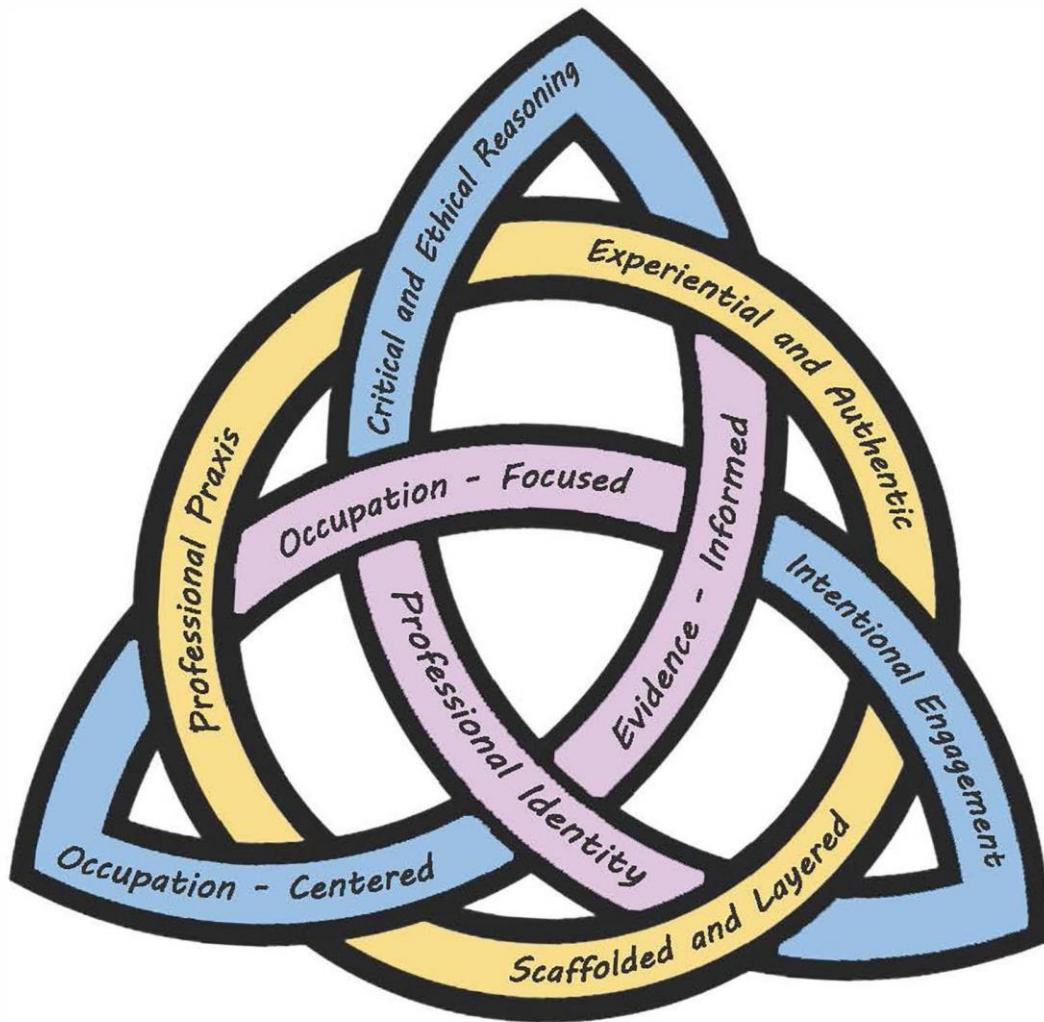


MIDWESTERN UNIVERSITY
OCCUPATIONAL THERAPY PROGRAM



PROGRAM MANUAL
2022 – 2023

This manual is published for the convenience of students at Midwestern University (MWU). It is intended to be effective as of July 1, 2022. The Midwestern University Occupational Therapy Program reserves the right to make changes in any or all specifications contained herein and to apply such revision to registered and accepted students as well as to new admissions. No contractual rights between Midwestern University and any student are intended and none may be deemed to be created by issuance of this manual.

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Purpose of the Program Manual

This manual is intended to inform occupational therapy students, faculty and staff of Midwestern University's policies and procedures specific to the professional entry level Doctor of Occupational Therapy (OTD) degree program. This manual is to be used in conjunction with the Midwestern University Student Handbook. Additions, deletions, and other revisions will be made as deemed necessary by the Occupational Therapy Program and may be made without advance notice but will be made available to all students.

Foreword

According to the American Occupational Therapy Association (AOTA),

. . . occupational therapy is defined as the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routines in home, school, workplace, community, and other settings. Occupational therapy practitioners use their knowledge of the transactional relationship among the person, their engagement in valuable occupations, and the context to design occupation-based intervention plans that facilitate participation in everyday living. Occupational therapy practitioners maximize health, well-being, and quality of life for all people, populations, and communities through effective strategies that facilitate participation in occupations through adaptations and modifications to the environment or objects within the environment when needed. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction (AOTA, 2020).

AOTA has articulated their 2025 Vision which states, "As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective strategies that facilitate participation in everyday living" (AOTA, 2018, p. 18). Further, AOTA has identified six focused practice areas that reflect anticipated needs in society in the next decades. These include (a) productive aging; (b) work and industry; (c) mental health; (d) health and wellness; (e) rehabilitation, disability, and participation; and (f) children and youth.

The Midwestern University Occupational Therapy Program is committed to providing an educational program that both challenges and enhances a student's ability to learn, and which facilitates the realization of AOTA's Vision. Through a curriculum that is of the highest standards and taught by learned faculty, students progress along a professional journey that will lead to entry into the field of occupational therapy. Midwestern University is dedicated to producing entry-level occupational therapists who are capable of assuming leadership roles in a variety of practice settings.

This Program Manual is published to provide a readily available source of information for students and faculty alike. This document does not take the place of Midwestern University's official documents, but rather encourages individuals to review, reflect upon, and understand the positions taken by the University. This document is not static and is subject to change from time to time. Questions raised regarding this document should be brought to the attention of one's faculty mentor or the Program Director.

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process - 4th ed. *American Journal of Occupational Therapy*, 74, 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

American Occupational Therapy Association. (2018). Vision 2025. *OT Practice*, 23, 18–19.

Occupational Therapy Program Vision Statement

We envision Midwestern University graduates will be practice leaders who anticipate, recognize, and meet society's occupational needs.

Occupational Therapy Program Mission

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists, and the development of a community of practice leaders who will meet the occupational needs of individuals and communities through compassionate, innovative, and evidence-informed practice.

Occupational Therapy Program Outcomes

Upon completion of the Doctor of Occupational Therapy Program, graduates are expected to:

1. Provide evidence-based occupational therapy services in traditional and emerging areas of practice;
2. Meet the occupational needs of individuals and populations through professional advocacy and leadership;
3. Apply therapeutic use of occupations to support engagement in activities that promote health, well-being and quality of life;
4. Sustain continued professional development through lifelong learning activities; and
5. Uphold the ethical standards, values and attitudes of the occupational therapy profession in order to sensitively meet the occupational needs of a culturally and socially diverse clientele.

These outcomes are accomplished through:

1. A curriculum model based on intentionally sequenced courses that act as vital links between application, analysis, synthesis, and evaluation of knowledge, skills and attitudes;
2. Critical application of current research and other forms of best evidence to improve occupational therapy practice and contribute to the body of related knowledge;
3. Sequential implementation of simulated and authentic clinical experiences across the curriculum;
4. Occupation-focused coursework and fieldwork experiences designed to facilitate critical and ethical reasoning; and
5. Opportunities for both individual and group work to develop leadership, team-building, and professional skills, behaviors, and attitudes.

Occupational Therapy Program Philosophy

The American Occupational Therapy Association (2017) has adopted a philosophical position that states:

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

In 2018, the American Occupational Therapy Association adopted a philosophical position on occupational therapy education that states:

Occupational therapy education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes academic and experiential components (fieldwork, capstone, continuing education). The philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching.

Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (American Occupational Therapy Association, 2014b). Occupational therapy education is an ongoing process that shapes a practitioner's professional identity.

Enacting these beliefs to facilitate the development of a sound reasoning process that is client centered, occupation based, and theory driven while also encouraging the use of best evidence and outcomes data to inform the teaching-learning experience may include supporting

- *Active, engaging, diverse, and inclusive learning within and beyond the classroom environment;*
- *A collaborative process that builds on prior knowledge and experience;*
- *Continuous professional judgment, evaluation, and self-reflection; and*
- *Lifelong learning and continuous advocacy for the profession and society's occupational needs.*

Consistent with these messages, the Occupational Therapy Program at Midwestern University embraces three philosophical tenets that permeate the curriculum and the teaching-learning processes. The Program's philosophical tenets are interrelated with its curriculum design and curricular threads which, together, create an interlacing pattern of beliefs and values that are enacted across the curriculum. The three philosophical tenets are *occupation-centeredness, intentional engagement, and critical and ethical reasoning.*

Occupation-Centeredness

The Program embraces the stance that occupation holds the central, core position of our profession and guides what we do as professionals as both a means and an end for those we serve. Occupation is the centering force that links the knowledge, skills, and attitudes of our profession into that which brings meaning and purpose to individuals' lives. Our "profession embraces a unique understanding of occupation that includes all the things that people do, the relationship of what they do with who they are as human beings and that through occupation they are in a constant state of becoming different" (Wilcock, 1999, p. 10). Therefore, the occupation-centeredness of doing, being, and becoming are integral to the Program's philosophy.

The Program believes that human beings are occupational in their intention and action, and that each life garners meaning through the enactment of purposeful occupations performed within relevant physical, social, and cultural contexts. Occupations are expressions of oneself in the world. One's values, beliefs, and goals are given expression through occupation as the self-chosen activities one needs and wants to do. As such, occupation gives form and substance to each life and defines who one is through the doing of occupational performances. The dynamic characteristics of meaning and purpose distinguish occupation from random, incidental, constrained or coerced activity. In this way, occupation interweaves doing, being, and becoming within each person in the composition of their own life, and positions occupation with belonging to reflect the belief that human beings are socially interconnected and interdependent.

Intentional Engagement

Intentional engagement in one's education refers to the process in which students demonstrate the willingness and resolve to participate actively in their learning and employ increasing facility in critical reasoning. Such engagement transcends the cognitive demands of mastering curricular content to include their engagement in the affective and psychomotor domains as well. Moreover, intentional engagement affirms that students actively assimilate new knowledge and skills into their occupational lives, and that they intentionally engage with the processes of doing, being, and becoming occupational therapists as they are influenced by the physical, affective, and social contexts of the Program and its curriculum. Intentionally engaged learners are self-directed, curious, and responsible for their development into, and assumption of, the professional identity as an occupational therapist.

Intentional engagement refers to the assertion that students seek, create, and organize knowledge within the social contexts of the teaching-learning interactions in and out of the classroom, and in the therapist-client interactions in clinical and community contexts. The Program embraces the values of student-centered, interactional, and team-based approaches in the students' construction of their knowledge of occupational therapy. The intent of our educational approach is to evoke from our students their highest accomplishments through a compassionate dynamic of mentorship, challenge, and guidance. The faculty espouse the belief that the students who choose the Midwestern University Occupational Therapy Program come with lives filled with rich and diverse experiences to which they desire to add direction, meaning, and purpose in order to help others individually and collectively through the practice of occupational therapy.

Critical and Ethical Reasoning

Critical and ethical reasoning refers to the cognitive and moral decision-making processes inherent to professional practice in which students learn how to approach and master complex and often ambiguous practice and ethical challenges. It subsumes the ability of each student to systematically develop the skills to use, assimilate, and evaluate current available evidence and assess their own ethical positions within the social and cultural dimensions of various contexts. Critical and ethical reasoning embraces both clinical reasoning and critical thinking and includes the important dimension of ethical reasoning in which students learn to consider the ramifications of their attitudes, actions and beliefs on others. The amalgam of critical and ethical reasoning is important to the inherently ethical practice of occupational therapy.

The philosophical perspectives of the Occupational Therapy Program concentrate on *occupation-centeredness*, *intentional engagement*, and *critical and ethical reasoning* which speak to the core of occupation within our curriculum and the processes by which students connect with and participate in the teaching-learning process. These professional and educational values and perspectives are interwoven and are realized within the context of the Program's curriculum design and its threads.

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.2017.716S06>

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>

Fisher, A. G. (2013). Occupation-centered, occupation-based, occupation-focused: Same, same or different? *Scandinavian Journal of Occupational Therapy*, 20, 162-173. doi:10.3109/11038128.2014.952912

Hooper, B. (2006). Beyond active learning: A case study of teaching practices in an occupation-centered curriculum. *American Journal of Occupational Therapy*, 60, 551-562. doi:10.5014/ajot.60.5.551

Wilcock, A.A. & Hocking, C. (2015). *An occupational perspective of health* (3rd ed.). Slack, Inc.

Wilcock, A. A. (1999). Reflections on doing, being and becoming. *Australian Occupational Therapy Journal*, 46, 1- 11. doi:10.1046/j.1440-1630.1999.00174.x

Occupational Therapy Program Curriculum Design

The curriculum design is at the center of the Midwestern University Occupational Therapy Program. The curriculum design becomes real to the extent that faculty and students live the guiding professional and educational principles articulated in the Program philosophy: *occupation-centeredness*, *intentional engagement* in the teaching and learning experiences, and the development and reliance upon *critical and ethical reasoning*. In its depth and breadth, the curriculum is designed to develop a generalist occupational therapist who has advanced critical reasoning and skills in occupation-based and evidence-informed practice. Students are educated in the use of occupation to provide therapeutic intervention for individuals and groups of all ages through in-depth, carefully planned learning experiences. The design is actualized within a curriculum framework that is (a) *scaffolded and layered* in its intention and delivery, (b) tethered to *experiential and authentic* learning opportunities, and (c) lived out in *professional praxis* as occupational therapy is enacted, practiced, embodied, and actualized.

Scaffolded and Layered Design. The curriculum design reflects our strong belief that carefully sequenced courses and learning opportunities provide vital links between the acquisition of knowledge, application, analysis, and synthesis, all of which are required for critical reasoning and professional practice. Carefully placed courses and learning opportunities afford students with dovetailed opportunities to build upon essential concepts and assimilate the knowledge, skills, and attitudes that inform occupational therapy practice. Students are thus supported in their intentional engagement, critical reasoning, and occupation-centeredness. The intentional placement of courses, learning opportunities and progression of content facilitates the scaffolded approach to learning, synthesis, and application of crucial content to various populations, settings, and clinical challenges inherent to occupational therapy practice.

Experiential and Authentic Learning. The curriculum design provides students with opportunities to reflect and consider the impact of occupational therapy interventions on the quality of the lives of individuals, communities, and populations. Observation, case-based, and experiential learning provide opportunities to form questions, seek relevant resources, and integrate new insights to resolve unique occupational problems as they are expressed in real life situations. Where occupational therapy already exists, aspiring practitioners demonstrate the merits of occupation-based practice; in emerging areas of practice, students promote and develop occupational therapy services. Experiential learning facilitates authentic teaching-learning situations in which students learn by doing, and serve individuals, groups, and communities through mentored occupational therapy practice.

Professional Praxis. Professional praxis is the process by which occupational therapy is enacted, practiced, embodied, and actualized for individuals, groups, communities, and populations. Professional praxis is the means by which person-centered, occupation-focused therapeutic approaches are learned by students and realized through the learning opportunities within the curriculum. Praxis involves the conceptualization and process by which the skills, values and behaviors are embodied as befitting a Doctor of Occupational Therapy. Professional praxis requires facility in therapeutic use of self, the consistent use of evidence-informed knowledge to guide occupation-focused practice, and the strength derived from ethical and compassionate service that is woven throughout the Program.

Thus, the Midwestern curriculum is consistent in its philosophy, curricular threads, and design. Faculty and students live the guiding professional and educational principles articulated in the Program philosophy, specifically, *occupation-centeredness, intentional engagement, and critical and ethical reasoning*. The curriculum design speaks to the *scaffolded and layered* placement of courses and learning experiences presented through *experiential and authentic* opportunities by which students develop and are evaluated on their developing knowledge, skills, and attitudes requisite to *professional praxis*. The curricular threads weave the philosophy and curriculum design together. These threads, or themes, are *occupation-focused, evidence-informed*, and the development of *professional identity* as an emerging Doctor of Occupational Therapy. As these ideals are embodied by faculty and students, this integrated and foundational model speaks to the breadth and depth of the Midwestern Occupational Therapy Program and affirms our commitment to developing a community of practice leaders within the profession of occupational therapy.

Occupational Therapy Program Philosophy of Inclusivity

The Occupational Therapy Program at Midwestern University embraces and values the diversity of all faculty, staff, and students. It is our policy to practice inclusivity in program policies, classrooms, programming, and activities. We are committed to the inclusion and recognition of all individuals, regardless of race, age, culture, ability, ethnicity, nationality, gender, gender identity, sexual orientation, religious affiliation and socioeconomic status. We believe each individual has a diverse background and perspective, and the wide range of lived experienced strengthens our community. With that in mind, we strive to create an environment free of bias and discrimination for current and future cohorts.

Therefore, our commitment to inclusivity is realized through actions we're taking to promote change and challenge inequality, including:

- implementation of Universal Design for Learning principles to promote inclusive teaching and learning practices and physical spaces for all students,
- use of faculty, staff, and student preferred names and pronouns to promote gender inclusivity,
- creation of a Coalition of OT Advocates for Diversity (COTAD) chapter that plans various educational and service opportunities related to justice, equity, diversity, and inclusion (JEDI) on campus and within the community,
- implementation of a JEDI expression box for students to anonymously submit questions, concerns, or comments related to JEDI issues, and
- design of opportunities for continued learning and dialogue on JEDI topics.

Policies and Procedures

ACOTE / AOTA Educational Standards

The Accreditation Council for Occupational Therapy Education (ACOTE) provides a requisite set of educational Standards that encompass the minimum standards of quality for preparing individuals to enter the occupational therapy profession. The extent to which a program complies with these Standards determines its accreditation status. The Standards therefore constitute the minimum requirements to which an accredited program is held accountable.

The Standards provide elements addressing the following:

- sponsorship and accreditation of the occupational therapy program,
- academic resources (administrative, faculty, and clinical or support personnel; financial support; physical facilities, equipment and supplies; library and instructional support),
- students (admission, evaluation and retention, health, and guidance),
- strategic plan and program assessment (outcomes and results of ongoing program evaluation), and

- curriculum framework (mission, philosophy, and curriculum design).

The Standards also include content requirements that are expected student requirements. These content Standards have been integrated into syllabi as course objectives throughout the curriculum and include:

- foundational content requirements (liberal arts and sciences)
- basic tenets of occupational therapy,
- occupational therapy theoretical perspectives
- referral, screening, evaluation, and intervention plan
- context of service delivery, leadership, and management of OT services
- scholarship,
- professional ethics, values, and responsibilities
- fieldwork education, and
- doctoral capstone

A copy of the Standards is available online at <https://acoteonline.org/accreditation-explained/standards/>

Academic Integrity

The Occupational Therapy Program adheres to the Academic/Professional Honesty and Integrity policies in the University Student Handbook: <https://www.midwestern.edu/campus-life/student-services/student-handbook>

Academic / professional honesty and integrity are expected of all students throughout their course of study at Midwestern University. Any violation of the Code of Rights and Responsibilities of Students of Midwestern University is considered to be a serious academic violation and may result in a reprimand, written warning, filing of a Student Incident Report, academic and/or disciplinary warning/probation, suspension, dismissal or other penalty deemed appropriate by the student's respective College Dean. Academic / professional misconduct constitutes a breach of integrity that violates the academic / professional foundation of an institution, contaminates the honesty of its scholarship, and compromises the integrity and wellbeing of its educational programs. Midwestern University Occupational Therapy students are also expected to adhere to and conduct themselves in a manner consistent with AOTA's Code of Ethics, which may be found at the following website:

https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics?searchresult=1

Generally, academic fraud and dishonesty includes, but is not limited to, the following categories: cheating, fabrication, plagiarism, multiple submissions, obtaining unfair advantage, aiding and abetting, and unauthorized access to academic or administrative systems.

- *Cheating* refers to using unauthorized notes, aids, or information on an examination, altering a graded work prior to its return to a faculty member, and allowing another person to do one's work and submitting it for grading.
- *Plagiarism* refers to submitting material that in part or whole is not one's own work without properly attributing the correct sources of its content. Likewise,
- *Fabrication* refers to inventing or falsifying information, data, or citations, presenting data gathered outside of acceptable professorial guidelines, failing to provide an accurate account of how information, data or citations were gathered, altering documents affecting academic records, or forging signatures, or authorizing false information on an official academic document, grade, letter, form, ID card, or any other university document.
- *Multiple Submissions* is another form of dishonesty that involves submitting identical papers or course work for credit in more than one course without prior permission of the instructor.
- *Obtaining Unfair Advantage*: a) gaining or providing access to examination materials prior to the time authorized by an instructor; b) stealing, defacing, or destroying library or research materials which can

deprive others of their use; c) unauthorized collaboration on an academic assignment; d) retaining, possessing, or circulating previously used examination materials without the instructor's permission; e) obstructing or interfering with another student's academic work; or f) engaging in any activity designed to obtain an unfair advantage over another student in the same course.

- *Unauthorized Access*: viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access, or in any way interfering with the use of availability of computer systems/information.
- *Aiding and Abetting*: providing material, information, or other assistance which violates the above Standards for Academic Integrity; providing false information in connection with any inquiry regarding academic integrity.

Copyrighted Materials: Copyrighted works that are stored in digital form, such as software, music, videos, and photographs, can be easily acquired or distributed over computer networks using freely available file sharing software. Despite the ease of such transfers, it is illegal to download or distribute such copyrighted works without permission from the copyright holder. Further information on Peer-to Peer-File Sharing and Copyright infringement can be found at https://www.midwestern.edu/institutional_disclosures/information_technology.html

If an OT student engages in academic dishonesty, the following procedures will take place:

1. First Violation:

- a. A score of zero will be given on the assignment or exam on which the violation occurred. The instructor may require the student to redo the assignment or examination to establish competency. However, a higher grade will not be earned and a score of zero will still be assigned. Please note: this may result in failure of the course if the assignment is so weighted.
- b. The course faculty will inform the student's mentor and the Program Director about the violation of academic honesty. The course faculty may also initiate an Academic Integrity Contract which will outline the act of academic dishonesty and include consequences of any further violations. The course faculty will contact the student regarding the infraction. The OT Program Director may also meet with the student and course instructor to document the incident in the Academic Integrity Contract. This contract will then be placed in the student's OT Program file.

2. Second Violation:

With the occurrence of a second violation, the Occupational Therapy Program will follow the course of action depicted in the Midwestern University Student Handbook.

For additional information regarding procedures for upholding academic integrity, including sanctions for violation of the system, contact the Office of Student Services.

Advisement

See the section entitled, "Mentorship".

APA Format

Students will be expected to consistently utilize the guidelines of the American Psychological Association (APA, 2020) for submission of all papers and assignments using *APA format*. Students are required to use the most current version of the *Publication Manual of the American Psychological Association*, 7th edition for proper formatting, citations, and use of references in scholarly writing. Additionally, all written assignments should be type-written with one's name, the date and the course number provided to ensure accurate grading unless otherwise stated by the responsible faculty member. Handwritten work must not be submitted.

Attendance

Regular and prompt attendance to all lecture and laboratory sessions is required to ensure the acquisition of content and skills for the development of occupational therapy practice. Tardiness and absences from class result in missed content from faculty presentations and student discussions that are relevant not only for each course but for the student's overall preparation for the certification examination and the development of needed competence for fieldwork and future practice. Furthermore, each student has a responsibility to their classmates to fully participate in educational activities and share unique perspectives and experiences to enrich the learning process. Students are expected to consider their education as a priority and are expected to avoid non-educationally related activities that conflict with class or educational time periods.

While attendance is required, students may find the need to miss a class due to illness or other serious life event. The student must contact the instructor **prior to** the class session either by email or by telephone. If the student is unable to contact the instructor, they must phone the Program Administrative Assistant as soon as possible at the main telephone number (630-515-6188). While a rare occurrence, a faculty member may find it necessary to be unexpectedly absent or late to a class. Students will be notified at the earliest possible time by email regarding this absence.

Class and lab sessions are considered to be separate sessions for students to attend. Class and lab sessions may range from two to four-hour blocks of time. Therefore, during compressed courses, one calendar day with compressed courses may include two to three class or lab sessions; depending on the quarter, this may be 20-30% of an entire course's content. Attendance to all required sessions is expected.

As attendance to class sessions is essential for learning, faculty will monitor students' class attendance. Faculty may choose to request that students check in by initialing a sign-in sheet at the beginning of class sessions. This will likely be a common practice especially in the first quarter of the program or when a faculty member has not taught the cohort before. Beyond the initial quarters when faculty learn all students' names (and often their chosen places in the classroom), faculty may choose to utilize the sign in sheets as a way to ensure they are monitoring attendance. Faculty will contact students whose attendance presents concern, and the student's mentor may also be contacted to ascertain ways to support the student better in their engagement in the curriculum.

The Program Director will be notified whenever such behaviors could endanger the student's academic standing, or the ability of the Program Director to certify that the student has met the requirements for sitting for the National Board for Certification in Occupational Therapy (NBCOT). The Student Academic Review Committee will be convened consistent with university policies for decisions related to course failures. Regardless of attendance, students will be required to make up all missed exams and assignments. Make up exams will be scheduled at the convenience of the instructor.

Students who test positive for COVID contact the Student COVID Team who then determined the required quarantine dates for the student. They notify the student and the Program Director of their quarantine status. The student then will be required to contact their course instructor and faculty mentor as soon as possible to discuss their case. Decisions will be made on a case-by-case basis. While the Student Academic Review Committee may be convened to discuss options in these rare cases, their decision will be consistent with university policy, including course remediation, incomplete or in-progress course grade, or potential course failure. This will be at the discretion of the ARC. Faculty reserves the right to determine final grades, and repeated tardiness or absences are factors to be considered.

Specific to fieldwork rotations, the student must notify the Director of Clinical Education and Fieldwork Educators promptly of the inability to arrive at a fieldwork site at the scheduled time or because of illness. Timeliness is a critical professional behavior. Occurrences of absenteeism and / or tardiness may result in dismissal of fieldwork placement. In all instances, work missed during an absence must be made up as well as the actual amount of time missed.

Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR)

Upon matriculation, each student is expected to certify their currency in Basic Life Support (BLS) for Healthcare Providers from the American Heart Association (cardiopulmonary resuscitation (CPR) certification). Students will be enrolled in a recertification course in the University Simulation Center during the Spring-I quarter to ensure that each student maintains their certification through Fieldwork and Internship rotations in the curriculum. Each student is responsible for uploading their BLS certification to the student portal and should keep a copy for their own records.

Classroom and Lab Supplies

Use of the equipment and supplies in the OT department is intended for educational purposes only. Access to the OT Lab classroom is achieved by students' ID badges during the weekdays, 6:00am – 6:00pm. Tables, chairs, and equipment should not be removed from the lab/classrooms and must be returned to their designated areas after use. Property of Midwestern University should not be removed without prior written permission (note or email) from a faculty member. It is imperative that students seek permission well in advance of need to assure availability of equipment.

Materials for classroom teaching and lab are distributed by the faculty member for optimizing cost containment. Students are not to take or use materials in the teaching kitchen, classrooms, or storage closets, such as splinting materials, assessment forms, craft supplies, toys, etc. without the express permission of the OT faculty. Reference materials, and evaluation and assessment kits should be signed out and returned to the Program Administrative Coordinator or faculty member. These materials tend to be very expensive and are not always easy to replace in a timely manner. Students, faculty, and staff are expected to be fiscally responsible with all classroom supplies.

Complaints

It is the intent of the Dean, Program Director, faculty, and staff to work with each individual and class to address complaints or concerns. The faculty and administration are committed to making the learning environment one of trust and a mutually satisfying experience. Students are encouraged to discuss their concerns in a timely manner with the primary responsible party prior to taking their concerns to higher levels of administration. Such discussion often clarifies the considerations that factor into why a decision was made, and professional discourse can bring the parties into shared understanding of the situation. The ability to resolve conflict is an important professional behavior and one that will be encouraged and mentored throughout any complaint process. Larger issues can be brought to the attention of the student's mentor directly or through the class representatives, the faculty member, and the Program Director. If the issue is not resolved within the Program to the satisfaction of the student(s), then the next administrative level to be contacted would be the Dean of the College of Health Sciences. Students should refer to the Midwestern University Student Handbook for more specific information.

Contact Information

Each student is required to immediately notify the Occupational Therapy Program in writing of any address, name, or contact information changes. These changes may be e-mailed to the OT Program Administrative Coordinator who will notify faculty appropriately. It is also highly encouraged that you keep the Program informed of your contact information after graduation.

Counseling

Group support sessions and personal counseling are available to students through the Office of Student Services. A limited number of sessions are free, and the student may be referred to appropriate professionals outside the university for additional sessions if needed; costs are then the responsibility of the student. A student may contact Dr. Torgerson, the Assistant Dean of Student Services, at (630) 515-7142, to request assistance. Counseling services are completely confidential and will in no way affect students' rights in the Occupational Therapy Program. Students' utilization of counseling will not be disclosed to Program faculty or staff unless the student grants such permission. The standards of confidentiality will be maintained with any counseling issues.

Criminal Background Checks

The Joint Commission requires that all healthcare workers have a criminal background check prior to working within the organization, whether they are student interns, fieldwork students, or paid employees. This background check may also include fingerprinting, depending on the site. The background checks are provided by the university and included in the student's fees. If the site requires specific background information (e.g., fingerprinting, drug screening, etc.) not covered in the university's background check process, students will be required to comply with individual facility requirements and may be asked to pay for this background check and provide the necessary information to the Occupational Therapy Program and to the site.

Fieldwork and internship sites reserve the right to accept or reject a student for placement based on the results of the criminal background check. Students need to be cognizant that criminal charges and convictions (felony and/or misdemeanor) may impede participation in fieldwork experiences. A criminal record may also negate the student's ability to sit for the NBCOT exam and therefore prevent practice as an occupational therapist and use of the title of registered occupational therapist.

Disability Services – ADA and Universal Design

Prior to enrollment, students certified their ability to complete the technical standards, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which Midwestern University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination, providing a less distracting environment in which to complete an examination). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that the Occupational Therapy Program will work with students with disabilities to determine whether there are ways to assist the student toward completion of the tasks.

The OT Program is committed to providing all students with the supports needed for them to access and learn the academic content, skills, and attitudes of an occupational therapist. To that end, each faculty member will be responsive to the individual needs of students who may, for various reasons, struggle to access course material or to manage the stresses associated with graduate, professional education. Principles of universal design for learning are the intended goal in every course, and considered for students without the danger of minimizing students' acquisition of required content, depth of learning, and ability to participate fully in academic educational experiences. Principles of universal design may be applied to physical learning spaces (e.g., providing standing tables, therapy balls for seating, etc.), variations to receiving academic information (e.g., options for taking examinations (e.g., in the testing center, in the classroom, etc.)). A variety of teaching-learning strategies will be utilized across courses so material will be presented in multiple formats. Students should communicate with their faculty mentor and their course faculty to discuss their learning needs.

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Midwestern University will provide reasonable accommodation of all medically documented disabilities. Students with a disability who wish to have reasonable accommodations must provide documentation to the Office of Student Services (630-515-6470) substantiating the claimed disability. Once the student has met with the Office of Student Services and a conclusion has been made, formal documentation will be provided to the professors concerning the student's accommodations. A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential tasks, even with reasonable accommodation, that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

In addition to the Technical Skills written in the University Catalog, to which students attest upon matriculation to the University, the OT Program has articulated Essential Skills and Abilities for occupational therapy practice (refer to the section entitled Essential Skills and Abilities). These essential skills and abilities must be upheld and maintained throughout the didactic, experiential, and fieldwork portions of the Occupational Therapy Program.

Dress Code

Students and faculty/staff represent the University in their actions, attire, and behavior on or off campus. As representatives of the OT Program and Midwestern University, students are expected to dress in an appropriately professional manner. The dress code is designed to help assure safety and a professional demeanor in the classroom, laboratories, fieldwork, and experiential component experiences. Students must exhibit good judgment in personal hygiene, attire, jewelry, make-up, and body piercings or tattoos to support a learning environment that reflects the professional role they are being trained to assume.

All students are expected to use their best judgment in determining how to dress both inside and outside of the classroom. When making the decision about how to present themselves, students should consider their environment, including potential clients they may be treating, or professionals with whom they may interact. There is an expectation that students be mindful of how their clients, client family members, and staff members may respond to them within professional settings. Students' courtesy towards others and their respect for individual and cultural differences are aspects of therapeutic use of self that promote best practice. The OT Program dress code does not restrict students' clothing or appearance on the basis of culture, religion, or gender. If students have questions about what is appropriate, they should consult their instructor for additional information about the relevant sociocultural environment, so that a decision can be made accordingly.

Additionally, it is important to note that students are expected to comply with dress codes on fieldwork or internship assignments, and that these may be quite different from the OT Program. Students may contact the Director of Clinical Education or the Director of Capstone Development regarding dress for fieldwork or internship experiences. Failure to follow a designated dress code may be grounds for immediate dismissal from a fieldwork assignment. Identification (ID) badges are required for entrance to all fieldwork settings. Students are required to wear either their MWU ID badge or an ID badge provided by the fieldwork or internship site during the time they are on a rotation.

Email and Electronic Communication

Students are provided with a university e-mail address. The Occupational Therapy Program will communicate with students using the Midwestern e-mail address only. Each student must log on / check *and respond* to their MWU email account *at least once each day* to ensure timeliness and responsiveness to communication related to coursework, experiential opportunities, or other professional communication. Midwestern Occupational Therapy students are expected to conduct themselves in a professional manner when communicating in any form when on campus, in class, and on fieldwork.

Students should refrain from using electronic communication (e.g., texting, emailing, searching the web, etc.) when in class, laboratory sessions, fieldwork, or internship. Cell phones must be turned to silent and stored out of sight during class and laboratory sessions. Should the student have an imminent emergency situation they may set their cell to vibrate and leave the classroom, if absolutely necessary, to answer the call. However, the student should inform the faculty member of the potential for such a situation to arise prior to responding to the call. The Occupational Therapy Program office staff do not take phone messages for students unless it is an emergency. The general Program phone number (630-515-6188), however, may be given out as an emergency contact number for such rare and unforeseen occurrences warranting the need to contact a student while they are in class.

While on Level II Fieldwork rotations, mentors will contact their mentees via email, phone call, or text to offer support, encouragement and perhaps assist with problem solving. However, it is not appropriate for students to engage in social networking or texting faculty, fieldwork educators, or internship site mentors. Students must never discuss specific identifying details of the OT Program, including faculty, staff, or other students in the context of a social networking or any public forum (e.g., Listservs, Facebook, etc.). Students must also not discuss specific identifying details of fieldwork or internship issues including names of facilities, clients, supervisors, or other students in the context of a social networking or any public forums. It is a violation of HIPAA to discuss patient identifying information (please see HIPAA policy). If you have any questions about the appropriate use of electronic devices or social networking please contact the OT Program Director, Faculty, or the Director of Clinical Education for clarification.

Essential Requirements

The Midwestern University Occupational Therapy Program supports the standards and spirit of the Americans with Disabilities Act (ADA, 2010) and is committed to the elimination of discrimination against qualified students with disabilities. To become safe and responsible occupational therapists, the Occupational Therapy Program recognizes that students must not only demonstrate academic competence, but must also possess a set of competencies in the following domains: physical, sensory, cognitive, interpersonal, communication, affective, and professional. Students must meet these essential requirements throughout their period of enrollment, with or without accommodations. The essential requirements listed below expand and clarify the Technical Standards for the University and illustrate essential functions specific to both the Program and the practice of occupational therapy. These requirements apply to classroom, laboratory, experiential, and fieldwork environments. The Program acknowledges that students demonstrate proficiency in different ways; therefore, students should consult with individual course instructors and/or the Program Director as necessary with any questions or concerns. Additionally, if a qualified student with a disability has been provided with reasonable accommodations, they may request to use an intermediary or aid for assistance. Such accommodations should not replace a student's ability to meet the essential requirements of the Program, and an intermediary may not provide cognitive support or supports that supplement clinical judgment.

The student must demonstrate sufficient **physical and sensory** skills to:

1. tolerate sitting up to 2 hours at a time, over a 10-hour period
2. tolerate periods of physical activity up to 10 hours per day
3. demonstrate ability to manipulate, or direct the manipulation of, parts or whole bodies of simulated and real clients for purposes of evaluation and treatment including, but not limited to, transfers, ambulation, and positioning
4. demonstrate ability to use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice
5. engage in a wide variety of therapeutic techniques, activities, and occupations used in the occupational therapy assessment and intervention process
6. arrange or modify the physical environment to facilitate client occupational performance and participation
7. legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the norms of clinical settings
8. tolerate physical contact with others and manipulation of their own body by peers or instructors for instructional purposes
9. respond to emergency situations quickly and appropriately, including performance of CPR
10. travel to various community and fieldwork sites for academic and experiential learning

The student must demonstrate sufficient **cognitive** skills to:

1. acquire, apply, process, retain, and apply knowledge through a variety of instructional methods such as: written materials (i.e., texts, journals, documentation, and other written sources), oral delivery, visual demonstrations, laboratory experiences, clinical experiences, and independent learning
2. complete reading assignments, search and analyze professional literature, and apply information gained to guide practice
3. process (measure, calculate, analyze, synthesize, and evaluate) large amounts of complex information, apply theoretical concepts to practice activities, and perform clinical problem-solving in a logical and timely manner
4. perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice related tasks such as moving in a variety of environments, designing treatment equipment, and

fabricating splints

5. maintain attention for 2 - 4 hours; tolerate days when classes, fieldwork, or community learning may last up to 10 hours
6. complete tests/quizzes in a variety of formats
7. complete written assignments and produce written documentation in standard and organized English
8. apply knowledge and judgment required to demonstrate ethical reasoning and behavior
9. apply safety knowledge and judgment to a variety of situations
10. comply with university, program, fieldwork, or community learning site rules and regulations
11. demonstrate problem-solving skills and judgment to modify evaluation or intervention methods, when necessary, to address the specific needs of individuals and populations (behavioral, cultural, etc.), in order to maximize client performance
12. identify and select occupations that are goal directed and motivate and challenge clients
13. demonstrate judgment necessary to establish priorities and develop and use strategies
14. apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of individual treatment plans or program planning

The student must demonstrate sufficient ***interpersonal and communication*** skills:

1. demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy, and confidence
2. collaborate with faculty, supervisors, classmates, clients, family members, significant others, and team members
3. function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory, clinic, or community site on the basis of instructor feedback
4. participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team
5. present information to groups of people
6. communicate in the English language effectively and clearly in verbal and written forms, using proper spelling, punctuation, and grammar to explain procedures and teach skills
7. use language appropriate to the recipient, with faculty, peers, clients, and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely
8. obtain information from clients, peers, faculty, supervisors, and other professionals
9. use therapeutic communication skills such as attending and active listening during therapeutic interactions, and motivating and facilitating client behaviors in order to maximize client performance
10. communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues
11. be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients, and establish professional identity within complex systems
12. utilize the computer for communication and academic assignments
13. observe persons, scenarios, and associated environments, and elicit relevant information for use in assessment and intervention
14. plan, guide, and implement both individual and group interventions

The student must demonstrate sufficient **affective** skills to:

1. sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently
2. identify and seek out resources or professional supports to proactively manage stressors encountered in the intensive educational process and clinical practice environments
3. respond appropriately in environments where there is exposure to disability, illness, pain, and death
4. maintain general good mental and physical health and self-care in order to not jeopardize the health and safety of self and others in the academic and clinical settings

The student must demonstrate sufficient **professional behaviors** to:

1. show respect for diversity consistent with the Program Philosophy of Inclusivity
2. function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory, clinic or community learning site on the basis of instructor feedback
3. exhibit professional demeanor, including appropriate language and attire, and acceptance of responsibility for conduct
4. maintain organizational and time management skills to prioritize activities effectively as needed to attend class and fulfill class requirements
5. exhibit flexibility and adapt to changing environments and expectations
6. exhibit consistent work behaviors including initiative, preparedness, dependability, punctual attendance, and work site maintenance
7. maintain ethical standards including honesty, integrity, and confidentiality, at all times
8. produce the required volume of work in the expected time frame

Ethics (also, see Professional Responsibilities and Behavior)

The American Occupational Therapy Association's Occupational Therapy Code of Ethics (AOTA, 2020) is a public statement of the values and principles used in promoting and maintaining high standards of behavior in occupational therapy. The American Occupational Therapy Association and its members are committed to furthering people's ability to participate fully within their total environment. To this end, occupational therapy personnel provide services for individuals in any stage of development, health and illness, to institutions, to other professionals and colleagues, to students, and to the general public.

Midwestern University Occupational Therapy faculty and students are expected to understand and abide by the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Students learn and develop ethical, professional behaviors throughout their tenure at Midwestern University into fieldwork and ultimately, clinical practice. Please refer to the Occupational Therapy Code of Ethics (AOTA, 2020).

American Occupational Therapy Association. (2020). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410005p1. Downloaded from <http://ajot.aota.org>

Examinations

Students are expected to prepare for and take examinations during the scheduled dates and times. Make-up examinations are reserved for those students who are ill or have other emergencies that prevent them from taking the exam during the scheduled time period. Students who will be unable to take an exam during the scheduled period must contact the course director and/or OT Program office before the exam time indicating the problem preventing

them from taking the exam. Make up examinations will be scheduled at the convenience of the instructor and course progression. Make-up exams may have different test items and format from the original exam at the discretion of the faculty member.

Faculty will return graded examinations in a timely manner and, when appropriate, will discuss the correct answers. All test questions remain the property of Midwestern University and in possession of the Occupational Therapy Program. In a dispute regarding the answer to a test item, the judgment of the faculty will be final.

Faculty Office Hours

Faculty will post their office hours outside their door and on their syllabi each quarter. However, the Midwestern University Occupational Therapy Program is also committed to an "open door policy" which assumes that faculty are available to students during typical work days unless otherwise busy with teaching, meetings, or off-campus obligations. In many cases this means that specific appointment times do not need to be scheduled and students can seek out their mentors or course faculty for simple sharing of information or question-answer needs. Therefore, a student need not wait until posted office hours if there is an important issue to discuss. There are times when it is prudent to contact the faculty member in advance and set a time to meet to avoid the risk of the faculty member being out of the office.

Except for teaching, mentor meetings, and office hours, faculty may work from home during any given week but are still available for student meetings. Students should email the faculty member who, if available, may provide a zoom link or telephone communication. Students are also welcome to arrange other times for meetings with their mentor and instructors based on the mutual availability of all parties involved. The student mentors and instructors may also be contacted by their office telephone, University email, and through the Canvas course site.

Fieldwork Policies: Requirements and Guidelines

Students are directed to the online Fieldwork Manual (www.midwestern.edu/OTfieldwork) for the most complete information regarding Fieldwork.

All Midwestern University OTD students are required to complete two 1.5 credit Fieldwork Level I rotations and two 12-week Fieldwork Level II rotations. A student must have a minimum cumulative grade point average of 3.00 and successfully complete all didactic coursework scheduled prior to a Level II fieldwork. A student must complete all Level II fieldwork at a satisfactory level in order to graduate and be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination. According to the *2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide*, students are required to complete a minimum of 24 weeks of full-time Level II fieldwork. This may be completed on a full-time or part-time basis, but may not be less than half time, as defined by the fieldwork site.

For Level II-A and II-B fieldwork rotations, students will be notified of their final placements no later than eight weeks prior to the initial starting date. For Level I fieldwork rotations, concurrent with the OT Practice courses, students will be notified of their placements no later than the last week of the previous quarter. Student requests to change their Level II fieldwork placement after fieldwork placements have been finalized will not be honored. Conflicts, cancellations, and special circumstances do not apply to the above-noted timeline and will be handled on a case-by-case basis as deemed appropriate by the Director of Clinical Education.

In the event that extraordinary circumstances occur that have the potential to affect fieldwork placement, the student is responsible for notifying the Director of Clinical Education immediately. The Director of Clinical Education and Program Director will then determine if the circumstances warrant special needs consideration. Students complete six full quarters of didactic coursework prior to beginning Fieldwork Level II-A and another full quarter prior to beginning Fieldwork Level II-B. As stated in the University catalog, all coursework must be completed successfully prior to beginning fieldwork.

The FW Level I experiences are each worth 1.5 credits and are situated in the summer and fall quarters of the second didactic year to be held concurrent to the OT Practice courses. These experiences focus primarily on the psychosocial factors of children/adolescents or adults across a variety of settings. Level I Fieldwork experiences may or may not be supervised on site by an occupational therapist but more commonly by another professional (educator, social worker, staff member, etc.) from the site. The goal of Level I Fieldwork is to utilize therapeutic use of self, practice observation and communication skills, and use one's "OT lens" through which to view human occupation. The student will receive a grade of pass or fail for each Level I rotation.

Levels II-A & II-B are full-time experiences that are 12 weeks in duration; each Level II rotation is worth 12 credits. While there are no restrictions as to the type of site, students must experience a range of settings and individuals with whom to work. It is ideal that one of the Level II rotations focus on OT practice with an adult population. Level II-A fieldwork is scheduled for 12 weeks in the Spring-II quarter (March through May). Level II-B fieldwork is positioned in the Fall-III quarter, September through November. Students receive a grade of pass or fail for each Level II rotation.

Attendance Policies for Fieldwork Rotations

Students are required to attend all scheduled days, meetings and/or rounds associated with a fieldwork rotation. If the rotation requires or recommends students to participate in additional activities, the student is expected to do so. Part-time jobs or extracurricular activities are not acceptable excuses for absences. All students must notify the Director of Clinical Education and their Fieldwork Educator(s) if they are going to be absent at any time from a rotation. All students are expected to be in daily attendance throughout each rotation unless prior arrangements have been made with their Fieldwork Educator(s) and the Director of Clinical Education. Unexcused absence from a rotation may jeopardize a student's completion of Fieldwork and progression through the OT Program. The Occupational Therapy Program will monitor student attendance. Being prompt and on time is essential and can have clear consequences for the student's fieldwork performance evaluations and grade.

Students are expected to consider their education as a priority. When activities other than those related to the educational program conflict with fieldwork, students are expected to change the non-educationally related activities. Making up time is permitted for religious holidays and emergency situations only. Emergencies include accidents, illness, or deaths in the family (i.e., things over which a student has no control). Due to the limited number of weeks required for fieldwork, students will be required to take full advantage of the fieldwork experiences by making up any and all time missed. Any questions regarding making up time during fieldwork rotations should be directed to the Director of Clinical Education. Students who do not complete experiential time requirements for Fieldwork Levels I and II are at risk for failing those courses and impeding their successful progression through the Program.

Changes to Fieldwork Sites

Considerable Program, University administration, and Fieldwork site time and effort is required to secure fieldwork rotations for students. Moreover, the agreement between the University and each Fieldwork site is legally bound by contractual policies and procedures. Many factors, out of the control of the Director of Clinical Education, may, at any time impact the ability to successfully place a student at a particular rotation site. Students must, therefore, understand that changes in fieldwork assignments may and sometimes do occur. When this happens, the Director of Clinical Education will work closely with the student to secure alternative fieldwork arrangements at a site that meets program requirements. As a general rule, once site assignments (local and/or out-of-state) have been made for a student, no student-initiated requests for site changes will be considered.

Failed Fieldwork Rotations

As with any course failure, if a student fails a fieldwork rotation for any reason, the course failure must be reviewed by the Academic Review Committee consistent with university academic policies. Subsequent site placement to replace the failed FW rotation is not guaranteed and will be determined following a full review by the Committee of the circumstances surrounding the failure. If subsequent site placement is permitted, the student may have a remediation requirement which needs to be met prior to beginning a subsequent fieldwork experience. Site

assignment settings must meet Program requirements and be approved by the Director of Clinical Education. Any placement of a student following a failed rotation will be assigned according to the Program's established rotation schedule, up to one year later. In the case of failure in a second fieldwork course, the student may be dismissed from the Program consistent with university academic policies and procedures.

Financial Considerations during Fieldwork

Students completing Level II Fieldwork are still enrolled as full-time students and are required to follow University policy. Therefore, if Fieldwork II rotations should fall outside of university timeframes, it is the student's responsibility to communicate with the Registrar's Office and the Student Financial Aid Department, as there may be financial ramifications.

Due to potential conflicts of interest, any student who is receiving financial assistance in the form of scholarships or other resources from a clinical rotation site must inform the Director of Clinical Education of this arrangement as soon as possible. A copy of the contract you sign with the facility should also be provided to the Director of Clinical Education.

Students receiving an incomplete as a grade for fieldwork are not required to pay tuition during the quarter when the *incomplete* is completed. However, the student must pay fees, notify the MWU registrar and Student Financial Aid department, and assume responsibility for any additional expenses incurred due to the extended time frame.

Liability Insurance

The University provides evidence of liability coverage for each student assigned to a fieldwork rotation. This is submitted annually to the fieldwork sites through the Centralized Office of Experiential Education (COEE).

Fire Evacuation Procedures for Non-Residential Buildings

1. Assist any person in immediate danger to safety if it can be accomplished without risk to you.
2. Immediately activate the building fire alarm system. This will automatically notify the fire department and get help on the way. It will also sound the fire alarm bells to evacuate the building and shut down the air handling units to prevent the spread of smoke. It is best to have the fire department respond and not be needed than to have them arrive too late for potential rescue. If you are in a building without a fire alarm system, dial 911 from a safe location to report the fire.
3. If the fire is small enough, use a nearby fire extinguisher to control and extinguish the fire. Do not fight a fire if you don't know what's burning; you don't have the proper equipment, you might inhale toxic smoke, or your instincts tell you not to do so! Safety comes first!
4. Doors, and if possible, windows, should be closed as the last person leaves a room or area.
5. Do not use elevators, use building stairwells.
6. Upon evacuation of the building, all should proceed to a designated meeting area where head counts can be taken. Never reenter a building without permission from the fire department.
7. Never block access to building; fire lanes must be clear at all times.

Grading Policies

The OT Program provides students a variety of assignments to demonstrate their mastery of course content. Individual and group assignments may include narrative papers, creative projects, evaluation reports, intervention plans, etc. All course-related assignments are to be completed and submitted on or before the assigned target date. For most courses, the late submission of an assignment will result in a loss of 10% of the grade for the assignment per day (weekday or weekend), and no credit for the assignment will be given after 72 hours after the due date and time. Each faculty member will determine specific requirements for their course and will provide these in the syllabus. Further, in most cases, all assignments must be completed and submitted for feedback in order to pass the course.

Faculty understand that students sometimes experience extenuating circumstances that prevent them from turning in

an assignment on time. If students know they may be unable to submit an assignment on time, they are encouraged to speak with the course director before the assignment due date to request a reasonable extension without penalty. Students who request multiple extensions within a course or quarter may be directed to speak with their faculty mentor to explore opportunities for academic or personal support.

The Midwestern University Catalog explains thoroughly the grading policies and use of quality points to which both students and faculty may refer. Each course instructor will maintain the students' grades for the course throughout the duration of the course and will submit final grades for online entry within two days following finals week to ensure timely recording of course grades. Please refer to the University catalog for specific information pertaining to course failure, academic review procedures, and progression.

Health and Safety

The health and safety of the student, faculty, guests, and other participants in the Occupational Therapy Program is essential. Faculty and staff will enforce maintaining a safe working and learning environment. Students are also empowered to create a safe working and learning environment by following verbal and written directions; using best practice strategies when working individually or in groups; and complying with Occupational Safety and Health Administration (OSHA). OSHA is an agency of the US government under the Department of Labor with the responsibility of ensuring safety at work and a healthful work environment and whose mission is to prevent work-related injuries, illnesses, and deaths. Horseplay or misuse of equipment will result in disciplinary action. Students must use sound judgment with regard to self and others and adhere to safety regulations. Any broken equipment needs to be reported immediately to the OT Program faculty or OT Administrative Coordinator, and electric equipment should be disconnected from any power source and properly labeled as "out of service". Students should not operate equipment without reading the operator manuals and/or receiving instruction from the OT faculty. Each OT Lab/classroom and the OT Program office have a copy of the OT Program Safety manual that includes specific safety information on equipment in the Program.

Students are responsible for assuring that the OT Program Administrative Coordinator has their current emergency contact information including names, phone numbers, and e-mail addresses for the respective emergency contact persons. This information will be kept electronically in the OT office and should be updated at the beginning of each quarter or when a change is indicated.

Health Insurance Portability and Accountability Act (HIPAA), Illness and Injury OSHA Training, & Blood-borne Pathogens

HIPPA protects the privacy of individually identifiable health information. Consideration for the dignity and integrity of each individual, patient, client, and family should govern all contacts in coursework, experiential learning, and fieldwork experiences. "Privileged information" (information concerning patients' or clients' diagnoses, care and treatment, prognosis, and/or psychosocial problems) should be guarded carefully and shared only with other professional people concerned with aiding the client / patient / family. Hallways, elevators, dining rooms, etc. are not appropriate places for discussions regarding clients. Client/patient names should never be mentioned or used as identifying information on any assignments. Unethical and/or unprofessional behavior(s) can be grounds for immediate dismissal from a fieldwork assignment or result in formal reprimand and professional behavior incident report through Student Services.

Students participate in Law Room courses online related to HIPPA, OSHA and Bloodborne Pathogen training and are then provided a certificate of completion annually to provide to each fieldwork experience. This is a required document for fieldwork which students should maintain in their professional portfolio to have available to provide to each fieldwork site.

Identification Badges

It is the student's responsibility to wear their Midwestern University photo identification (ID) badge when on campus and on experiential rotations. One's ID badge allows access to campus, to buildings on campus, and to the OT

classrooms/labs. If a student ID badge is damaged, lost, or stolen, the student is required to inform the University Office of Safety and Security and arrange for a replacement badge. A fee of \$25.00 is required to replace a lost or damaged ID badge. Given the importance of the badge, students should not leave their IDs on car dashboards to avoid excessive heat from disabling the electronic portions of the badge. Students must not punch a hole in their ID and should not lend their ID badges to others.

Immunization and Student Records

It is the student's responsibility to maintain their own copy of Health and Immunization Report" forms and health records in their professional portfolios (e.g., TB test; drug testing, etc.). The Program Fieldwork Office will send a one-page summary of a student's health information to the respective fieldwork site. Health records are not maintained in the Occupational Therapy Program files or office. They are maintained through the Wellness Center on campus and the Centralized Office of Experiential Education in secured files. The program has access to each student's immunization and annual physical summary through the Centralized Office of Experiential Education.

All students are required to submit a current copy of their immunization and vaccination history as a part of the matriculation agreement. Each student is responsible for maintaining their immunizations and being up to date with documentation of all immunizations, CPR certification, and accuracy of health requirements and records. Students must ensure that their records are current and documented at least two weeks prior to the expiration date to maintain compliance with the Program policy. Failure to do so will result in endangering one's progression through the program and perhaps delay a fieldwork start date with a subsequent delay of graduation.

The documents that should be kept current and maintained in one's portfolio include:

- Records of an annual, general physical examination
- Updated or completed immunizations, including:
 - Hepatitis B Series and titers
 - MMR titers
 - Diphtheria/Tetanus/Pertussis Immunization (This must be updated every ten years to be compliant)
 - Varicella titer
 - 2 step TB and/ or chest x-ray or IGRA Test (Quantiferon/T-spot)
 - Seasonal Influenza Immunization (updated annually)
 - COVID vaccine and booster(s)
- Healthcare Insurance (*Required to provide proof of insurance to the University upon request*)
- Drug Screening (as requested by FW site is student responsibility to pay for and have completed)
- Proof of current certification in Basic Life Support for Healthcare Providers from the American Heart Association
- Proof of current certification in First Aid upon matriculation to the Program
- HIPPA training / testing annually (Provided by the University) – Fall-I quarter and Winter-II quarter
- Illness and Injury - OSHA training / testing annually (Provided by the University) -- Fall-I quarter and Winter-II quarter

Non-compliance or failure to meet and maintain these requirements will result in a student's inability to progress to the next quarter or further coursework until the requirements are met. Such health records are University requirements and extend to the Program coursework and Fieldwork leading up to graduation.

Students will receive from the University regular online training courses on HIPAA, OSHA Training, Universal Precautions, Harassment/Discrimination, Sexual Violence, TB Prevention and COVID. Students will also receive (re)certification in CPR/BLS in the Spring-I quarter prior to fieldwork rotations which are scheduled to begin in the Summer-II quarter for all students. Completion of these courses will be provided to students and are to be uploaded to COEE. It is the student's responsibility to ensure that their records are complete and accurate. Non-compliance or failure to meet and maintain these requirements will result in a student's inability to progress to the next quarter or

further coursework until the requirements are met. Such health records are University requirements and extend to the Program coursework and Fieldwork prior to graduation.

Laboratory Participation

Students should realize that many courses require the student to examine and be examined by other students, and to practice learned techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in shorts, T-shirts, or tank tops in order that the body part to be evaluated and treated may be adequately exposed. During any given laboratory session, students are responsible for disclosing to the instructor any physical/medical condition or religious tradition that might make receiving certain examinations and techniques inadvisable. (Also refer to the *Essential Skills and Abilities* section in this manual for additional, specific information on physical and sensory requirements for the OT Program). In no instance will a student be penalized if there is a valid reason preventing them from receiving certain examinations or treatment procedures.

However, the student must comply with the ADA in terms of performing the examinations and techniques. In other words, disabling conditions do not excuse the student from performing essential functions of occupational therapy. Reasonable accommodations may be implemented so that competent performance occurs (refer to the section on ADA).

Lecture/lab courses rely heavily on in-class learning opportunities and student participation. Therefore, students enrolled in these courses are expected to participate in all activities, demonstrations, and labs with faculty and other students. Activities include but are not limited to:

- Movement of body parts
- Lifting activities, pushing, pulling, and manipulation of equipment
- Use of assistive devices and wheelchairs
- Gait, transfers, and/or bed mobility training
- Light and deep touch to soft tissue and tendons
- Appropriate exposure, access, and palpation of various body regions common to the practice of OT as needed
- Interaction with outside guests / standardized patients
- Each student will be responsible for treating all participants with respect, to maintain dignity, and to always demonstrate professional and safe behavior. Further, confidentiality of any information gained as a participant in this lab course will be maintained.

The benefits of participation in labs include learning to perform these activities and procedures through active engagement and observation. Possible risks may include:

- Sore and achy joints and muscles
- Soft tissue tenderness and skin irritation
- Neck or back strain
- Loss of balance and falls
- Soft tissue tenderness and skin irritation
- Skin redness due to exposure to heat and cold
- Exposure to sharp objects, solvents, adhesives
- Discomfort related to immediate, constructive feedback.

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical or therapy-related problems without supervision from an initially certified and state licensed occupational therapist. The professional liability insurance that covers each student only covers the student when providing occupational therapy interventions with the appropriate supervision sanctioned by Midwestern

University. In the same regard, students should not ask faculty to treat their medical conditions.

Mentorship

Each student in the OTD Program will be assigned a faculty mentor who will serve as their primary mentor. The primary role of a mentor is to collaborate with the student to meet their individual goals for learning and professional development while supporting the student's evolution into becoming a practice leader in occupational therapy. The interests and goals of each student will be matched with the strengths, interests, and availability of the core faculty in the Program. Faculty mentors and student mentees will be matched early in the first quarter of the Program. Matching each student with an appropriate faculty mentor is an important process and one that is undertaken with care and consideration. The faculty mentor may also serve as advisor, guide, and mentor for the student's research and capstone scholarship endeavors although each student may have a separate research project mentor.

Mentors, therefore, have a significant professional impact on the student through the student's tenure in the Program. This mentoring process is built on and solidified through a dynamic and collaborative professional relationship, one that is initially based on shared interests and expertise, but grows across time as student, faculty, and other participants engage in collective projects in the second and third years of the curriculum.

Each faculty mentor may be responsible for several students (the exact number is based upon the aforementioned match of student interest and faculty expertise) for scheduled quarterly and as-needed meetings. During the quarters in which research course content is taught, the student will meet with their research mentor at least weekly. The student's faculty mentor will likely also serve as the student's capstone project mentor. Each potential faculty mentor is a core faculty member of the Program with documented expertise to serve in the role of mentor to guide and support the student through the substantial scholarship endeavors within the curriculum. The faculty mentor will be responsive to the student and will be responsible for collaborating with the student to facilitate the individualized goals and objectives to best meet the curriculum requirements and the satisfactory completion of the individualized internship and capstone project.

Personal Safety / Personal Injury

If at any time a student feels threatened in any way, they should report this immediately to a member of the faculty or staff of the OT department or to the Security office on campus. Any safety concern will be taken seriously, and confidentiality will be preserved as needed.

In case of a personal injury in the classroom, lab, or on the Midwestern campus, the student, faculty, or staff member should immediately seek first aid if this is a minor injury. First aid kits are located in the OT Program office and in the OT labs. Contents in each kit will be checked regularly and updated at least yearly or prior to being depleted. In case of a non-life-threatening injury or illness, dial 7111 for the campus security and notify them of the location and type of injury, and the need for an ambulance, if applicable. Once Security personnel assess the situation, they will determine the next course of action. If the person requires transportation to the hospital, security will escort that person or arrange for the injured person's safe transportation. Faculty and staff should not transport the injured person to the hospital.

If the situation is serious or life-threatening, call 911 immediately and provide a complete description of the location, person(s), injuries, and type of support being provided. Notify Safety and Security of your call to 911 Emergency Services as the Safety and Security department will then be ready to assist the arriving emergency personnel to the location of the occurrence. Attend to the person until the emergency personnel reach the location of the person in need. Dr. Jurgens-Toepke, Dean of Students, the Office of Student Services should also be notified and, as appropriate, will attend the student in transition to the hospital for medical care.

After any occurrence or personal injury occurs on the Midwestern University campus, faculty and/or staff most knowledgeable about the occurrence must complete a Quality Assurance Occurrence Report within 48 hours of the incident. These forms can be found in the OT Program office and are available electronically to faculty on the

Midwestern network K-drives. This form should be disseminated to the Occupational Therapy Program Director (Kimberly Bryze, PhD, OTR/L (kbryze@midwestern.edu), Student Services, and Risk Management (riskmanagement@midwestern.edu).

Pregnancy

Please refer to the University Student Handbook for its policy on student pregnancy. Students who are pregnant are asked to inform the Program Director and/or the Director of Clinical Education immediately to ensure progression through the curriculum, including experiential and fieldwork responsibilities, and to ensure safety precautions are being taken. Pregnancy is treated like other temporary medical conditions.

If a student is or becomes pregnant prior to beginning fieldwork or while on fieldwork, they must notify the Director of Clinical Education immediately, as well as inform their clinical Fieldwork Educator. This is extremely important so appropriate plans can be made for fieldwork. Any student who is pregnant will be required to have a letter from their physician stating that they are capable of assuming the normal clinical responsibilities of an OT student, and that the physician does not have any objection to the student's specific assignment for fieldwork. Communication and careful planning during fieldwork experiences are critical to ensuring the safety of those involved.

Professional Organizations / Memberships

Membership in the state and national professional organizations is both a benefit and a professional responsibility of an occupational therapist. Students are required to join the American Occupational Therapy Association (AOTA), as well as their home state's or the Illinois Occupational Therapy Association (ILOTA) by October 1 of their first year in the Program. Membership in the Student Occupational Therapy Association (SOTA) is also required. Memberships should be maintained throughout their tenure at Midwestern University. Reduced student rates for AOTA and ILOTA exist, and when combined, the membership dues for all three organizations will cost a student approximately \$130.00 per year.

There are many student benefits to membership including:

- Subscription to professional and research journals and publications
- The opportunity to connect with other students and participate in student-only events
- Savings on textbooks, conferences, and other items
- Opportunities to participate in legislative events that support our profession

The American Occupational Therapy Association membership information can be found at: www.aota.org and the Illinois Occupational Therapy Association web site is: www.ilota.org.

Professional Responsibilities and Behavior

Students are expected to interact with patients, clients, other professionals, fellow students, faculty, staff, and other individuals in a professional and ethical manner. The student represents Midwestern University and the profession of occupational therapy as a whole, not only during matriculation in the Occupational Therapy Program but also after graduation and in practice. Refer to the University Student Handbook for the descriptions of personal conduct violations, the social misconduct disciplinary process and the personal conduct sanctions. Also refer to the policies on alcohol beverages, illicit drugs, sexual assault, sexual harassment, solicitation, and tobacco use. Occupational therapy students are expected to behave in a professional, mature, and ethical manner in all interactions during on-campus and off-campus activities. General expectations include the following:

- Complete all assigned readings prior to class to ensure acquisition of the foundational knowledge to engage in critical discussions. Faculty may modify in-class activities to facilitate reading and student preparation to foster mastery of course content.
- Be prepared to discuss and/or utilize the material in class and lab activities. Students are expected to actively participate in classroom and lab activities.

- Arrive on time and spend the entirety of the course hours in lecture or lab. This may require planning to arrive early for class. Attendance expectations are described in another section of this document.
- Be proactive in addressing questions or ideas with the class and/or instructor to maximize the learning experience. It is the responsibility of the student to seek clarification if they are unsure of an assignment or have questions about content.
- All written communication should be professionally presented.
- Take responsibility for contacting the faculty in writing during the first week of classes with a request for any adaptations or accommodations consistent with the guidelines specified in the University Student Handbook (under Disability Services). Students with disabilities will also request accommodations through the Department of Student Services (extension 6470).

Occupational therapy students are both professional and graduate and are responsible for working cooperatively and collaboratively in small and large groups. One's behavior towards self, peers, and instructors is expected to be professional, courteous, and respectful. Disrespectful or disruptive behavior and microaggressions will not be tolerated. Given the possibility of potentially sensitive content presented in certain class sessions, and some students' emotional responses to class discussions, the Program's expectation is that students will respond to one another appropriately and professionally. As we communicate both with our voices and our body movements and expressions, even subtle indicators of disrespect, such as giggling or rolling one's eyes in response to another person's disclosure of personal information or emotionality, may be considered to be unprofessional. Further, students should use their judgment and discretion to handle their own emotional and behavioral reactions to potentially sensitive or provocative class sessions and to respond professionally and with sensitivity.

Faculty informally assess the professional behaviors of all students in their courses. If a concern arises, the faculty member will confidentially address the concern with the student and notify the student's faculty mentor. If a concern persists or a significant concern arises, the faculty member will arrange a meeting with the student and faculty mentor. The purpose of this meeting will be to help the student understand the concerns and to identify strategies or goals to address the concern and thus correct the behavior. Prior to this meeting, the faculty mentor may consult with other faculty members who may identify concerns in order to formally assess the student's professional behavior. The Professional Behavior Assessment form (see Appendix) is used by faculty and the student to assess professional behavior. During the meeting, the faculty mentor will work with the student to develop a Professional Behavior Improvement Plan (see Appendix). This plan will be shared with all faculty members teaching the courses in which the student is enrolled. For the duration of the timeline identified on the improvement plan, the student may be placed on "Disciplinary Warning". If concerns persist and/or goals are not met, the student may be placed on "Disciplinary Probation". Continued concerns with a student's professional behavior may result in dismissal from the Program. See the University *Student Handbook* and the *University Catalog* for additional details regarding the Conduct Code and Code of Responsibilities and Rights.

Students enrolled in the Occupational Therapy Program are also expected to comply with the Occupational Therapy Code of Ethics (AOTA, 2020). Students found to be in violation of the standards of professional or personal conduct during experiential or fieldwork experiences are subject to sanctions that include immediate removal from the clinical site and possible expulsion from Midwestern University. In order to protect individuals who are treated by occupational therapy students in assigned fieldwork facilities, it is the responsibility of the student at all times to safeguard the patient from physical and emotional jeopardy. When the fieldwork educator believes a patient has been placed in jeopardy by the student, the student may be withdrawn from that fieldwork experience. The student may be withdrawn from the course and/or program pending an investigation and decision recommended by the faculty, Program Director, and the Dean of the College of Health Sciences. The student's rights to due process, including appeal, will be protected in such circumstances (refer to the *Student Handbook* for the grievance process).

American Occupational Therapy Association. (2020). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410005p1. Downloaded from <http://ajot.aota.org>

Smoking

The Occupational Therapy Program supports Midwestern University's commitment to a smoke-free environment in all of its campus buildings. Smoking will also be prohibited in all occupational therapy related activities. There are designated smoking areas on campus.

Tornado Sheltering Procedure

The Midwestern University Safety Team has prepared a list of locations to seek shelter in the event a tornado warning is issued for our area in Illinois. The Village of Downers Grove will sound the warning siren. The emergency notification system will announce the warning in all buildings. Students and faculty should move to the lower levels of their building, away from windows or open corridors, and away from spaces with skylights or ceiling openings. Basements, small interior rooms with no windows, locker rooms or bathrooms, and hallways away from doors and windows are some of the safest locations in which to seek shelter.

Transportation

Transportation to fieldtrip sites, assigned Fieldwork Levels I and II rotations and internship sites is the student's responsibility. At no time during clinical placement are students allowed to provide transportation for patients and clients.

Appendix A

MWU OT Program Professional Behavior Assessment

Student Name: _____

Date: _____

Completed by (Student/Faculty Name): _____

Ratings:

- Satisfactory (S): The student consistently demonstrates the behavior at an expected level.
- Needs Improvement (I): The student does not consistently demonstrate the behavior but is aware of a need for improvement and can develop the behavior independently.
- Unsatisfactory (U): The student does not consistently demonstrate the behavior and requires assistance or guidance with developing the behavior.

Professional Behaviors (Ethics)	Rating	Comments
Upholds the AOTA Code of Ethics and the Code of Rights and Responsibilities of Students of Midwestern University	S / I / U	
Professional Behaviors (Communication)	Rating	Comments
Communicates verbally, in writing, and through actions respect for diversity, alternative viewpoints, and individual differences	S / I / U	
Demonstrates awareness of own non-verbal communication (affect, body language, voice) and can modify as needed to improve communication and understanding	S / I / U	
Listens attentively in order to accurately understand others' viewpoints and perspectives	S / I / U	
Upholds program expectations pertaining to social networking	S / I / U	
Respects email etiquette by (a) personally addressing emails; (b) keeping emails concise and to the point, (c) not overusing "reply all", (d) avoiding profanity or offensive language, and (d) using email to convey information rather than strong emotions	S / I / U	
Speaks only for themselves, using "I" language	S / I / U	
Uses eye contact	S / I / U	

Professional Behaviors (Collaboration)	Rating	Comments
Addresses interpersonal conflicts and frustrations directly (face to face) with the involved person or persons in a respectful and constructive manner	S / I / U	
Is a reliable team member who meets deadlines and contributes actively and substantively to group learning activities and projects	S / I / U	
Considers the impact of their words and actions on others and modifies words or actions as needed	S / I / U	
Demonstrates concern and takes action to support the physical or emotional safety and well-being of others	S / I / U	
Maintains confidentiality whenever appropriate	S / I / U	
Professional Behaviors (Self-Responsibility)	Rating	Comments
Evaluates their professional behavior as needed, modifying behavior based on self-evaluation and feedback from others	S / I / U	
Seeks and uses a variety of resources to solve problems related to academic performance, fieldwork performance, and professional behavior	S / I / U	
Accepts consequences of their actions or lack of action	S / I / U	
Comes to all classes, field experiences, and other learning opportunities fully prepared	S / I / U	
Identifies own learning needs then initiates action including the pursuit and use of resources as needed	S / I / U	
Persists in learning and mastering challenging concepts and skills	S / I / U	
Applies full attention to available learning opportunities, without distracting behaviors or inappropriate multitasking (e.g., emailing or texting during class; holding "side bar" conversations with other individuals during group discussions; engaging in personal cell phone use during class or on fieldwork)	S / I / U	
Independently initiates and completes any missed work or activities in a timely manner or as negotiated with the instructor	S / I / U	
Professional Behaviors (Participation in Supervisory Process)	Rating	Comments
Respectfully and tactfully gives, receives, and responds to feedback from peers, instructors, and fieldwork educators	S / I / U	

Proactively seeks assistance or guidance when necessary	S / I / U	
Follows proper authority channels to communicate or address concerns	S / I / U	
Seeks support or training when needed	S / I / U	
Respectfully advocates for self and others as needed	S / I / U	
Professional Behaviors (Consistent Work Behaviors)	Rating	Comments
Attends—and is on time for—all classes, fieldwork, and other required program-related activities	S / I / U	
Communicates unexpected emergencies or schedule conflicts with involved others in a timely and direct fashion	S / I / U	
Manages personal, family, and job-related demands so that obligations to graduate school are consistently met	S / I / U	
Follows through with responsibilities and commitments	S / I / U	
Manages multiple time and task demands	S / I / U	
Meets deadlines for all assigned work and activities	S / I / U	

MWU OT Program Professional Behavior Improvement Plan

Student: _____

Date: _____

The following should be completed during a meeting between a student, their faculty mentor, and any other faculty members as indicated once an ongoing concern regarding the student's professional behavior has been identified.

1. Student strengths:
2. Area(s) of concern:
3. Targeted outcome (start with the end in mind):
 - a. What are the targeted student behaviors (observable, positive, sustained) that will be observed/ documented by more than one faculty member or fieldwork supervisor using the professional behavior assessment form?

 - b. What other evidence indicators will be present that can document sustained change and improvement (e.g. reports from fieldwork educators, work samples, artifacts)?
4. Action plan (what steps do the student and relevant faculty members need to take to reach the targeted outcome?):
5. Timeline:
 - a. How often will progress be monitored (and by whom)?

 - b. By when does the targeted outcome need to be achieved (identify a specific date)?

Student Signature: _____

Date: _____

Faculty Mentor Signature: _____

Date: _____

Adapted from the Colorado State University Occupational Therapy Program Professional Behavior Assessment 2017

MWU OT Program Professional Behavior Improvement Plan Review

Student: _____

Date: _____

At the end of the established timeline, the OT student has...

- Not improved
- Partially improved
- Fully addressed all concerns

Comments:

Recommended Next Steps:

- Success- No further action needed
- Continue current professional behavior improvement plan and extend timeline
- Insufficient progress
- Revise plan
- Develop new plan for a new area of concern

Comments:

Student Signature: _____ Date: _____

Faculty Mentor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Appendix B

Program Contact Information

Core Faculty:

Gifty Abraham, OTD, OTR/L Associate Professor	AH 320H	(630) 515-6251 gabrah@midwestern.edu
Kimberly Bryze, PhD, OTR/L Program Director & Professor	AH 330B	(630) 515-7226 kbryze@midwestern.edu
Glen Cotton, OTD, OTR/L Associate Professor	AH 320E	(630) 515-6422 gcotto@midwestern.edu
Susanne Higgins, OTD, OTR/L, CHT Associate Professor	AH 330H	(630) 515-7629 shiggi@midwestern.edu
Catherine Killian, OTD, OTR/L Director of Clinical Education & Assistant Professor	AH 330J	(630) 515-7208 ckilli@midwestern.edu
Anne Kiraly-Alvarez, OTD, OTR/L, SCSS Director of Capstone Development & Associate Professor	AH 330E	(630) 515-7340 akiral@midwestern.edu
Lisa Knecht-Sabres, DHS, OTR/L Professor	AH 330A	(630) 515-7216 lknech@midwestern.edu
Mark Kovic, OTD, OTR/L, FAOTA Associate Director & Professor	AH 330F	(630) 515-7223 mkovic@midwestern.edu
Dana Lingle, OTD, OTR/L, CHT Academic Fieldwork Coordinator & Assistant Professor	AH 324	(630) 515-7156 dlingl@midwestern.edu
Lisa Mahaffey, PhD, OTR/L, FAOTA Professor	AH 330C	(630) 515-7219 lmahaf@midwestern.edu
Monika Robinson, DrOT, OTR/L Associate Professor	AH 320F	(630) 960-3867 mrobin@midwestern.edu
Emily Simpson, PhD, OTR/L Director of Student Research & Professor	AH 330G	(630) 515-7127 esimps@midwestern.edu
Divya Sood, OTD, OTR/L Associate Professor	AH 330D	(630) 515-7485 dsood@midwestern.edu

Core Staff:

LaRunna Moore Senior Administrative Assistant	AH 330	(630) 515-6188 lmoore1@midwestern.edu
Zakia Williams Administrative Coordinator	AH 330	(630) 515-6423 zwilli@midwestern.edu

Adjunct Faculty:

Katie Coakley, MOT, OTR/L Adjunct Instructor	AH 324	(630) 515-7478 kcoakl@midwestern.edu
Marissa Dastice, MOT, OTR/L Adjunct Instructor	AH 320G	(630) 515-6192 mdasti@midwestern.edu
Lela Holcomb, DHS, OTR/L Adjunct Instructor	AH 320G	(630) 515-6192 lholco@midwestern.edu
Sarah Zera, OTD, OTR/L Adjunct Instructor	AH 320G	(630) 515-6192 szera@midwestern.edu

Appendix C

Upon receipt and review of this document and the policies reflected within, the student will sign and date the page, below, and submit this signature page to the OT Program office, AH North, Suite 330.

I, _____ (*student name, printed*) hereby attest to having read, understood,

and agreeing to abide by the policies as written in this Program Manual.

Signature

Date

Date submitted to Program office

Initials