Note that students with greater than 9 credit hours of "C" will be dismissed from the program. Students placed on academic probation will develop a remediation plan in conjunction with the student's advisor, OT faculty, and Program Director prior to beginning of the next semester. As a part of the remediation plan a "learning contract" (Appendix VII) with specific objectives to help student's learning is established by the student and the student advisor. The plan is then shared with OT faculty for approval within 10 business days of receiving the letter of probation. Removal from probation occurs when a semester is completed in which the student receives no grades below a "B" in OTE courses, earns a "Pass" in all Pass/Fail courses, achieves a cumulative GPA of 3.00 at the end of the semester, and meets all professional standards of the program, including

no greater than three unsatisfactory ratings on the PBC. Failure to remove the probationary status within two semesters will result in program dismissal.

Students may be given a one-time only option during their matriculation in the program of repeating one course as long as they also meet all other program requirements for progression and join the next MOT cohort. This will be a part of their remediation plan developed in conjunction with the student's advisor, OT faculty, and program director.

Professional Probation and Remediation Plan:

Students who have been placed on Professional Probation for receiving greater than three "unsatisfactory" ratings on the Professional Behaviors Checklist or for actions indicating inadequate levels of maturity, integrity, and professionalism, as well as behaviors and attitudes normally expected of healthcare professionals (as outlined in the Occupational Therapy Code of Ethics and Ethics Standards, Appendix I) and /or violations of departmental policies (including Technical Standards), or any regulation, policy, and/or code of conduct that interferes with the educational process or jeopardizes the welfare of a client, classmate, faculty, or staff member at the University or fieldwork site, will be required to meet the conditions of a remediation plan. Students have one subsequent semester to adequately meet the requirements of the remediation plan and/or receive no greater than three "unsatisfactory" ratings by the faculty on the Professional Behaviors Checklist. If it is deemed by a majority of the MOT faculty that the student has not met the requirements of the remediation plan the student will be dismissed from the program.

**** Note:** Students receiving a grade of "D" or "F", greater than 9 semester hours of "C", or whose cumulative GPA falls below a 3.00 when assessed at the end of each semester do not have an option for remediation and will be dismissed from the program. Students violating any of the herein described ethical or professional standards may also be dismissed from the program with no option for probation as determined by a majority vote of the MOT full-time faculty.

Professional Behaviors Checklist

Within the first month of each didactic semester and at the conclusion of the fifth semester, students will meet with their assigned faculty advisor to review professional behavior development and develop appropriate goals. Prior to this meeting, the student is to complete a self-rating using the scale described within the Professional Behaviors Checklist (PBC) (Appendix VI). Growth and/or areas of concern relative to professional behavior are reviewed and monitored by program faculty. During the meeting, the advisor and student discuss the student's professional development, allowing the advisor to provide mentorship and guidance. The student and advisor review the checklist together discussing both strengths and areas for improvement as identified by the student and the faculty. The student's progress is reviewed each

semester with the faculty advisor, building upon established baseline reflection and feedback from previous semesters, as well as feedback from the student's Level I fieldwork educators as appropriate. If a student is given three or more "Unsatisfactory" ratings on the Professional Behaviors Checklist, the student will be placed on departmental probation and will be required to meet with their assigned advisor to develop a remediation plan (see "Probation & Remediation Plan").

Progression and Retention, Academic & Professional

The MOT Program is a seven semester progressive curriculum. The curriculum has been specifically designed for the early introduction of scientific, historic, and theoretical foundations of occupational therapy. The curriculum progresses to support the continual maturation of the learner while addressing the educational standards of the Accreditation Council for Occupational Therapy Education (2011, ACOTE).

Therefore, each MOT student must follow the "OTE" curricula sequence (pg. 7). MOT students must maintain a cumulative university grade point average (GPA) of 3.00 or higher (on a 4.00 scale) as measured at the conclusion of each semester. MOT students may have no more than 9 semester hours of graduate work below a grade of "B" and no hours of graduate work below a "C" at the close of any semester. Students who receive a "D" or "F" in an OTE course, greater than 9 semester hours of "C", or drop below a cumulative 3.00 GPA at the conclusion of each semester will be dismissed from the MOT Program.

Students must pass all fieldwork courses in order to progress to the next semester in the MOT Program. If a student receives a failing grade in a fieldwork course, the student is given the one-time option of repeating the fieldwork course. Should the student fail upon the second attempt of the fieldwork experience the student will be dismissed from the program.

Please see the above "Grievances and Grade Appeals" section for the grade appeal process. Appeals of any nature should first be addressed to the instructor and every attempt made to resolve the issue at that level. Should that not be successful, the student should submit a written appeal in this order: MOT Program Director; Department Head; Dean of the College of Health and Human Services; Dean of the Graduate College; Office of the Provost.

In addition to meeting academic standards, students must demonstrate acceptable levels of maturity, integrity, and professionalism, as well as behaviors and attitudes normally expected of healthcare professionals (as outlined in the Occupational Therapy Code of Ethics and Ethics Standards, Appendix I) and acceptable professional progression in application of skills and knowledge to continue to progress through the MOT Program.

Students are expected to abide by all federal, state, and local laws. Violations of any laws or ethical standards may limit the student from attending fieldwork or for sitting for the NBCOT exam and may affect licensure in some states. If a student is arrested, charged with a misdemeanor or felony, or convicted of a crime, the student must notify the Program Director immediately to schedule a meeting to discuss the possible repercussions of the violation.

A student whose continuation in the program would be detrimental to the health and safety of others will also be dismissed. Unsafe Occupational Therapy Practice includes, but is not limited to:

- Participation in an activity that is identified as an occupational therapy procedure, but for which the student is not academically prepared or authorized to perform;
- Activities that are unsafe and harmful to the physical, emotional, or mental state of a peer, faculty, staff, other health care provider, patient – or his or her family;
- Activity that violates the Missouri Practice Act or the practice act of the state in which the student is completing his/her fieldwork;
- Activities that misuse peer, faculty, staff, patient, or other health care provider's personal information or violate HIPAA regulations;
- Activity that violates the *Occupational Therapy Practice Framework: Domain and Process*.

Students are also required to maintain current liability insurance, CPR and AED certification, and medical insurance during their enrollment. Additionally, students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program. Failure to meet or maintain these requirements may result in a delay or elimination of the student's participation in fieldwork.

Violations of the OT Code of Ethics and Ethics Standards, departmental or University guidelines, and professional and safety standards as described herein and/or the normally expected behavior of a healthcare professional will result in disciplinary actions up to and including probation and dismissal.

Students who are placed on academic and/or professional probation for the reasons outlined herein must meet the requirements to be removed from probation as outlined in the "Probation and Remediation Plan" section above to continue to progress through the program. A student who does not meet these requirements will be dismissed from the MOT Program.

University disciplinary and termination procedures are found in the "*The Code of Student Rights and Responsibilities*" which may be viewed at <http://www.missouristate.edu/judicial/12331.htm>.

Students have the right to follow the University's appeal process (http://www.missouristate.edu/policy/op3_04_28_gradeappealandacademicgrievances.htm) regarding any disciplinary sanction received. Students who fail to meet the

remediation plan criteria or are dismissed from the Program are not eligible for readmission into the MOT Program.

Protection of Privacy/Information

Missouri State University adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). 20 U.S.C. 1232g. Eligible students have four primary rights under FERPA including the right to:

1. inspect their education records;
2. consent to disclosure of personally identifiable information except to the extent that FERPA authorizes disclosure without consent;
3. seek correction of their records, to prevent inaccurate or misleading information, and
4. file a complaint with the U.S. Department of Education if they feel their rights are being violated. The entirety of the policy can be found at http://www.missouristate.edu/policy/Op5_11_1_StudentRights.htm

Research

When students, staff, and/or faculty conduct research at Missouri State University that involves human participants, an application to the Institutional Review Board (IRB) is required by University policy. The University IRB information can be found at <http://ora.missouristate.edu/irb.htm>.

Rights and Responsibilities of Students

All Missouri State University students possess certain rights and privileges together with corresponding duties and responsibilities. To review the Code of Students Rights and Responsibilities, and for information pertinent to all MSU students, go to the Dean of Students Office website at <http://www.missouristate.edu/dos/> or contact the Office of the Dean of Students, 405 Plaster Student Union, Missouri State University, (417) 836-5527.

Social Media

Students shall not electronically post or distribute personal health information or anything, including photos, that may reveal a patient's/client's identity or personal or therapeutic relationship, thus violating the state and/or Health Insurance Portability and Accountability Act (HIPAA)). Students may also not post course or faculty content without written permission from the instructor.

Solicitation

All sales persons or agents for any product or proposition or cause whatsoever are prohibited from soliciting members of the faculty, staff, or the student body in any building or on any part of the campus of MSU, or by any electronic means unless otherwise noted in the MSU policy -

<https://www.missouristate.edu/StudentConduct/23800.htm#Solicitationolicitation>.

Door-to-door solicitation in University residence halls, academic, or administrative

buildings is strictly prohibited. Students are responsible to read and abide by the MSU policy for advertisement and solicitation.

Technical Standards

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, an “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.”

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student’s program of study, or directly related to licensing requirements, is allowable under these laws. In Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualification could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

The MOT Program technical standards include, but are not limited to the following:

Behavioral and Social

- Organize and manage time in order to complete educational and clinical responsibilities.
- Demonstrate sufficient emotional health to be able to fully use their intellectual abilities and exercise appropriate judgment in a variety of settings with teachers, fellow students, clients, families and colleagues.
- Able to adapt physical presentation and interaction style, to be appropriate in a variety of educational and clinical settings.
- Ability to adapt to changing environments

- Display flexibility in different clinical situations and learn to function in the presence of uncertainties inherent in the clinical problems of clients.
- Demonstrate the ability to use professional touch in interactions with students, faculty and clients of both genders, in both coursework and fieldwork environments.
- Wear specified clothing and/or manually interact with fellow students and teachers of both genders when participating in practical learning experiences.
- Able to honestly answer questions on applications for certification and licensure about any previous history of conviction or crime.

Communication

- Ability to communicate effectively and sensitively with clients, including speech, reading and writing.
- Ability to communicate effectively and efficiently in oral and written form with all members of the health care team to convey information for safe and effective care.
- Ability to acquire information developed through classroom instruction, clinical experiences, independent learning, and consultation.
- Ability to complete written assignments, maintain written records, and search and evaluate literature.
- Ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching within clinical, didactic and laboratory environments.

Intellectual (including conceptual, integrative, and quantitative abilities)

- Demonstrate intellectual abilities for attention, comprehension, measurement, calculation, memorization, integration, analysis, and synthesis of conceptual and clinical information.
- Demonstrate critical skills of problem solving, including obtaining, interpreting, and documenting data.
- Ability to display spatial reasoning by comprehending three-dimensional relationships and understand the spatial relationships of anatomical structures.
- Assess the physical environment to determine appropriate therapeutic strategies for occupational therapy clients.
- Ability to use keyboards and accessories and computers for searching, recording, storing, and retrieving information.
- Demonstrate clinical reasoning, a core skill for occupational therapists, which requires critical thinking, problem solving, judgment, and planning.
- Ability to identify and interpret emotional affect, nonverbal cues, and response to intervention by individual and groups of clients.

Motor Coordination and Strength

- Demonstrate sufficient mobility to provide assessments and interventions related to balance, posture, movement, endurance, sensory processing, and performance of daily activities.
- Demonstrate sufficient fine motor coordination and motor planning skills to design and fabricate orthotics, positioning devices, and adaptive equipment that facilitates performance of daily activities.
- Demonstrate ability to engage in procedures involving grasping, manipulating, pushing, pulling, holding, extending, and rotation.
- Demonstrate ability to lift and transfer patients and be able to stand/sit for long periods of time.
- Demonstrate sufficient motor abilities to provide emergency treatment, such as cardiopulmonary resuscitation.

Observation

- Ability to observe demonstrations, experiments, and laboratory exercises.
- Ability to observe clients accurately at close range and at a distance, obtain an appropriate medical, social, and activity history from the client, guardian or caregiver, and observe digital readings and other graphic images to determine a client's condition.
- Be able to plan and modify treatment in response to subtle observations of movement skills and clients' cognitive and emotional responses to therapeutic interventions.
- Demonstrate adequate visual perception, which includes depth and acuity.
- Possess functional tactile and proprioceptive skills and abilities necessary to perceive and synthesize inputs during client interaction, evaluation and treatment.

Students who are unable to meet these technical standards will not be able to complete the program. Students shall notify the program in a timely manner of any change in their ability to meet technical standards. Student with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations as set forth in the "Disability Accommodations" within this Handbook.

Travel

Students must assume responsibility for transportation to and from any off-campus activities such as supervised fieldwork assignments, field trips, and travel to professional meetings. It is recommended that students have reliable transportation of their own. The University's group travel policy is stated on the University website at http://www.missouristate.edu/policy/op5_12_5_travel.htm.

Tuition and Fees

<i>Estimated Fees for completion of <u>7 semesters</u> of MOT Program</i>	Cost
Course Fee (OTE 645 - Anatomy)	\$ 288.00
Estimated Cost of Books (5 semesters)	\$ 2,500.00
MSU Student Services Fee	\$ 2,709.00
Subtotal:	\$ 5,597.00
Tuition: \$319 per credit hr (Missouri resident) x 76 hrs	\$ 24,244.00
Program Fee \$1400 per semester	\$ 9,800.00
Total for Missouri Resident	\$ 39,641.00
Tuition: \$612 per credit hr (Non-Missouri resident) x 76 hrs - see residency requirements here - http://www.missouristate.edu/admissions/applyforresidency.htm	\$ 46,512.00
Total for Non-Missouri Resident	\$ 61,909.00

****All students submit a non-refundable confirmation fee of \$500 to the Occupational Therapy Program, to reserve a seat in the incoming class prior to their first fall semester. Upon matriculation into the MOT Program, this fee will be applied to the Fall session tuition**

Tuition and fees are subject to change annually. The above table is only an estimate. Students should obtain updated tuition and fee information prior to enrolling in courses. A summary of tuition and fees can be found at <http://www.missouristate.edu/registrar/costs.htm>. Students are encouraged to meet with a staff member from the Office of Student Financial Aid to plan for expenses - <http://www.missouristate.edu/FinancialAid/contact.aspx>.

Annual personal expenses for travel to school, housing, food, supplies, and other items will vary greatly from individual to individual. Travel plus room and board expenses for fieldwork placements will also vary by individual.

All OT students are required to provide proof of health insurance coverage for the duration of the program. Information regarding health insurance offered for students through MSU can be found here - <https://missouristate.myahpcare.com/>

Tuition Refund/Withdrawal

Per University policy, students who drop one or all classes (withdrawal) may receive a partial refund of tuition (or a change in their fee assessment if all fees have not been paid) provided they complete the formal drop process by the established deadlines appropriate to the length or delivery method of the class and the published academic calendar. For more information, visit the [Change of Schedule \(Add/Drop\) policy](#).

Students who are enrolled in the My Payment Plan are responsible for the amount of unpaid fees after the refund or re-assessment. Please note that dropping all classes is considered a “withdrawal from the University.” Students are strongly encouraged to meet with their assigned advisor or the MOT Program Director prior to dropping/withdrawing from any course. “OTE” courses are offered only one time each year, therefore dropping a course will cause a student to be unable to progress with his/her cohort and may cause a student to be dismissed from the MOT Program. Please refer to the Progression section above for procedures in this situation.

Video Recording

All video or audio recordings of community volunteers/clients that participate in program activities must be only recorded and stored on secure program devices and/or servers. Students are prohibited from copying, downloading, or distributing this type of recording to any non-approved program device unless written consent is documented by both the volunteer/client and the MOT Program Director.

STUDENT SERVICES & RESOURCES

Accommodation

Student with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations via the process outlined in the MSU disability accommodation policy: <http://www.missouristate.edu/disability/accommodation.htm>. The MSU Disability Resource Center (DRC), Learning Diagnostic Clinic (LDC), and the Access Technology Center are on campus resources for students with disabilities. The DRC provides resources and collaborates with students who have health related, sensory, or physical disabilities. The LDC provides resources, testing, and collaborates with students who have learning, cognitive, and psychological disabilities. The Access Technology Center provides training and assessment of individual needs, conversion of textbooks and academic materials into accessible formats, and provides specialized equipment and software; ATC is able to contribute to the mission of universal design.

Disability Resource Center (DRC)

Location: Carrington Hall 302

Phone: 417-836-4192;

TTY: 417-836-6792

E-mail: DRC@MissouriState.edu

Fax: 417-836-8399

Website: <http://www.missouristate.edu/disability/>

Access Technology Center: Location: Meyer Library 201B-201G Phone: 417-836-4275 TTY: 417-836-6792; Fax: 417-836-3158; Website: <http://www.missouristate.edu/atc/>

Learning Diagnostic Clinic (LDC)

Location: Meyer Alumni Center

Phone: 417-836-4787

E-mail: LearningDiagnosticClinic@missouristate.edu

Fax: 417-836-5475; Website: <http://psychology.missouristate.edu/ldc/>

Adult Student Services - <http://adultstudents.missouristate.edu/>

The office of Adult Student Services assists nontraditional students who often have to balance family, work, and school responsibilities. Support services include advisement, placement testing, registration, scholarship and financial aid opportunities.

BearPass Card - <http://www.missouristate.edu/bearpasscard/>

The BearPass Card serves as a student's MSU identification card. The BearPass Card office is located on the bottom floor of Plaster Student Union. The BearPass card allows students to charge expenses or purchases to student accounts, deposit money on-line, gain free or reduced cost access to athletic events, and gain after-hours access to buildings that utilize a card reader. The first card is issued to students free of charge, replacement cards are \$25. MOT students must obtain their BearPass Card prior to the first day of coursework in the program.

Campus Contacts

The following university officials may be contacted to assist enrolled or prospective students with the following:

Financial Assistance Information: Director, Office of Student Financial Aid, 101 Carrington Hall, Missouri State University, (417) 836-5262.

Institutional Information: Office of the Provost, 209 Carrington Hall, Missouri State University, (417) 836-4589.

Completion or graduation rates: Office of the Provost, 209 Carrington Hall, Missouri State University, (417) 836-4589.

Security policies and crime statistics: Director, Safety and Transportation, 636 East Elm, Missouri State University, (417) 836-5509.

Informal complaints and academic concerns: Student Ombudsman, 215 Siceluff Hall, Missouri State University, (417) 836-5107.

Career Center - <https://careercenter.missouristate.edu/>

The mission of the Career Center is to prepare students to make responsible career decisions. The Career Center can help you gain self-understanding and explore occupational options. You can take self-assessments, such as the Myers-Briggs, the Self-Directed Search, or Focus 2. Career development also includes preparing for the world of work. This includes learning how to write résumés and letters, how to conduct an effective and efficient job search, how to create a portfolio, how to research employers, and how to interview successfully.

Job placement rates for graduates of Missouri State University can be found at <http://careercenter.missouristate.edu/assets/careercenter/AnnualReport2013-2014.pdf>.

For further information about the services offered at this center, contact the Career Center at 309 Carrington Hall, call 417-836-5636, or email careercenter@missouristate.edu.

Computer Labs - <http://helpdesk.missouristate.edu/open-access-computer-labs.htm>

Computer labs for student use are available in the Professional Building, Cheek Hall, Glass Hall, and Meyer Library. These computer labs are open to the MSU community and staffed by full-time staff and student lab assistants.

The above computer labs offer a wide variety of software to meet the computing needs of students, faculty, and staff. A full list of available software can be viewed at <http://helpdesk.missouristate.edu/lab-software.htm>.

Counseling and Testing Center - <http://counselingandtesting.missouristate.edu/>

The primary goal of the Counseling and Testing Center is to promote students' development and psychological well-being. Services are provided for individuals with personal-social concerns and life-planning issues. Experienced professional counselors, psychologists, social workers, and graduate students assist clients in resolving conflicts which may interfere with their progress at the University. The center offers individual and group counseling, consultation, referrals, educational programs, and emergency/crisis services.

The Counseling and Testing Center also offers a wide range of tests to students. National standardized tests for college admission, proficiency certification and aptitude tests are supervised by the staff. Examples are: ACSM, ACT, CBASE, CLEP, GED, GRE, LSAT, MAT, PRAXIS and SAT. For specific information about testing contact the Counseling and Testing Center, or visit the above web site.

The Counseling and Testing Center can be contacted at 417-836-5116 and is located in Room 311 of Carrington Hall.

Dean of Students Office - <http://www.missouristate.edu/dos/>

The primary role of the Dean of Students Office is to assist students in accomplishing personal and educational goals. This includes helping remove barriers that might make those goals more difficult to reach. Featured services from this office include free legal advice, notary services, a behavioral intervention team, and food assistance.

Emergency Response and Evacuation Procedures

The Emergency Response and Evacuation Plan establishes policies and procedures that will be employed when there exists the potential for an emergency condition, such as severe weather; an emergency situation has or is occurring; or in any situation where it is necessary and beneficial for the operations of MSU to be conducted out of a single location. In order to ensure the various plans at MSU will work in an emergency situation, MSU participates in drills and exercises that include campus personnel as well as local, county, and state public safety agencies.

The University has several procedures in place to communicate with faculty, staff, students and media regarding any emergency on campus and has established an emergency mass notification system, known as “Missouri State Alert”, on the Springfield and West Plains campuses. Complete details about the Emergency Response Plan and the Missouri State Alert System are available from the Director, Safety and Transportation, 636 East Elm, Missouri State University, (417) 836-5509 or can be found at the following web address:

<http://www.missouristate.edu/safetran/erp.htm>.

Students are encouraged to subscribe to Missouri State Alert at

<http://www.missouristate.edu/safetran/missouristatealert.htm>

Faculty

MOT faculty offices are located on the second floor of the O'Reilly Clinical Health Science Center. Please consult the program administrative assistant, individual faculty, and/or course syllabi for posted office hours and locations.

Graduate College - <http://graduate.missouristate.edu/>.

The Graduate College office provides information on registration, policies, commencement, assistantships, funding and rewards, research and other resources relative to MSU graduate students.

Healthcare for students - <http://health.missouristate.edu/appointments.htm>

Magers Health and Wellness Center is conveniently located on the Missouri State University campus next to the University bookstore. Magers provides medical services to all members of the University community, ages 6 years and older. Patients are seen in the Magers Health and Wellness Center by appointment. A limited number of openings are available for sudden illness or injury. Students need a BearPass Card for an appointment. Students will check-in at the appointment desk and check-out with the business office cashier window. To schedule an appointment, call 417-836-4000.

International Services - <http://international.missouristate.edu/services/>

The Office of International Services welcomes students, faculty, and staff from all over the world and assists with admission, academics, and adapting to life in Springfield.

Libraries - <http://library.missouristate.edu/meyer/index.htm>

Duane G. Meyer Library is located at 850 S. John Q. Hammons Pkwy on the MSU campus. Meyer Library has a 124-seat auditorium that is used for scheduled classes, student and university activities. There are also two classrooms and a seminar room used for library and related instruction.

In addition to books, journals, databases and other research materials, the MSU Libraries have group study rooms, a variety of tables and carrels for group activity and individual study, computers for research and writing, media viewing and listening stations, photocopiers and copying services, as well as building-wide wireless network access.

Meyer Library also offers free interlibrary loan services. This service makes it possible for MSU faculty, staff and students to obtain materials not available from MSU, MOBIUS Consortium (MOBIUS catalog) or Colorado Alliance (Prospector catalog) by borrowing them from other institutions. Conditions governing the borrowing and lending of materials from one library to another are set by the National Interlibrary Loan Code of the American Library Association and by specific regulations of the participating lending libraries.

A current Occupational Therapy Subject Guide can be accessed through the Meyer Library at <http://guides.library.missouristate.edu/cat.php?cid=73716>

Multicultural Programs - <http://www.missouristate.edu/MulticulturalPrograms/>

The Office of Multicultural Programs, a unit within the Division for Diversity and Inclusion, helps multicultural students acclimate to the University and the Springfield community by providing resources for educational and occupational partnerships.

The Office of Multicultural Programs is comprised of the following components: recruitment resources and initiatives, retention programs and services, heritage education and showcases, and community outreach and relations.

This office coordinates a number of student programs established to promote the development of educated persons by enhancing their academic performance, ethical leadership, community engagement, cultural competence and social awareness. This office is instrumental in achieving the University's goal of creating a more diverse campus.

Professional Organizations

American Occupational Therapy Association (AOTA) - <http://www.aota.org/>

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services; improving consumer access to health care services, and promoting the professional development of members.

AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care. AOTA is based in Bethesda, MD.

Missouri Occupational Therapy Association (MOTA) - <http://www.motamo.net/>
MOTA represents the needs of OT practitioners and students in the state of Missouri. MOTA is also an Affiliate Member of the AOTA.

The mission of MOTA is to act as a professional advocate by fostering leadership in the OT profession, supporting professional standards, and meeting the needs of MOTA members through education and opportunities for networking with others. MOTA acts as a consumer advocate by promoting access to OT services and representing the OT profession to the public. The association strives to preserve the foundation of OT and build towards its future growth and development.

National Board of Certification in Occupational Therapy (NBCOT) - <http://www.nbcot.org/>. NBCOT serves the public interest by advancing client care and professional practice through evidence-based certification standards and the validation of knowledge essential for effective practice in occupational therapy. NBCOT provides certification for the OT profession including the development and administration of the national certification exam. Information regarding the exam and exam preparation can be found at <http://www.nbcot.org/certification-candidates-domestic>.

Student Occupational Therapy Association (SOTA)

The MSU SOTA is open to all occupational therapy students. SOTA holds regular meetings and activities on campus and in the community throughout the school year. Students are expected to participate in educational, advocacy, and social activities promoting occupational therapy.

Recreation

Arts -

Juanita K. Hammons Hall for the Performing Arts -

<http://www.hammonshall.com/About.htm>.

Hammons Hall presents a full season which includes touring Broadway musical productions, single performances covering the gamut of entertainment from classical music to jazz to dance to theatre, children's shows, and an emerging concert artists' recital series. In keeping with Hammons Hall's mission to serve the student population, Missouri State University concerts, recitals and lectures are also a part of the season's schedule.

Athletics -

Game times and ticket information for all MSU athletic events can be found at <http://www.missouristatebears.com/>.

Information for other local sporting activities can be found at <http://www.springfieldmosports.org/teams>

Bill R. Foster and Family Recreation Center -

<http://www.missouristate.edu/reccenter/>

The recreation center offers a place for the entire campus community to work out, play, and learn about healthy living. Visit the above website for membership, service, and operation time information. Current students who pay full student services fees each semester will automatically be members of the center at no additional cost.

Springfield Area Information

Visit <https://www.springfieldmo.org/> for additional events and activities in the Springfield metropolitan area.

Registrar- <http://www.missouristate.edu/registrar/>

The mission of the Office of the Registrar is to provide quality support services to students, faculty, staff, alumni, parents and other constituents of the University. As part of this mission, our primary goal is to ensure the accuracy, integrity, and security of academic records. The Office of the Registrar supports the University's mission to develop educated individuals by interpreting, communicating, and enforcing academic policies and procedures for the benefit of the entire University community.

Scholarships

There are numerous opportunities for students to obtain scholarships and other monies to assist with educational cost.

- The American Occupational Therapy Foundation (AOTF) offers 50 scholarships annually, see <http://www.aotf.org/Default.aspx?tabid=95>.
- AOTA also provides a list of scholarships at <http://www.aota.org/Education-Careers/Find-School/Aid/Scholarships.aspx>.

- Information on potential scholarships for graduate students at MSU may be found at <http://www.missouristate.edu/FinancialAid/scholarships/Graduate.htm> and <http://graduate.missouristate.edu/currentstudents/176112.htm>

Student Conduct, Office of - <http://www.missouristate.edu/studentconduct/>

The Office of Student Conduct exists to serve the students of the MSU community. The office is responsible for the implementation of the Code of Student Rights and Responsibilities (see

<http://www.missouristate.edu/studentconduct/12331.htm#Article1>), adjudicating alleged violations of the Code, safeguarding student rights, and dealing with emergency situations which involve students.

Student Ombudsman - <http://www.missouristate.edu/dos/73064.htm>

The student Ombudsman serves as a neutral party who provides assistance to MSU students. The Ombudsman provides information, receives informal academic complaints, facilitates communication, and aids in resolving academic concerns.

Student Development and Public Affairs - <http://www.missouristate.edu/sdpa/>

Student Development and Public Affairs is responsible for assisting the campus in achieving the goals of the Public Affairs Mission. We do so through providing grant opportunities for Public Affairs projects on campus, providing speakers for the Public Affairs Convocation series and Public Affairs Conference, and by spotlighting campus community members who live Public Affairs through their daily activities.

Student Services -

<http://www.missouristate.edu/campuservices/studentssupport.htm>

Missouri State University provides a wide range of resources aimed at facilitating, supporting, and stimulating the intellectual, social, cultural, recreational, and spiritual growth and development of the student. Please see above website for details and resource contact information.

Tutoring

BEAR CLAW – Center for Learning and Writing: This interactive space in Meyer Library unites the resources and expertise of the faculty, library personnel, computer and information technology, the Writing Center, subject-area tutoring, and PASS (Peer Assisted Study Sessions) in an environment that fosters informal, collaborative work and social interaction. Bear CLAW tutoring services vary by subject. The Bear CLAW space is open during regular library hours. Please visit the Bear Claw website at <http://bearclaw.missouristate.edu/> for information on making an appointment.

Writing Center – The Writing Center is a free academic support service providing members of the education community a place to share work in progress with knowledgeable, attentive readers. The staff of trained tutors, all active writers, strives to empower individual writing through personalized tutoring for any project. Undergraduate and graduate students, staff, and faculty use the service for papers for their academic courses, master's thesis, creative writing, speeches, presentations, course syllabi, and articles intended for publication. Students are permitted only one appointment daily. All appointments must be made at least 24 hours in advance. Walk-ins are permitted; however, there is no guarantee they will be seen. Appointments can be made the same way subject area appointments are made. An appointment lasts up to 45 minutes.

Peer tutoring groups within the OT program may also be available. Please speak to the faculty member associated with the course in which you wish to be tutored.

Veteran Resources - <http://www.missouristate.edu/veterans/>.

Missouri State is home to one of the largest number of veterans and dependents on a college campus in Missouri. MSU also has about 150 veterans serving in faculty and staff positions throughout the University.

Visitor's Guide - <http://www.missouristate.edu/visitors/>

Utilize the above link for a visitor's guide to the MSU campus and community.

Voter Registration - <http://www.sos.mo.gov/elections/goVoteMissouri/register>

As a Templeton Foundation Public Affairs Institution, Missouri State University strongly encourages students to vote. If you wish to have a Greene County voter registration form mailed to you, you may call 417-836-5527. You may also register at the Dean of Students Office, Plaster Student Union 405 and the Meyer Library, Reference and Government Information Desk

If you would like to register in another county or state, please contact the county court house in that county. They can provide information on registration procedures. You may also contact the Elections Office for the State of Missouri:

(573) 751-2301 (Voice)

(800) NOW-VOTE (669-8683)

(573) 526-3242 (Fax)

elections@sos.mo.gov

If you are registered in another county and wish to vote by absentee ballot, be sure to request a ballot from the county clerk in your county in advance of the deadline. A number of notary publics are available on campus

(<http://www.missouristate.edu/dos/notaries.htm>) to notarize your ballot.

Appendices

Appendix I

Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity.

Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term beneficence connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the client’s confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person’s autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person’s right “to hold views, to make choices, and to take actions based on [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.

- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).

I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. Page 8 of 10 J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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Ethics Commission (EC)

Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)

Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)

Ann Moodey Ashe, MHS, OTR/L (2011–2014)

Joanne Estes, PhD, OTR/L (2012–2015)

Loretta Jean Foster, MS, COTA/L (2011–2014)

Wayne L. Winistorfer, MPA, OTR (2014–2017)

Linda Scheirton, PhD, RDH (2012–2015)

Kate Payne, JD, RN (2013–2014)

Margaret R. Moon, MD, MPH, FAAP (2014–2016) Page 10 of 10

Kimberly S. Erler, MS, OTR/L (2014–2017)

Kathleen McCracken, MHA, COTA/L (2014–2017)

Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager

Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26.

<http://dx.doi.org/10.5014/ajot.2010.64S17>

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Citation. American Occupational Therapy Association. (in press). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3).

Appendix II

MSU MOT Program - Confidentiality and Code of Ethics Agreement

The Missouri State University Occupational Therapy Program is committed to preserving and protecting the confidentiality of all persons and their associated written information.

I, _____, shall respect and maintain the confidentiality of all discussions, documentation, patient care records, and any other confidential information generated in connection with individual patient care and/or peer review activities in the following manner:

I will treat any clinical or personal information learned by me as privileged information which is subject to all state and federal laws which protect the rights of clients/patients.

I will discuss confidential information only with authorized personnel in the work place and only for job related purposes.

I will not discuss confidential information within hearing of others who do not have a need to know the information.

I will not include personal identifying information in written educational assignments or on social networking sites.

I understand that all confidential information and related documents are the property of the facility providing such information and that only the person designated by the facility may disclose copies of written information.

I will not attempt/request to remove, copy, or photograph medical records or other confidential documentation.

I shall only access or distribute patient care information in the performance of my assigned duties and where required by or permitted by law.

I understand that my obligation to safeguard patient confidentiality continues after the completion of my degree at MSU.

I hereby acknowledge that I have read and understand the above information and that my signature below signifies my agreement to adhere to all state and federal laws and policies related to privileged and protected information, including the Code of Ethics of the American Occupational Therapy Association, the Practice Act Rules & Statutes of each state in which I practice, and the HIPAA Privacy Regulations. In the event of a breach or threatened breach of this agreement, I acknowledge that MSU may, as applicable and as it deems appropriate, pursue disciplinary action up to and including my dismissal from the MSU MOT Program.

Student Signature

Date

Print Name

Appendix III

MOT Program Technical Standards Agreement

I certify that I have read and understand the technical standards for selection into the MOT Program. I understand that if I am unable to meet these requirements, with or without reasonable accommodations, I must notify the program director immediately and will not be admitted or retained in the MOT program.

Student Signature
Date

Print Name _____

Appendix IV

Student Name: _____

NBCOT Character Review Questionnaire

To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application.

The character review consists of eight key questions:

- 1a.** Have you ever been convicted of a felony? (NOTE: Applicants must answer affirmatively even if convictions have been pardoned, expunged, released, or sealed.)

- b.** Do you currently have a felony charge or charges against you?

- 2a.** Have you ever had any professional license, registration, or certification denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board, including NBCOT®?

- b.** Do you currently have a professional license, registration, or certification under review for possible disciplinary action?

- 3a.** 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?

- b.** Do you currently have a charge(s) of negligence, malpractice, recklessness, or willful or intentional misconduct that resulted in harm to another against you?

4a. Have you ever been suspended and/or expelled from a college or university?

b. Are you currently under active investigation that could lead to being suspended and/or expelled from a college or university?

- See more at: <http://www.nbcot.org/character-review-process#sthash.Jdy86l7G.dpuf>

I _____ attest that I have truthfully answered all of the above statements and accurately reflected my conduct. I understand that any falsification, omission, or concealment of information may result in dismissal from the MSU MOT Program and/or an inability to sit for the NBCOT exam.

Student Signature

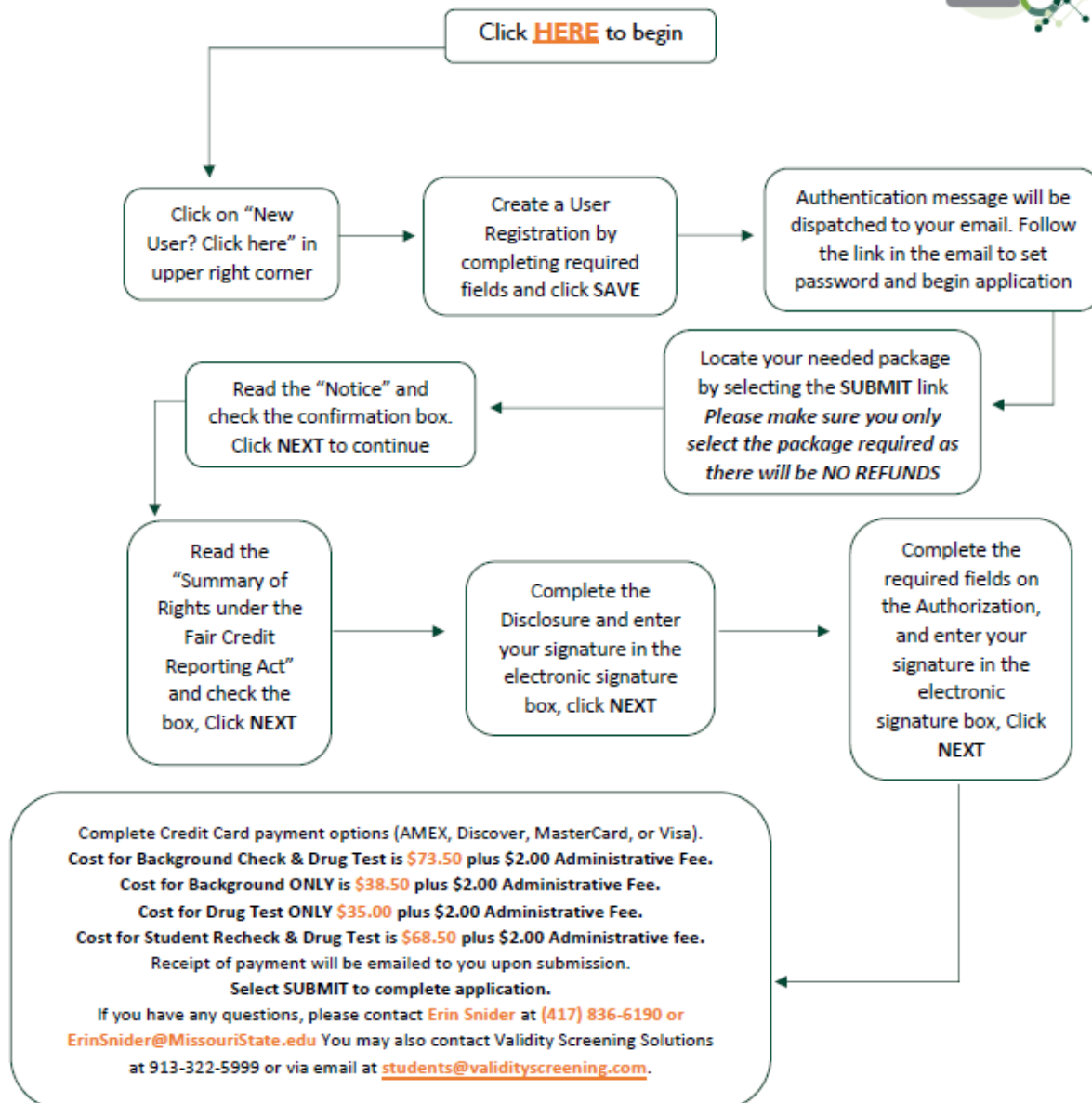
Date

Appendix V (a)

Criminal Background Check and Drug Test Instructions

Missouri State University

Master of Occupational Therapy



VALIDITY
screening solutions

Go Directly to the Source

Property of Validity Screening Solutions | www.validityscreening.com | 866.915.0792

Appendix V (b)

New Student E*Value Login & Document Upload instructions

You will receive an email from e-value@e-value.net

Please be sure to check your junk/spam email

- This email will include a link to the E*Value website login in page.

- It will also include your log in information and password.

- The email will look something like this but with your individualized log in and password:

** This message is being sent on behalf of Erin Snider from e-value.net. Please ensure that replies are sent to erinsnider@missouristate.edu or to the person listed below. **

Your Login Name is: O^tste

Your Password is: O4592^Test

How to Upload Personal Records Documents into E*Value

1. Login to E*Value
2. Go to the Home Tab, then click on "Other Tasks"



3. On the Other Tasks page, click on “Manage Personal Rec



Other Tasks

Tasks

[Calendar](#)

[Change Password](#)

[Manage Personal Records](#) ←

4. On the Manage Personal Records screen, upload your documents using the following steps:
 - a. Click Add Attachment
 - b. Click Choose file to find and upload the document from your computer
 - c. Enter the Event Date (today’s date)
 - d. Enter notes (optional)
 - e. Click on the green “Add” button at the end of each row to save the document
 - f. Repeat for each document

Type:	Event Date:	Note:	Expiration Date:	Requirement:	Status:	
AOTA Membership	Feb 6, 2018	TEST student note TEST.docx [delete]	Feb 1, 2019	Ongoing	To Be Verified	
Code Of Ethics	Mar 20, 2018	code of ethics form upload Code of ethics.docx [delete]	Mar 20, 2019	Ongoing	To Be Verified	
CPR				Ongoing	*status*	Add

1 Add attachment (click again for multiple)

2 No file chosen

3

4

5

Before uploading your documents, please see the list of [MOT MSU Document/Program Requirement Descriptions](#) on the E*Value Home Page for specific requirement instruction.

APPENDIX VI

I, _____, have carefully and completely read, and understand the MSU MOT Program Handbook, and have had all my questions satisfactorily answered. I understand that by my signature, I agree to abide by all terms, policies, and procedures contained therein.

Student Signature

Date

APPENDIX VII

Missouri State University Program in Occupational Therapy

Professional Behaviors Checklist (PBC)

Student Name:

Faculty Advisor:

Graduation Year:

Instructions: At the start of each semester, students will meet with their faculty advisor to review professional behavior development and develop appropriate goals. During the meeting, the advisor and student discuss the student's professional development, allowing the advisor to provide mentorship and guidance. Students should complete this form prior to the appointment, which should occur within four weeks of the start of the semester. The student should complete a self-rating based on the scale listed below, which will be reviewed with the advisor. Students are also responsible for entering the previous semester's course-specific PBC points (each course is worth 20 points, total to be determined by the instructor based on student performance). Following the meeting the advisor and student should sign and date the form, which will be maintained in the advisor and student's file. The student's progress is reviewed each semester with the faculty advisor, building upon established baseline reflection and feedback from previous semesters. Growth in professional behavior is reviewed by course faculty and monitored through advisor and faculty discussions. Students will be approved for fieldwork participation based on end-of-semester review of student performance in coursework and professional development, with particular attention to "Time Management/Dependability" and "Engagement/Professional Presentation." Follow-up meetings with faculty, advisors, and students are scheduled if there are concerns about professional behaviors.

Student Rating Scale (*based on the AOTA Fieldwork Performance Evaluation Document*):

4 = Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.

3 = Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 = Needs improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 = Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance

***Note:** If a student is given three or more "Unsatisfactory" ratings on the Professional Behaviors Checklist, the student will be placed on departmental probation and will be required to meet with their assigned advisor to develop a remediation plan (see "Probation & Remediation Plan" in Student Handbook)

PBC Progression

**Students indicate their score for each demonstrated behavior with a ○ ; Instructors use an X.

Professional Behavior	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final Advising
Time Management/ Dependability	Being on time and prepared for classes, fieldwork, program events, and meetings		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Turning in assignments on time		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Attending all classes		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						

	Following through with commitments and responsibilities		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behav.	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Engagement/ Professional Presentation	Presenting oneself in a manner that is context appropriate		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Use of body posture and affect that communicates interest or engaged attention		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Displaying a positive attitude towards becoming a professional		4						
			3.5						
			3						
			2.5						
			2						

MOT STUDENT HANDBOOK

	Actively participating throughout class/lab (including both small and large group activities)		1.5						
			1						
			4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Adhering to program dress code at all times		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behavior	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Self-Directed Learning/ Initiative	Ability to take responsibility for own learning		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Demonstrating motivation and initiative		4						
			3.5						
			3						

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			2.5						
			2						
			1.5						
			1						
Professional Behavior	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Organization	Managing time and materials to meet program requirements		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Ability to set priorities, be organized, and follow through with responsibilities independently		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behavior	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Reasoning/ Problem Solving	Using self-reflection		4						
			3.5						
			3						
			2.5						
			2						
			1.5						

			1						
	Asking questions and seeking guidance when needed		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Analyzing, synthesizing, and interpreting information		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Giving alternative solutions to complex issues and situations		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Demonstrating sound judgement and safety in the clinic and classroom		4						
			3.5						
			3						
			2.5						
			2						
			1.5						

			1						
Professional Behav.	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Participation in the Instruction Advisement Process	Giving constructive feedback		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Receiving constructive feedback		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Modifying performance in response to meaningful feedback		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Operating within the scope of one's own skills		4						
			3.5						
			3						
			2.5						

			2						
			1.5						
			1						
Professional Behav.	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Professional and Personal Boundaries	Demonstrating integrity by not discussing peer and faculty situations in a negative manner (gossiping, criticizing, negative social posts, etc.)		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Demonstrating respect for professors and fieldwork educators		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Balancing personal and professional obligations		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Effectively handling responsibilities		4						
			3.5						

			3						
			2.5						
			2						
			1.5						
			1						
	Cooperatively working with others		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Attending and responding to social cues		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behav.	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Verbal Communication	Verbally interacting with individuals with eye contact, empathy, limit setting, and respect		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						

	Appropriately using non-verbal communication including body language, affect, and attitude		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Tactfully sharing perceptions/opinions		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Respecting confidentiality		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Appropriately using professional terminology		4						
			3.5						
			3						
			2.5						
			2						
			1.5						

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			1						
Professional Behavior	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Written Communication	Writing sentences with correct mechanics, punctuation, and grammar		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Communicating ideas and opinions clearly and concisely in written papers, notes, reports, and discussion board posts		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Communicating complex subject matter clearly and concisely in writing		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behavior	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
			4						

MOT STUDENT HANDBOOK

Empathy	Being sensitive of and responding to the feelings and behaviors of others		3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Listening to and considering the ideas and opinions of others		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Rendering assistance to all individuals for team/group projects		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behav.	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Cooperation/ Collaboration	Working effectively with other individuals and/or groups		4						
			3.5						
			3						
			2.5						
			2						
			1.5						

	Showing consideration for the needs of the group		1						
			4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Sharing responsibilities for team/group projects **Includes documented participation in representing the MOT dept at MSU or community events. Student are to complete 1/semester for fall & spring semesters.	Program activity participation: Fall I: Spring I: Fall II: Spring II:	4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
Professional Behav.	Demonstrated by:	Comments	Score	Fall I	Spring I	Summer I	Fall II	Spring II	Final
Diversity Awareness, Sensitivity, and Understanding	Demonstrating sensitivity to diverse views and opinions		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Developing a world view that incorporates openness to individual and cultural differences		4						
			3.5						
			3						
			2.5						

			2						
			1.5						
			1						
	Expressing opinions in a manner that respects the dignity and worth of each individual		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Promoting exchanges in which individuals feel safe to dialogue		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						
	Developing an advocate's perspective and motivation, consistent with AOTA's Code of Ethics		4						
			3.5						
			3						
			2.5						
			2						
			1.5						
			1						

Professional Behavior Points Awarded	Fall I	Spring I	Summer I	Fall II	Spring II
(20 points per course)	OTE 610	OTE 620	OTE 615	OTE 690	OTE 690
	OTE 612	OTE 640	OTE 720	OTE 725	OTE 746
	OTE 732	OTE 646	OTE 765	OTE 730	OTE 750
		OTE 650	OTE 798	OTE 745	OTE 760
		OTE 680		OTE 760	OTE 770
		OTE 798		OTE 798	

Adapted from the Philadelphia University Occupational Therapy Assistant Studies Program (10/01/2010) and Kasar, J. & Clark, E.N. (2000). *Developing Professional Behaviors*. Thorofare, NJ: Slack.

Date	Student Professional Behavior Goals	Status

By signing below, I _____ am indicating that I have been actively involved in the review of the professional behaviors checklist and am in agreement with the personal goals set for the semester. I am also indicating that I continue to meet the technical standards for the MOT Program, have no known violation of the AOTA Code of Ethics, and have not been arrested, charged with a misdemeanor or felony, or convicted of a crime since the time of my last signature.

Fall I	Date _____	Student Signature _____	Advisor Signature _____
Spring I	Date _____	Student Signature _____	Advisor Signature _____
Summer I	Date _____	Student Signature _____	Advisor Signature _____
Fall II	Date _____	Student Signature _____	Advisor Signature _____
Spring II	Date _____	Student Signature _____	Advisor Signature _____
Final Advising	Date _____	Student Signature _____	Advisor Signature _____

Fieldwork Scores Summary:

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

Passing Rating: No more than 3 "Unacceptable (U)" ratings on evaluation

Fundamentals of Practice	Demonstrated by:	Performance Rating/Comments		
		OTE 680	OTE 690, 1	OTE 690, 2
1. Adheres consistently to AOTA's <i>Occupational Therapy Code of Ethics</i>	- Follows ethical standards for FW setting; - Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA); - Respects privacy of Client - Comments:			
2. Adheres consistently to safety regulations, and uses	- Follows FW setting's policies and procedures for client safety. - Demonstrates awareness of hazardous situations and reports safety issues to supervisor.			

sound judgment to ensure safety.				
Foundations of Occupational Therapy	Verbalizes definition of occupational therapy as relevant to FW setting or audience.			
3. Articulates values and beliefs of occupational therapy.				
4. Utilizes relevant evidence to make informed practice decisions.	- Connects class concepts to FW through inquiry or discussion. - Articulates value of using evidence-based practice. - Identifies and provides evidence that is relevant to setting or clients.			
Professional Behavior	- Student is prompt, arrives on time - Completed all assignments on time			
5. Time management skills				
6. Organization	Able to set priorities, be dependable, organized, and follow through with responsibilities.			
7. Engagement in FW experience	- Consider student's apparent level of interest - Level of active participation while on site - Investment in individual and treatment outcomes			
8. Self-directed Learning	Takes responsibility for own learning and demonstrates motivation			
9. Reasoning and problem-solving	- Student is able to use self-reflection - Willingness to ask questions - Ability to analyze, synthesize, and interpret information - Overall level of understanding of OT process			
10. Written Communication	- Able to use proper grammar and spelling; legibility of work - Completion of written assignments - Documentation Skills			
11. Initiative	- Ability to seek and acquire information from a variety of sources - Demonstrate flexibility, as needed			
12. Observation Skills	Ability to observe relevant behaviors related to occupational			

MOT STUDENT HANDBOOK

13. Participation in supervisory process	• Ability to give, receive, and respond to feedback • Seeks guidance when necessary • Follows proper channels of communication			
14. Verbal Communication and Interpersonal Skills with patients/clients, staff, and caregivers	• Ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, etc.; • Degree and quality of verbal interactions; • Use of body language and non-verbal communication • Exhibition of confidence			
15. Professional and personal boundaries	• Ability to recognize and handle personal and professional frustrations; • Balances personal and professional obligations; • Handles responsibilities effectively; • Works with others cooperatively, considerately, and effectively; • Is responsive to social cues			
16. Use of professional terminology	• Ability to respect confidentiality; • Appropriately applies professional terminology (OTPF terms and OT acronyms/abbreviations) in written and oral communication			
SCREENING AND EVALUATION	(Enter N/A = Not Applicable if not required on this placement) • Communicates observations. • Identifies resources for evaluation process. • Could include chart review.			
17. Contributes to screening/evaluation process				
18. Completes an interview and drafts an occupational profile.	• (None)			
19. Identifies potential goals from evaluation process.	• (None)			
20. Drafts documentation consistent with practice setting.	• (None)			
INTERVENTION	(Enter N/A = Not Applicable if not required on this placement)			

MOT STUDENT HANDBOOK

21. Contributes to intervention process.	• Could include preparing clinic area and identifying resources and evidence.			
22. Identifies interventions consistent with client evaluation and goals	• (None)			
23. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.	• (None)			
24. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.	• (None)			
25. Administers interventions that are occupation-based and client-centered within guidelines of facility.	• (None)			
26. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.	• (None)			
27. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.	• (None)			
28. Drafts documentation for intervention using typical	• (None)			

procedures used in FW practice setting.				
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A PPENDIX VIII

Academic Probation Remediation Plan and Learning Contract

Student Name: _____ Date: _____

Reason for Academic Probation: _____

Advisor: _____

Remediation Approach (circle): Course Repetition Individualized Remediation Plan

Administrators and faculty within the Master of Occupational Therapy Program at Missouri State University recognize students may experience academic difficulties during their graduate school experience. Educational remediation is “the act of providing a remedy to a problem or a process to correct an academic fault or deficiency” (Maize et al., 2010). The goal of remediation is to support the student while maintaining the high academic standards expected by both the University and the profession of occupational therapy. Self-directed and meaningful goal-setting is paramount to adult learning; thus, it is the student’s responsibility to construct the remediation plan and/or learning contract in concert with the academic advisor (below). Failure to complete any aspect of the learning contract will result in dismissal from the MOT Program.

What are you going to learn? (Objectives)	How are you going to learn it? (Resources and Strategies)	Target date for completion	How are you going to know that you learned it? (Evidence)	How are you going to prove that you learned it? (Verification)

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How do you intend to maintain and/or build upon knowledge acquired in previous OTE coursework?	What areas of strength and challenge will you contribute to a new cohort of classmates?

Advisor Feedback: _____

I have reviewed and find acceptable the above learning contract. *Student:* _____

Faculty & Program Director Signatures: _____

Maize, D. F., Fuller, S. H., Hritcko, P. M., Matsumoto, R. R., Soltis, D. A., Taheri, R. R., & Duncan, W. (2010). A Review of Remediation Programs in Pharmacy and Other Health Professions. *American Journal of Pharmaceutical Education*, 74(2), 25.

Academic Probation Remediation Plan – SWOT Analysis

Committee Members: Using the Professional Behaviors Checklist and past academic coursework/experience as support, please note the student’s strengths, weaknesses, and opportunities and threats to future academic success:

Positive/Helpful to Achieving the Goal	Negative/Harmful to Achieving the Goal
Strengths – Things that are good now. Maintain them, build on them, use them as leverage:	Weaknesses – Things that are bad now. Remedy, change, or stop them:
Internal:	Internal
External:	External

Opportunities – Things that are good for the future; prioritize them, capture them, build on them and optimize:	Threats: - Things that are bad for the future. Put in plans to manage them or counter them:
Internal:	Internal
External:	External

Oral Presentation

Questions for the student:

Notes: