# School of Occupational Therapy

## Belmont University

## Professional Entry Level Weekend

## Master of Science in Occupational Therapy Degree

### PROGRAM MANUAL 2018-2019 Academic Year

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Purpose of the Program

This manual is intended to acquaint full time and adjunct occupational therapy faculty, clinical educators, staff and students with the policies and procedures of Belmont University’s professional entry level Weekend Master of Science in Occupational Therapy (MSOT) degree program. This manual is to be used in conjunction with the Belmont University Graduate Catalog, and The Bruin Guide. Additions, deletions and other revisions will be made as deemed necessary by the School of Occupational Therapy and may be made without advance notice. The most current copy of the Program Manual is maintained on Belmont University’s School of Occupational Therapy Website.

Foreword

In May of 2004, the Representative Assembly of the American Occupational Therapy Association adopted the following definition of occupational therapy practice. The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings. Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life.

The practice of occupational therapy includes:

1. Methods or strategies selected to direct the process of interventions such as:
   a. Establishment, remediation, or restoration of a skill or ability that has not yet developed or is impaired
   b. Compensation, modification, or adaptation of activity or environment to enhance performance
   c. Maintenance and enhancement of capabilities without which performance in everyday life activities would decline
   d. Health promotion and wellness to enable performance in everyday life activities
   e. Prevention of barriers to performance, including disability prevention
2. Evaluation of factors affecting activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, including:
   a. Client factors, including body functions (such as neuromuscular, sensory, visual, perceptual, cognitive) and body structures (such as cardiovascular, digestive, integumentary, genitourinary systems)
   b. Habits, routines, roles, and behavior patterns
   c. Performance skills, including motor, process, and communication/interaction skills
3. Interventions and procedures to promote or enhance safety and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, including:
   a. Therapeutic use of occupations, exercises, and activities
   b. Training in self-care, self-management, home management, and community/work reintegration
   c. Development, remediation, or compensation of physical, cognitive, neuromuscular, sensory functions and behavioral skills
   d. Therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process
   e. Education and training of individuals, including family members, caregivers, and others
      i. Care coordination, case management, and transition services
      ii. Consultative services to groups, programs, organizations, or communities
      iii. Modification of environments (home, work, school, or community) and adaptation of processes, including the application of ergonomic principles
      iv. Assessment, design, fabrication, application, fitting, and training on assistive technology, adaptive devices, and orthotic devices, and training in the use of prosthetic devices
      v. Assessment, recommendation, and training in techniques to enhance functional mobility, including wheelchair management
      vi. Driver rehabilitation and community mobility
      vii. Management of feeding, eating, and swallowing to enable eating and feeding performance
      viii. Application of physical agent modalities, and use of a range of specific therapeutic procedures (such as wound care management; techniques to enhance sensory, perceptual, and cognitive processing; manual therapy techniques) to enhance performance skills

The School of Occupational Therapy is committed to providing an educational program that both challenges and enhances a student’s ability to learn. 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. Belmont University is dedicated to producing entry level occupational therapists who are capable of assuming leadership roles in a variety of delivery 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 Belmont University’s official documents, but rather encourages individuals to review, reflect upon and understand the positions taken by Belmont University. This document is not static and is subject to change from time to time. Changes to this document will be made available to all students. However, in order to review the most

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current policy or information, please check the occupational therapy website where a current copy of the Program Manual is readily available.

Questions raised regarding this document should be brought to the attention of your advisor. This is your program and your success lies in getting involved with the administration process.

**Note that sections of this Program Manual may change without advance notice. Efforts will be made to notify students and distribute changes in a timely manner although it is the student’s responsibility to regularly check the website and comply with changes as they are made.
Section I: Basic Information

History of Belmont University

Ranked No. 5 in the Regional Universities South category and named as a “Most Innovative” university by U.S. News & World Report, Belmont University consists of more than 8,000 students who come from every state and more than 36 countries. Committed to being a leader among teaching universities, Belmont brings together the best of liberal arts and professional education in a Christian community of learning and service. The University’s purpose is to help students explore their passions and develop their talents to meet the world’s needs. With more than 90 areas of undergraduate study, over 20 master’s programs and six doctoral degrees, there is no limit to the ways Belmont University can expand an individual's horizon. For more information, visit www.belmont.edu.

Belmont University sits on 84 historic acres two miles southwest of downtown Nashville, Tenn., a thriving metropolis known worldwide as Music City USA. In the mid-1800s, the land the university now occupies was known as the Belle Monte estate, the Victorian home of one of Tennessee’s wealthiest couples, Joseph and Adelicia Acklen. Their antebellum Belmont Mansion remains today, flanked by university buildings separated in age by more than a century.

The first educational institution on the estate was the original Belmont College (1890-1913), offering elementary school through junior college education to young ladies. The school merged with Ward Seminary to become the prestigious Ward-Belmont School for Women (1913-1951), and in 1951, with the support of the Tennessee Baptist Convention, the school became the coed Belmont College. Since becoming Belmont University in 1991, Belmont has grown not only in size but in quality. The mansions, gardens and statues of Belmont's historic past now sit side-by-side with state-of-the-art facilities equipped with the best technology and teachers to educate today's students with the right tools for real world success.

Belmont University Accreditation

Belmont University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Belmont University.

Belmont University's professional entry level Weekend MSOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449. The AOTA phone number is (301) 652-AOTA and web address www.acoteonline.org. Belmont University's professional entry level Weekend MSOT program maintains open and honest communication with ACOTE through the submission of all ACOTE reports and associated fees as scheduled; notifying ACOTE of any relevant changes at the institutional and program level within 30
days of their occurrence; and participating in scheduled re-accreditation site visits. Our graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Licensure requires a separate application process from certification. Most states require licensure in order to practice; however, state licenses are usually based, in part, on the results of the NBCOT Certification Examination. Students need to be cognizant that felony related charges and convictions may impede participation in fieldwork experiences. A criminal record may impair/prevent the student’s ability to sit for the NBCOT exam and therefore prevent use of the title of registered occupational therapist. A student should contact NBCOT if there is a prior criminal record.

AOTA Educational Standards

The Accreditation Council for Occupational Therapy Education (ACOTE) has Educational Standards (hereafter called Standards) that are the minimum standards of quality used in accrediting programs that prepare 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 sponsorship of the occupational therapy program (accreditation and authority to grant degrees), resources (administrative, faculty, and clinical or support personnel; financial support; physical facilities, equipment and supplies; library and instructional support), student related services (admission, evaluation and retention, health, and guidance), operational policies (fair practices and student records), program evaluation (outcomes and results of ongoing program evaluation), curriculum (mission, philosophy, and curriculum design), content requirements (liberal arts; biological, behavioral, and health sciences; occupational therapy theory and practice; management of occupational therapy services; research; professional ethics; and fieldwork education); and program length. A copy of the Standards is available on the AOTA website.

Occupational Therapy Facilities

The School of Occupational Therapy is part of Belmont University’s College of Health Sciences and Nursing. The School’s facilities are located in the Gordon E. Inman College of Health Sciences and Nursing as well as in the School of Pharmacy on Wedgewood Avenue between 15th and 16th Ave South. The mailing address is:

Belmont University
School of Occupational Therapy
1900 Belmont Blvd.
Nashville, TN 37212
The occupational therapy classes and lab experiences are located primarily on the 2nd and 3rd floors of the College of Health Sciences and Nursing (Inman) as well as the School of Pharmacy (McWhorter) building. Parking at the School of Occupational Therapy is located in the parking garage directly below the Gordon E. Inman College of Health Sciences and Nursing building or in other campus parking spaces. Students must register their vehicle with security prior to using the campus parking areas. There is no additional cost for the Belmont University parking sticker. Belmont University parking decals can be obtained at the Office of Campus Security (located in the Gabhart Student Center). Students are responsible for complying with all of Belmont University’s regulations and policies that pertain to parking and safety if they are to park on campus. If students are illegally parked and cars are ticketed or towed, students will be responsible for all costs incurred. Parking is the responsibility of the student.
Section II: School of Occupational Therapy Organizational Chart

Belmont University College of Health Sciences and Nursing Organizational Chart

Robert Fulcher, PhD
President

Thomas Burns, PhD
Provost

Cathy Taylor, DrPH, MSN, RN
Dean, College of Health Sciences and Nursing

UNDERGRADUATE PROGRAMS

Nursing
Public Health
Social Work

GRADUATE PROGRAMS

Occupational Therapy
Nursing
Physical Therapy

Lory Liotta-Kleinfield, EdD, OTR, BCP, FAOTA
Chair, School of Occupational Therapy

Professional Degrees

OT Doctorate Program
Tamara Lemmonds, EdD, MSOT, OTR/L
OTD Program Director

MSOT Weekend Program
Allison Koch, OTR, OTR/L
MSOT Program Director

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Belmont University
School of Occupational Therapy
Organizational Chart

School of Occupational Therapy

Academic Faculty
- Missy Bryan, OTD
- Emman Dagnan, OTD
- Elena Espartou, OTD
- Debra Gibbs, EdD
- Sue Iliff, PhD
- Allison Koch, OTD
- Tamara Lemmon, EdD
- Lorry Liotta-Kleinfeld, EdD
- Christine Manville, EdD
- Natalie Michaels, EdD
- Teresa Plummer, PhD
- Camille Turner, MSOT

Fieldwork Coordinators
- Missy Bryan, OTD
- Camille Turner, MSOT

Administrative Staff
- Carlin Haskell, EdM
  Program Assistant
- Evelyn Shuler, MSOT
  Experiential Component and
  Fieldwork Assistant
- Misty Wellman, MA
  Program Assistant
B. School of Occupational Therapy Faculty and Staff

Full Time Faculty:

-Missy Bryan, OTD, OTR/L, ATP, CPST  
Title: Lecturer of Occupational Therapy

Education:
OTD (Occupational Therapy – Post-professional), Rocky Mountain University of Health Professions  
B.S. (Occupational Therapy), University of Tennessee Health Science Center

Professional/Clinical Experience: Outpatient pediatrics, home health, seating and mobility, special needs transportation clinic

Professional Memberships, Service, and Awards:
1996 - Present American Occupational Therapy Association Member  
1996-2004, 2017 – Present Tennessee Occupational Therapy Association Member

Licenses and Certifications:
1999 – Present National Board for Certification in Occupational Therapy  
1999 – Present OT Licensed, State of Tennessee Health Related Board  
2011 – Present Child Passenger Safety Technician  
2013 – Present Certified, Physical Agent Modalities (Tennessee)  
2014 – Present Assistive Technology Professional

Research Interests: Assistive technology in pediatrics, child passenger safety for children with special health care needs, seating and mobility

-Emmy Dagnan, OTD, OTR/L, CLT, C-EP, CPAM

Title: Assistant Professor of Occupational Therapy

Education:
OTD (Occupational Therapy) Belmont University  
M.S. (Occupational Therapy) Belmont University  
B.S. (Movement Science) Texas Christian University

Professional/Clinical Experience: Adult outpatient rehabilitation, inpatient rehabilitation, and acute care with an emphasis on orthopedic and neurologic disorders

Professional Memberships, Service, and Awards:
2000 – Present  Occupational Therapy Association member
2000 – Present  American College of Sports Medicine member
2012 – Present  Tennessee Occupational Therapy Association member

**Licenses and Certifications:**
May 2005 – Present  Certified Lymphedema Therapist
July 2000 – Present  ACSM Certified Exercise Physiologist

**Research Interests:** Motivation and sports, health and wellness, stress reduction in students
B. Faculty and Staff

Full Time Faculty:

-Missy Bryan, OTD, OTR/L, ATP, CPST
Title: OTD Academic Fieldwork Coordinator & Assistant Professor of Occupational Therapy

Education:
OTD (Occupational Therapy – Post-professional), Rocky Mountain University of Health Professions
B.S. (Occupational Therapy), University of Tennessee Health Science Center

Professional/Clinical Experience: Outpatient pediatrics, home health, seating and mobility, special needs transportation clinic

Professional Memberships, Service, and Awards
1996 - Present American Occupational Therapy Association Member
1996-2004, 2017 – Present Tennessee Occupational Therapy Association Member

Licenses and Certifications:
1999 – Present National Board for Certification in Occupational Therapy
1999 – Present OT Licensed, State of Tennessee Health Related Board
2011 – Present Child Passenger Safety Technician
2013 – Present Certified, Physical Agent Modalities (Tennessee)
2014 – Present Assistive Technology Professional

Research Interests: Assistive technology in pediatrics, child passenger safety for children with special health care needs, seating and mobility

-Emmy Dagnan, OTD, OTR/L, CLT, C-EP, CPAM
Title: Assistant Professor of Occupational Therapy

Education:
OTD (Occupational Therapy) Belmont University
M.S. (Occupational Therapy) Belmont University
B.S. (Movement Science) Texas Christian University

Professional/Clinical Experience: Adult outpatient rehabilitation, inpatient rehabilitation, and acute care with an emphasis on orthopedic and neurologic disorders

Professional Memberships, Service, and Awards:
2000 – Present Occupational Therapy Association member
2000 – Present American College of Sports Medicine member
2012 – Present  
Tennessee Occupational Therapy Association member

**Licenses and Certifications:**
- May 2005 – Present  
  Certified Lymphedema Therapist
- July 2000 – Present  
  ACSM Certified Exercise Physiologist

**Research Interests:** Motivation and sports, health and wellness, stress reduction in students

- Elena Wong Espiritu, OTD, OTR/L, BCPR

**Title:** Assistant Professor of Occupational Therapy

**Education:**
- OTD (Education, Advance Clinical Practice), University of Illinois at Chicago
- Masters in Biblical Studies, Dallas Theological Seminary
- B.S. (Occupational Therapy), Texas Woman’s University

**Professional/Clinical Experience:** adult physical and cognitive rehabilitation (acute care, inpatient rehab, neuro outpatient), administration

**Professional Memberships, Service, and Awards:**
- 2013 – Present  
  Member, American Occupational Therapy Association
- 2016 – 2019  
  RDSIS chairperson, American Occupational Therapy Association

**Licenses and Certifications:**
- 1998 – Present  
  National Board for Certification in Occupational Therapy
- 2013 – Present  
  OT Licensed, State of Tennessee Health Related Board
- 2009 – Present  
  Assessment of Motor and Process Skills Calibrated Rater
- 2012 – Present  
  Chronic Disease Self-Management Program Facilitator
- 2014 – Present  
  AOTA Board Certification in Physical Rehabilitation

**Research Interests:** self-management, community reintegration, spirituality and healthcare education, cognition and providing quality therapy to those with least access

- Debra Gibbs, EdD, MHS, CAPS, OTR/L, FAOTA

**Title:** Associate Professor of Occupational Therapy

**Education:**
- EdD (Organizational Leadership) University of Sarasota
- MHS (Occupational Therapy) University of Florida
- BHS (Occupational Therapy) University of Florida
**Professional/Clinical Experience:** Acute care, industrial rehabilitation, outpatient orthopedics and pediatrics, onsite workplace ergonomic, and industrial rehabilitation, interprofessional education and simulation.

**Professional Memberships, Service, and Awards:**
- 1978-Present American Occupational Therapy Association member
- 1991 Teaching Excellence Award, Tennessee Occupational Therapy Association
- 2002 Fellow, American Occupational Therapy Association Nashville
- 2012 Reviewer, AOTA Evidence Exchange, Critically appraised papers.
- 2014 Board Member, Council of Aging Greater
- 2015 Board Member, Home Place, Nashville, TN.
- 2017 Board Member, Senior Ride Nashville
- 1999 Excellence in teaching, awarded by TOTA.
- 2008 Fellow, AOTA awarded by AOTA for: Promoting the Development of Occupational Therapy Practice
- 2016 Elizabeth Jacobs Distinguished Service Award: Service on the Senior Transportation Coalition

**Licenses and Certifications:**
- 1978-Present National Board for Certification in Occupational Therapy
- 1983-Present OT Licensed, State of Tennessee Health Related Board
- 2011-Present Electrical Stimulation Certification, Tennessee
- 2012 Certified, Clinical Simulation, University of Southern Indiana
- 2013 Certified Aging in Place Specialist

**Research Interests:** Professional behaviors, ergonomics, community service delivery, the use of clinical simulation in education, aging and community mobility.

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*Sue Iliff, PhD, OTR/L*  
**Title:** Assistant Professor of Occupational Therapy

**Education:**
- PhD (Occupational Therapy) Texas Woman’s University
- MA (Occupational Therapy, specialty certificate in pediatrics) Texas Woman’s University
- BS (Occupational Therapy) University of Kansas

**Professional/Clinical Experience:** School based and out-patient pediatric occupational therapy, Early-Intervention, Curriculum Specialist--Handwriting Without Tears

**Professional Memberships, Service, and Awards:**
- American Occupational Therapy Association
- Tennessee Occupational Therapy Association

**Licenses and Certifications:**
- July 2017- present State of Tennessee, Board of OT- License # 5690
1998-present  National Board for Certification of Occupational Therapy Inc. (NBCOT) #1028054
2007-present  Certified Infant Massage Instructor, International Institute of Infant Massage Albuquerque, New Mexico
2007-present  Handwriting Specialist, Handwriting Without Tears Level I Certification #182, Cabin John, Maryland
2012-present  AOTA Fieldwork Educator Certificate Program certification, Phoenix, Arizona

**Research Interests:** Self-reflection, OT in a home-school setting, Educational strategies and assessments, pediatrics

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**Allison Koch, OTD, OTR/L**

**Title:** MSOT Program Director & Assistant Professor of Occupational Therapy

**Education:**
OTD (Occupational Therapy) Belmont University
B.A. (English) Harding University

**Professional/Clinical Experience:** Acute inpatient rehabilitation with emphasis in neurological care post CVA, pulmonary rehabilitation, and critical illness myopathy

**Professional Memberships, Service, and Awards**
American Occupational Therapy Association
Tennessee Occupational Therapy Association
Neuro-developmental Therapy Association
Vanderbilt Home Health Advisory Board (2013-2015)
2007- Vanderbilt Stallworth Therapist of the Year
2011- Vanderbilt Stallworth Therapist of the Year

**Licenses and Certifications:**
2004- Present OT Licensed, State of Tennessee Health Related Board
2012- Certified in Neurodevelopmental Treatment in Adults with hemiplegia
National Board Certified Occupational Therapists

**Research Interests:** Cognition and vision post CVA, aging

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**Tamara Lemmonds, EdD, MSOT, OTR/L**

**Title:** OTD Program Director & Assistant Professor of Occupational Therapy

**Education:**
EdD (Educational Leadership and Professional Practice) Trevecca University
MS (Occupational Therapy) Belmont University
BS (Biology) Lipscomb University

**Professional/ Clinical Experience:** Community and School Based Pediatric Occupational Therapy

**Professional Memberships, Service, and Awards:**
1998 – Present  AOTA member

**Licenses and Certifications:**
2001 – Present  OT Licensed, Tennessee Health Related Boards
2001 – Present  National Board for Certification in Occupational Therapy
2002 - 2007  The Canadian Association of Occupational Therapists

**Research Interests:** leadership development, cultural competence, community-based pediatric OT, curriculum design

-Lorry Liotta-Kleinfeld, EdD, OTR, FAOTA, BCP

**Title:** Program Chair, Professor of Occupational Therapy

**Education:**
Ed.D. (Higher Education), Nova Southeastern University
M.S. (Biomedical Science and Neuroscience), Kent State University
B.S. (Occupational Therapy), Florida International University
A.S. (Occupational Therapy), Palm Beach Junior College

**Professional/Clinical Experience:** Community and School Based Pediatrics; Neuroscience

**Professional Memberships, Service, and Awards**
1995 – Present  Board Certified in Pediatrics (BCP)
1999 – Present  Leadership Education in Neurodevelopmental Disabilities, Vanderbilt University
2004  Communication Liaison, Education Special Interest Section, American Occupational Therapy Association.
2002 – 2003  Middle District Chair, Tennessee Occupational Therapy Association
2006  AJOT Reviewer
2010  Roster of Fellows, American Occupational Therapy Association
2013  Commendation Award, American Occupational Therapy Association

School Function Assessment, Pilot Test Project participant American Occupational Therapy Conference Proposal Reviewer Pennsylvania Assistive Technology Board American Occupational Therapy Association Tennessee Occupational Therapy Association

**Licenses and Certifications:**
1986– Present  National Board for Certification in Occupational Therapy
1997 – Present  OT Licensed, State of Tennessee Health Related Board
1995– Present  Board Certification in Pediatric Occupational Therapy
Research Interests: Neurophysiological treatment techniques in pediatrics, learning styles

-Christine A. Manville, EdD, OTR/L
Title: Professor of Occupational Therapy

Education:
EdD (Educational Leadership), Johnson & Wales University
M.ED. (Educational Leadership), Rhode Island College
B.S. (Occupational Therapy), University of Wisconsin – Madison

Professional/Clinical Experience: Mental health specialist (inpatient, outpatient and community programs), pioneer OTA Program Director at Community College of Rhode island, therapeutic group program manager, textbook author

Professional Membership, Service, and Awards:
1979 – present American Occupational Therapy Association
1979 – 2007 Rhode Island Occupational Therapy Association (Admin Chair, 97-99)
1986 – 2007 Connecticut Occupational Therapy Association
2007 – present Tennessee Occupational Therapy Association

Research Interests: Treatment for adults, adolescents and children with mental illness (inpatient and community); effective programs for teenagers at risk in the public school system; decriminalizing mental illness in the Criminal Justice system; the role of occupational therapists in diversional programs in the criminal justice system, teaching and learning in secondary and postsecondary education; professional development of occupational therapy students; promotion of health and wellness in children

-Natalie Michaels, PT, EdD, GCS Emeritus
Title: Associate Professor of Occupational Therapy

Education:
EdD (Curriculum & Instruction) University of Central Florida
MA (Applied Psychology) Fairfield University
BS (Physical Therapy) Ithaca College

Professional/Clinical Experience: Pediatrics, Geriatrics, Acute Care, differential diagnostics, orthotics, prosthetics, research

Professional Membership, Service, and Awards:
American Psychological Association (APA)
American Physical Therapy Association (APTA) APTA Sections: Education, Pediatrics, Geriatric
Faculty Service Learning Award - Tennessee State University, 2012
Fellow: President’s Fellowship Program - Tennessee State University, 2009-2010
Faculty Research Award - Tennessee State University, 2008

Licenses and Certifications:
Physical Therapist, Tennessee (Reg. Num. 7693)
1997 – Present Geriatric Certified Specialist, American Board of Physical Therapy Specialties
1998 – 2006 Certified Wound Specialist, American Academy of Wound Management
1995 – Present Clinical Instructor Certification, University of Miami
2002 – Present Credentialed Clinical Instructor, American Physical Therapy Association
2016 – Present Aquatic Physical Therapy Clinical Competency

Research Interests: Tool Development, Critical Thinking, Down’s Syndrome

-Teresa Plummer, PhD, OTR/L, CEAS, CAPS, ATP
Title: Associate Professor of Occupational Therapy & Research Coordinator OTD Program

Education:
PhD (Occupational Therapy) Nova Southeastern University
M.S. (Occupational Therapy) Belmont University
B.S. (Occupational Therapy) Medical College of Virginia
A.S. (Occupational Therapy) Mount Aloysius Jr. College, PA

Professional Experience: Pediatric and Adult Assistive Technology Practitioner, wheelchair service and provision, accessibility

Professional Memberships, Service, and Awards:
International Society of Wheelchair Service Provisions, Integration Task Group
American Occupational Therapy Association
National Home Builders Association
Neuro-developmental Therapy Association
Rehabilitation Engineering and Assistive Technology Society of North America
Finalist for Virginia Chaney Distinguished Professor, 2006 & 2009
Finalist for Presidential Faculty Achievement Award, 2018

Licenses and Certifications:
1984-present National Board for Certification in Occupational Therapy
1984-present OT Licensed, State of Tennessee Health Related Board
2009-present Certified Ergonomic Assessment Specialist
2001-present Assistive Technology Professional certified through Rehabilitation Engineering and Assistive Technology Society of North America 2012-present Certified Aging in Place Specialist
**Research Interests:** Perspectives of people with disabilities, wheelchair service and provision, accessibility

-Camille Turner, MSOT, OTR/L  
**Title:** MSOT Academic Fieldwork Coordinator / Instructor of Occupational Therapy

**Education:**  
M.S. (Occupational Therapy) Belmont University  
B.A. (Psychology) University of the South (Sewanee)

**Professional/Clinical Experience:**  
2006-2009 PRN experience in outpatient rehabilitation at Pi Beta Phi Rehabilitation Institute  
2003-2005 Staff therapist in outpatient rehabilitation for brain injury at Pi Beta Phi Rehabilitation Institute, Vanderbilt Medical Center  
2001-2003 Community-based psychosocial occupational therapy services at Park Center

**Professional Memberships, Service, and Awards:**  
2018-present Co-Chair, Scholarship Committee of Tennessee Occupational Therapy Association  
2017-present Advancement Review Board Member for Career Advancement Program (CAP) at Vanderbilt University Medical Center  
2016-present Tennessee Consortium of Academic Fieldwork Coordinators  
2016-present Tennessee Occupational Therapy Association  
2001-present OT Licensed, State of Tennessee Health Related Board  
1998-present American Occupational Therapy Association

**Licenses and Certifications:**  
2001-present NBCOT Certification #1053027

**Research Interests:** adult / non-traditional learners; educational technology; fieldwork-related topics including professional behaviors, generational differences in service providers and their impact upon service quality, and community-based services for underserved populations

**Part Time/Adjunct Faculty:**  
Mary Dietrich, PhD  
Patricia Harvey, MA, OTR, CHT  
Gary Robinson, MBR, OTR, CHT  
Sandra Stevens, PhD, OTR  
Susan Young, OTD, OTR, FAOTA  
Lindsey Ham  
David Eades  
Tim Sullivan  
Angie Salvucci  
Tim Zerwic  
Evan Pendygraft

Revision: 11/27/2018
School of Occupational Therapy Staff

Caitlin Haskell  
Program Assistant

Evelyn Sholar  
Experiential Component and Fieldwork Assistant

Misty Wellman  
Program Assistant

Section III: Curriculum Design

Belmont University Mission Statement

Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

Belmont University Vision Statement

To be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

Belmont University is student-centered. The university provides an environment for students to develop intellectually, spiritually, socially, and physically through experiences of learning and research, leading and serving, success and failure, and consideration and choice. Faculty, administration and staff commit themselves to guide and challenge students to develop their full potential in order to lead lives of meaning and purpose.

Belmont University is a Christian community. The University faculty, administration and staff uphold Jesus as the Christ and as the measure of all things. Students encounter Christian values relevant to personal growth and spiritual maturity and are expected to commit themselves to high moral standards.

Belmont University is academically challenging. The university offers rigorous undergraduate and graduate programs emphasizing knowledge and discernment, intellectual discourse and debate, and humble engagement of cultural and social perspectives within the framework of ethical and moral reflection. All learning contexts stress the skills and dispositions necessary for lifelong learning and the sustaining value of higher education in each person's professional and personal life.
Belmont University welcomes men and women from diverse backgrounds. The university upholds the dignity of all and fosters an atmosphere of respect for the civil expression of divergent perspectives that enables students to learn, to live, to work, and to play together.

Belmont University empowers men and women to engage and transform the world. The university prepares students to use their intellectual skills, creativity, and faith to meet the challenges and opportunities that face the human community.

University Values

As a student-centered Christian community with a rich Baptist heritage, Belmont University upholds the following core values as essential to intellectual, spiritual, personal and corporate life:

- Integrity
- Inquiry
- Collaboration
- Service
- Humility

School of Occupational Therapy Mission

The School of Occupational Therapy provides comprehensive graduate education within a Christian, learning environment to enable students from diverse backgrounds to positively impact the community at large and enhance the human condition through an appreciation for diversity, problem-solving, and the utility of meaningful and purposeful occupations.

School of Occupational Therapy Vision

The School of Occupational Therapy’s vision is to offer a comprehensive education to graduate students in a Christian environment, preparing them to become, and continue to be, occupational therapy practitioners who are committed to evidence and occupation based practice, life-long learning, service and advocacy.

In achieving its mission, and that of the university, the School of Occupational Therapy provides (Program Goals):
1. Comprehensive, student-centered programs that encompass the scope of practice of occupational therapy and build upon the students’ liberal arts and science foundational knowledge, their understanding of issues related to globalism and diversity as preparation for practice.

2. A Christian learning environment that promotes and assists in developing professional behaviors that incorporate the values and attitudes of excellence, caring, honesty, and respect that are consistent with the Code of Ethics and Standards of Practice for the American Occupational Therapy Association.

3. Didactic, laboratory, and clinical experiences that provide exposure to a broad range of traditional and emerging healthcare and human service delivery models.

4. Exposure to basic skills associated with the potential varied roles of an occupation therapist as a practitioner, consultant, educator, manager, researcher and advocate.

5. Opportunities to prepare the student to be a self-directed lifelong learner by encouraging independent inquiry, critical thinking, clinical reasoning, self-reflection, and self-assessment.

6. To provide a foundation in occupational therapy research allowing the student to be an effective consumer of the latest research and knowledge bases that undergird practice and contribute to the growth and dissemination of research and knowledge.

**CURRICULUM THEMES AND STUDENT LEARNING OUTCOMES**

I. Clinical reasoning and critical thinking:

   The curriculum reflects developing theory and evidence in occupational therapy. Curricular experiences require the student to engage in critical thinking and scholarly inquiry to examine and analyze information, including research, expert opinion, as well as anecdotal information. These experiences enable students to disseminate current and valid information to consumers and/or other health care professionals. Through these experiences students also develop their ability to identify evidence-based practice. Analysis of case scenarios is used to develop the clinical reasoning process to assist students to consider the multitude of factors that influence engagement in occupation and affect consideration of best practice. In depth exploration of occupational participation as a means of providing meaning and purpose in life is a major theme of the curriculum. Conditions that impact participation in occupation are reviewed and students are prepared to apply therapeutic occupation as the profession’s primary means and ends of intervention with diverse individuals at the time of graduation from the program.
The student will be able to:

1. Utilize critical thinking and clinical reasoning to describe, evaluate, and/or implement the occupational therapy process.
2. Demonstrate clinical skills needed to competently implement occupation-based and evidence-based practice.
3. Critique and conduct research related to occupational therapy and report the results using a written format that is appropriate for dissemination to other professionals and/or consumers.

II. Professional Development through Engagement

The curriculum emphasizes the importance of professional growth. This includes the development of professional behaviors and ethical conduct, needed for participation in educational activities and practice. Students are provided with experiences to promote self-assessment and reflection in an effort to develop and implement goals and activities related to development of entry-level practice competence. The curriculum provides learning experiences to build upon the students’ knowledge and skills necessary for meaningful and successful engagement in settings where occupational therapy is currently practiced and where it is emerging as a service. The curriculum includes professional development activities to enable one to assume a variety of occupational therapy roles which may include the role of direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.

The student will be able to

1. Take responsibility for establishing, articulating, documenting and/or demonstrating competence in practice, educational participation, and research by participating in professional development and educational activities.
2. Exhibit ethical standards, values, and attitudes that are expected of an occupational therapy practitioner as outlined in position papers and official documents of the occupational therapy profession.
3. Demonstrate ability to contribute to practice by determining needs of individuals as well as populations and identify strategies to address needs through system consultation, policy development, program development, supervision, research, education or health care planning.
4. Exhibit professional communication as evidenced by constructive dialogue and feedback, active participation in virtual discussion groups, effective oral presentations, clear written communication, and use of professional terminology.
Illustration of Themes as threaded through coursework and learning experiences.

Clinical reasoning and critical thinking:

1st semester

- Written assignments and oral communication related to occupational therapy philosophy and occupational roles (Foundations in Occupational Therapy, Developmental Influences on Living)
- Introduction to critical thinking to examine issues that impact occupational engagement (Developmental Influence on Living, Pathophysiology, Neuroscience, Kinesiology)
- anatomical/kinesiological and neurophysiological considerations that impact engagement in occupation (neuroscience, kinesiology, pathophysiology)
- occupational engagement across the lifespan and development of occupational roles, (Developmental Influences on Living)
- conditions affecting occupational performance (Pathophysiology, Neuroscience, Kinesiology)

2nd semester

- determination and analysis of occupation-based interventions to improve occupational performance, health, and well-being of children and adolescents (Occupational Performance I)
- occupational adaptation for children and adolescents (Assistive Technology)
- analysis of occupation including activity demands and context of occupations (Occupational Analysis)
- evidence-based therapeutic occupation and scientific inquiry related to occupation (Research Methods)
- occupation as the profession’s primary means and ends of intervention for children and adolescents (Level 1 fieldwork I)
- Application of critical thinking to the clinical reasoning process (Clinical Studies I, Occupational Performance I, FW Seminar I, AT I)
- Introduction to use of critical inquiry skills to review literature (Research Methods)

3rd semester
• Application of clinical reasoning to create sound clinical decisions for adults (Clinical Studies II, Occupational Performance II)
• Employ critical inquiry skills related to research project (Research Project)
• Determination and analysis of occupation-based interventions to improve occupational performance, health, and well-being of adults (Occupational Performance II)
• Occupational adaptation for adults (Assistive Technology II)
• Occupation as the profession’s primary means and ends of intervention for individuals receiving services in nontraditional, community-based settings (Level I Fieldwork II)
• Research related to occupational therapy intervention (research project)
• Psychological and social factors that influence engagement in occupation.

4th semester

• Determination and analysis of occupation-based interventions to improve occupational performance, health, and well-being of adults and older adults (Occupational Performance III)
• Occupational adaptation for adults and older adults (Assistive Technology II)
• Occupation as the profession’s primary means and ends of intervention for adults and older adults (Level I Fieldwork III)
• Application of clinical reasoning to create sound clinical decisions for adults and older adults (Clinical Studies III, Occupational Performance III, Professional Issues)

5th and 6th semesters

• Immersion in experiences to promote optimal participation in occupation (Fieldwork Level 1 and Fieldwork Level 2)

Professional Development through Engagement:

1st semester

• Assessment of professional standing and goal establishment for professional growth (portfolio requirement)
• Self and peer evaluation (virtual discussion groups and peer evaluation)
• Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choice in contemporary society (Developmental Influences on Living)
2nd semester

- Interact with and determine needs of children and adolescents of diverse races, social-economic and cultural backgrounds in a therapeutic manner (Level 1 Fieldwork I)
- Identify researchable occupational therapy problems, formulate hypotheses/research question, and differentiate among types of variables (Research Methods)
- Assess attainment of professional and educational goals (Portfolio process)
- Discuss fieldwork experiences and network with peers (Fieldwork Seminar).
- Use Practice Framework for documentation (occupational analysis)

3rd semester

- Interact with and determine needs of adults of varying age, race, social-economic and cultural backgrounds in a therapeutic manner (Level I Fieldwork II)
- Initiate a research project under the supervision of a faculty member that contributes to the knowledge of the occupational therapy process (Research Project 1).
- Examine trends in practice and develop skills for the future (Contemporary Practice Issues)
- Assess attainment of professional and educational goals (Portfolio process)
- Discuss fieldwork experiences and network with peers (Fieldwork Seminar II).

4th semester

- Interact with and determine needs of adults and older adults of varying age, race, social-economic and cultural backgrounds in a therapeutic manner (Level I Fieldwork III)
- Write a research report in a format for presentation or publication (Research Project).
- Assess individual and population needs and propose viable solutions by considering socio-cultural, economic, demographic, and technological variables (Professional Issues).
- Assess attainment of professional and educational goals (Portfolio process)
- Discuss fieldwork experiences and network with peers (Fieldwork Seminar III).

5th and 6th semesters

- Practical educational experience designed to integrate and apply an academically acquired body of knowledge. **Fieldwork Level II, (part 1)**
- Integration and application of academic and experiential knowledge and skills enabling the student to achieve a level of competence in direct care congruent with the standards of entry-level practice of the profession of occupational therapy. **Fieldwork Level II (part 2).**
School of Occupational Therapy Philosophy

The human being is a holistic, dynamic person who is internally motivated to engage in occupation. Occupation is defined as “Activities…of everyday life, named, organized, and given value and meaning by individual and a culture. Occupation is everything people do to occupy themselves, including looking after themselves…enjoying life…and contributing to the social and economic fabric of their communities.” (Law, Polatajko, Baptiste, & Townsend, 1997; also referenced in the Practice Framework [AOTA, 2014]) An optimal health state is supported when individuals engage in occupations that are meaningful, purposeful and self-directed. Engagement in occupation promotes well-being, competence, a sense of autonomy, as well as connectedness to others. Engagement in occupation occurs in a variety of contexts (cultural, physical, social, personal, temporal, spiritual, virtual). ”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” (AOTA, 2017, Supplement).

The holistic aspect of the human being consists of biological, psychological and socio-cultural dimensions. The holistic nature of each human being is unique and individualized. This unique individual functions as an open system that interacts in a dynamic fashion with the environment. This continuous interaction provides the individual with the opportunity to learn as a result of experience and thus grow, develop, change, and adapt. The growth process is facilitated by the occupational nature of human beings and is evident in the interactions with the environment that are self-initiated and goal-directed. These interactions or occupations can be categorized into the areas of occupations (e.g., activities of daily living, instrumental activities of daily living, education, work, play, leisure and social participation).

Occupational therapy is based on the belief that occupations may be used to promote wellness and remediate dysfunction. Occupations can be used as a means as well as an end in the intervention process. Occupations have the ability to be graded and to be used therapeutically to promote adaptation which enables individuals to attain the highest level of performance that promotes desired or needed participation in a variety of roles and settings. Changes in performance are directed to support engagement in meaningful occupations that subsequently affect health, well-being, and life satisfaction. (AJOT, 2002) Through active participation in the intervention process, learning can be facilitated through actual doing that can lead to effective change in occupational performance. The process of occupational therapy integrates the application of critical thinking skills with evaluation, process of intervention, and outcomes.
Scope

The depth and breadth of the curriculum are designed to develop a generalist occupational therapist with a strong foundation in occupation-based practice. Students are educated in uses of occupation to provide therapeutic intervention for individuals and groups of all ages through in-depth exploration of evidence-based literature.

The scope covers the spectrum of entry-level practice competencies in both physical and mental health settings. Throughout the curriculum students are introduced to the role responsibilities of a clinician, educator, advocate, educator, researcher, manager, and consultant. Clinical studies courses and fieldwork seminar courses focus on students’ personal and professional integration of the curricular themes. The educational outcome is a competent entry-level occupational therapist that is dynamically engaged in the profession and uses clinical reasoning to determine and implement best practice to enable performance in occupations.

As identified by the Occupational Therapy Practice Framework (AJOT, 2014), occupational therapy practitioners are committed to assisting others to attain, retain, or maintain their ability to participate in purposeful and meaningful occupations. MSOT students engage in the occupational area of education to develop in their professional careers and transition to the role of occupational therapist. In assisting with this transition, entry-level education must be accountable for adhering to guidelines set forth in the American Occupational Therapy Association, Inc. (AOTA), document Standards for an Accredited Educational Program for the Occupational Therapist, revised in 2011. The Accreditation Council for Occupational Therapy Education (ACOTE) monitors compliance with these Standards. The Standards encompass knowledge, skills, and attitudes that are required to function as a generalist in occupational therapy. The MSOT program ensures that students meet objective criteria by identifying learning experiences and methods of evaluation to ensure that students meet the Standards. Ralph Tyler’s traditional model of curriculum design is an objective-oriented approach to education. In this model, the program planner states objectives, selects learning activities, organizes learning activities, and develops means of evaluation. This approach is linear and consistent with an outcome-oriented view of education. Thus, the work of Tyler is an inherent part of the MSOT program curriculum design. In this vein, the Standards are viewed as objectives that each student must meet. Learning experiences are developed by faculty and learning outcomes are evaluated. Changes are implemented to ensure success.

The MSOT faculty recognizes, however, that education goes beyond attainment of objectives. Belmont University’s mission is, in part, to “provide opportunities for students to develop intellectually, spiritually, socially, and physically through experiences of leadership and collaboration, of success and failure, and of choice (italics added). For example, in conjunction with the academic fieldwork coordinator, student may choose Level I and Level II fieldwork experiences that are of interest to the student. In addition, choice is provided through specific courses that offer a selection of assignments that the students may choose from to meet individualized learning goals in addition to course objectives.
As a faith-based institution, Belmont University also encourages “high moral standards, habits of ethical reflection, and an atmosphere of respect for civil expression of diverse perspectives.” An aim of the university mission is also to challenge students to consider innovative solutions to problems that face the community. In line with the aim of the mission, a socio-cultural view of education which emphasizes the importance of learning about the human condition and one another through dialogue (classroom and web-based discussion) as well as through immersion in the community (service learning, level I and Level II fieldwork) is also reflected in the curriculum design. A constructivist learning approach, in which students are challenged to build upon and challenge pre-existing knowledge and views, is also inherent in the curriculum design as reflected by a multitude of case-based inquiry learning activities as well as web based discussion.

Caffarella (2002) states that five broad purposes of education are “to encourage growth, to assist with practical problems, to prepare people for current and future opportunities, to assist with change for desired results, and to examine community or social issues” (p. 10). She also states that program planning must consider contextual factors that influence the program including the social, economic, cultural, and political climate. Thus, the MSOT curricular design reflects consideration of not only educational objectives, but goals and previous experiences of the learner as well as growth needed to transition to the role of occupational therapist, in relation to the learning context, and demands of the learning task. In addition, the content that is included in the curriculum includes not only objectives as identified by the Standards, but learning experiences and philosophy of learning that are conducive to achieving the Belmont University vision and mission and the mission and vision of the School of Occupational Therapy.
View of Learning

1. The Learner

Diverse factors influence learning and educational performance and learning does not occur in a vacuum: Each student has, in part, differing life experiences, motivations, learning styles and aspirations that he/she brings to the learning environment.

Thus in addition to the traditionalist view to education outlined by Tyler, the MSOT curriculum design incorporates the work of Caffarella that recognizes curriculum as a dynamic and holistic process that encompasses a broader aim than achievement of objectives as an “end” to learning. The learning process is influenced by context as well as by an individual’s biological, and psychological changes as well as socio-cultural experiences. MSOT students are adult learners with diverse cultural backgrounds. Merriam and Caffarella (1999) have identified best education practices for adult learners:

Key considerations include:

- Learning implies the intersection of the learner; the context; and the process.
- An adult needs time to examine a problem or respond to a situation.
- Adults are not inclined to engage in learning unless it is meaningful.
- Acquisition of information may be slower than with children due to age-related factors, but because accumulation of knowledge is seen as crucial to the integration of new learning, adults are in a better position to learn new things than children.
- Adults are “problem finders” (adults “notice” a problem) and engage in dialectical thinking (the art of reasoning about matters of opinion).
- Case scenarios and inquiry learning are embedded throughout the program to promote meaningful critical thinking and problem solving experiences for the MSOT student.
2. Context

a. Spiritual Context

At Belmont University, the importance of the spiritual context is reflected in the University’s underlying Christian standards of morality and ethics. Students are expected to exhibit values including:

- mutual respect and collaboration
- the worth of the individual
- personal integrity
- critical independent thinking
- self-control
- community responsibility and accountability

These values are expected to be demonstrated in a variety of roles and contexts including the live and “virtual” classroom and at the fieldwork setting. Education includes social interaction and demonstration of university values is expected and reflected in course assignments as well as ongoing assessment of a student’s professional behaviors (Level 1 fieldwork evaluation form).

b. Virtual Context

The teaching/learning process can occur not only in the traditional classroom environment, but via virtual environments. Advances in technology speed the rate that information can be accessed. The MSOT program uses web-enhanced instruction to promote a dynamic, interactive media to promote learning.

Researchers have begun to identify some indicators of success for distance learners including:

- Being self-directed, intrinsically motivated and an active learner
- Having support systems (resources, services, administrative, faculty, family, employer, etc.)
- Relating course content to personal and career interests (meaningfulness)
- Possessing good organizational and time management skills

Faculty recognize that learning in the online environment is facilitated by timely and regular feedback. Many of the teaching strategies used with adult learners are also effective when engaging in online learning.
The MSOT curriculum includes virtual, live, and fieldwork experiences to construct new knowledge, attitudes, and skills and reinforce existing knowledge, attitudes, and skills that are needed to transition to the role of occupational therapist

3. Faculty

The Faculty recognize that they are a human component of the educational environment. Faculty concur that “Education . . . is a form of social intervention, which is defined as “any act, planned or unplanned, that alters the characteristics of another individual or pattern of relationships between individuals” (Kelman & Warwick, in Merriam & Caffarella, 1999, p. 13). As such, faculty engages in ongoing evaluation to assess implications of their endeavors. Although faculties are content experts, their role is to facilitate student learning rather than merely transmit information. Faculty concurs with Malcolm Knowles work regarding the role of the instructor in adult education. Namely, the instructor’s role is to

- Encourage active involvement of students in learning and serve as facilitator
- Guide students towards knowledge rather than supply facts
- Explain how activities contribute to attainment of goals
- Solicit input from students
- Allow students to select projects of interest
- Provide opportunities for students to assume responsibility for presentations and group leadership
- Draw on students’ experience and knowledge that is relevant to specific course material
- Relate theories and concepts to students
- Acknowledge the value of experience in learning
- Provide opportunities to incorporate modify and adapt existing knowledge with new learning (activities that compare and contrast)
- Provide learning that builds upon existing knowledge or updates current knowledge
- Provide activities that have clear outcome criteria for successful attainment
- Demonstrate/explain how course material will help students attain their goals.
- Allow students to choose fieldwork placements that reflect their interests
- Explain how course material will be utilized in the work place
- Provide opportunities to practice/apply the skills/knowledge being taught
- Provide opportunities to display professional behaviors
- Model professionalism
Instructional delivery

Learning is an active process in which the student assumes the responsibility for the learning and the fulfillment of the outcomes. Faculty can assist the student with identifying learning objectives and developing an effective, individualized learning style that is congruent with the demands of the program. Learning experiences occur on a developmental continuum culminating in the analysis, synthesis, and evaluation of knowledge. During the learning process, faculty function as facilitators to structure learning experiences to enhance the critical thinking skills of the students and facilitate integration of content with each student's unique life experiences.

The curriculum is delivered through a variety of lecture, lab and seminar formats, fieldwork experiences, and web-based instruction. Students are required to demonstrate proficiencies in problem solving, psychomotor, behavioral and clinical competencies as they progress through the curriculum. Since this curriculum is a shared effort amongst the faculty, students will be given the benefit of receiving input from more than one source. Likewise, the Academic Fieldwork Coordinator, in conjunction with faculty and community clinicians, provides students with feedback regarding their progress toward clinical competence.

Graduates of Belmont’s program are prepared to demonstrate commitment to the profession of occupational therapy as ultimately demonstrated by their involvement in professional organizations and their continuing education. They are prepared to promote occupational therapy through the continuous development of leadership skills as well as collaborate with other professionals.

Pre-Admission:

Prior to being admitted to the Weekend MSOT Program, students must demonstrate that they have successfully completed (received a grade of “B-” or better) the following prerequisite courses:

- Human Anatomy; Human Physiology; Statistics; Human Growth and Development across the lifespan,
- Introduction to Psychology, Introduction to Sociology or Anthropology as well as 6 credits in Communication. These courses serve as the foundation for first semester MSOT courses including neuroscience, pathophysiology, and kinesiology. The pre-requisites in communication also ensure that incoming students possess adequate written and oral communication skills for participation in the educational program. The pre-requisite requirement of statistics lays a foundation for future coursework in the research component of the MSOT curriculum Although OTA’s are given priority for admission, qualified PTA’s may be admitted.
1st Semester – Fall First Year:

During the students’ first weekend on campus they receive a comprehensive orientation to the Weekend MSOT Program that includes training in accessing and utilizing Blackboard, instruction in conducting online literature searches, and introduction to the Portfolio requirement. The portfolio process is used to encourage self-assessment and reflection related to self-responsibility for learning and promotion of professional growth and development. The StrengthsFinder 2.0 or other learning style/social style instrument is also administered. The students are educated regarding their social style/learning style preferences and are made aware of how this relates to their communication and learning styles.

The first semester of the program provides course work in kinesiology; neuroscience; and physiology and clinical pathophysiology to ensure that students, regardless of their professional background, have a firm understanding of client factors (body functions and body structures). Developmental Influences on Living provides an introduction to the development of occupational roles and role dysfunction across the lifespan. This course builds upon the course content that is covered in most human development across the lifespan courses. In addition to the concept of role development and dysfunction, this course also provides an overview of the contribution of occupation to health and wellness and examines development of performance patterns and skills from a lifespan perspective. This course also provides an opportunity for the student to observe and reflect on social, psychosocial, and community issues that impact engagement in occupation. Knowles recommends that adult learners should be provided with opportunities for practical application of knowledge. Learners reflect on one’s life course and history during Developmental Influences on Living which provides an opportunity for practical application of knowledge during the 1st semester.

The applied science and foundational courses, including Foundations in Occupational Therapy, that are offered during the 1st semester prepare the students for the subsequent intervention courses in the curriculum that are presented in birth-forward progression during the 2nd, 3rd, and 4th semesters of the program.

2nd Semester – Spring First Year:

During the second semester, the study of occupation is intensified by examining occupational issues that are relevant from birth through adolescence. Content inclusion in the first intervention course, Occupational Performance I, includes examination of theories, frames of reference, assessment, intervention and outcomes that are applicable to children. Incorporated into this course work is material related to interpersonal communication, communication with families and interdisciplinary teams. The student utilizes the collaborative process model as identified by the Practice Framework. Course content covers issues related to physical and mental health of children and adolescents. Course content also prepares students for practice in current practice
settings and emerging practice settings. Since many students in the OTW program are from rural areas, exposure to school-system practice is an emerging practice area for many students and viewed as emerging practice by the curriculum.

Courses that support the primary intervention courses, have related content objectives or courses that facilitate application of a concept are offered concurrently with the intervention courses. This horizontal organization reflects adult learning theory a concept in which content is best learned when relationships can be demonstrated.

The Clinical Studies, Assistive Technology, and Occupational Performance I lab provide further opportunities to apply the principles and expand on course content that is included in occupational performance I. The Clinical Studies course uses case based scenarios that require critical thinking, problem-solving, and application of problem based learning for a student to practice clinical reasoning skills.

Occupational Analysis is also offered during the second semester. This lifespan course expands on content presented in Developmental Influences on Living. The learner analyzes the demands of various tasks and is introduced to the evaluation process as related to basic understanding of an occupational profile.

The vertical arrangement of the curriculum is apparent as experiences are provided to reinforce and build upon learning from previous semesters. The Clinical Studies series are a good illustration of this concept. During the first Clinical Studies course, the student is exposed to diverse methods of clinical documentation. During subsequent Clinical Studies courses, students utilize methods that they have been previously exposed to and learn additional formats that are appropriate based on the concurrent intervention course. Therefore, as the student progresses through the coursework, the student’s cognitive development, critical reasoning and problem solving capacity is challenged and enhanced. Likewise, the clinical reasoning experience builds upon and widens a student’s knowledge base and fosters a continuous reflective process. Concurrent with their course work, the students also engage in a Level I fieldwork experience where they have the opportunity to actively participate in a pediatric setting under the direct supervision of an occupational therapist or other health care professional. The students are challenged to reflect on this experience in the Fieldwork Seminar course.

During the second semester, the students also take a Research Methods course that formally prepares them for their research project. This course presents both the quantitative and qualitative research processes using examples from the occupational therapy literature. This introductory course provides an orientation to the research process, scientific writing, and statistical analysis. This course also supports content provided in the accompanying intervention course by examining issues related to evidence-based intervention.
3rd Semester – Summer First Year

The third semester focuses on the roles of the occupational therapy practitioner in the assessment and treatment of adults. Course content includes examination of physical and mental health. Occupational Performance II requires the student to apply the collaborative process model as first introduced in Occupational Performance I. Concurrent courses including assistive technology and fieldwork seminar that expand on concepts presented in Occupational Performance II. The Assistive Technology II course examines how technologies can help to compensate for disability and enhance functional performance in adults. As in the previous semester, a companion Clinical Studies course is used to synthesize the material presented in Occupational Performance II. Students engage in a Level I fieldwork experience in a nontraditional, community-based setting, where they have the opportunity to focus on the psychological and social factors that influence engagement in occupation. It is also during this semester that the students complete their research project (systematic review).

4th Semester – Fall Second Year:

Building on the information gained in Occupational Performance I and II, as well as their foundational knowledge from the first semester, students focus on occupational performance issues and use of therapeutic occupation related to older adults during their final semester of academic work. As in the previous semester, the students have a course in Clinical Studies to encourage critical thinking of concepts and more advanced clinical analysis of cases that are presented in the intervention course. During this semester the students also complete a course in contemporary issues. This course is designed to prepare the students for managerial roles in a variety of service delivery systems. The students are introduced to basic management and leadership principles and expand on the depth and breadth of course content related to ethics that is first presented in Occupational Performance I. The contemporary issues course also expands on the concept of needs assessment that is first introduced during the first semester in the Developmental Influences on Living Course. The needs assessment experience is directly tied to the student’s professional development activities. Students also engage in a Level I fieldwork experience where they have the opportunity to actively participate in a setting under the direct supervision of an occupational therapist or other health care professional. It is during this semester that the students also complete their research project which is directly related to occupational therapy practice.

5th & 6th Semesters – Spring and Summer Second Year:

Upon successful completion of all their academic course work, research project, and Level I fieldwork, the students are then prepared to begin the Level II fieldwork. Based on the curriculum design and the student’s reflection regarding needs related to professional growth, students are encouraged to choose the setting for their level II experiences in conjunction with the academic fieldwork coordinator and faculty.
Fieldwork:

**Relationship to Curriculum Design:**

Fieldwork is viewed as an integral part of the MSOT educational experience. Fieldwork provides opportunities for students to integrate and apply academic learning. During the first semester, students participate in foundational coursework that is intended to prepare the student for second semester intervention coursework and the first Level I experience. Level I Fieldwork is incorporated into the semesters when intervention courses, Occupational Performance I, II, and III, are offered (during the second, third and fourth semester of the MSOT program). The purpose of the level I experience during the second semester is to observe occupational therapy practice in a pediatric setting to support and expand knowledge acquired in second semester course work. During the third (summer) semester, the level I fieldwork focuses on adults receiving community-based services in several regional emerging role practice settings. These community-based settings provide ample opportunities for students to engage with the individuals receiving services in order to gain a better understanding of how their participation in occupation is challenged by psychological and social client factors. The fourth semester Level I experience is provided in a setting to provide a context for understanding fourth semester course work, which focuses on older adults’ experience of decreased function in occupation. The curriculum design is based on a holistic view of man and supports the view that, to enhance function, both psychosocial and physical health must be assessed and addressed by the occupational therapist. Therefore, the curriculum design does not mandate that students participate in a minimum of one traditional or emerging role practice, “mental health”, or “physical disability” settings in isolation, rather students are expected to work in conjunction with the academic fieldwork coordinator to design Level I learning experiences to:

1. Meet a student’s learning needs and evolving learning needs as they progress through the curriculum
2. Enable integration of concurrent semester coursework.
3. Enable the student (by the time of Level I part 1, 2, and 3 completion) to have observed individuals across the chronological and developmental continuum.
4. Enable the student to report on both physical and psychosocial needs of clients across the lifespan (as required in Fieldwork Seminar which is offered concurrently with each Level I experience).
5. Enable the student to be exposed to and report on traditional and emerging practice areas.
6. Understand what constitutes “traditional” and “emerging” practice in the student’s local geographic region in comparison/contrast with Belmont’s geographic area and national trends.
The curriculum design is based on an adult learning model. Thus, each student must be able to determine what constitutes ‘current” and “emerging” practice in his/her geographic region. While the MSOT program support the definition and examples of emerging practice provide by AOTA, such as support of aging in place, driver rehabilitation, community health and wellness, addressing the psychosocial needs of children and youth, ergonomics and assistive technology consulting, the geographic diversity of MSOT students requires that the program’s definition of emerging practice is flexible based on a student’s geographic location. Thus, community-based practice, rural practice, and school-based practice are emerging role practice in some geographic areas and students must be able to provide support for what he/she identifies as emerging role in his/her geographic region.

**Curriculum**

**Fall Semester – Year 1 (15 credits)**
- OTW 5040 Foundations in Occupational Therapy (2)
- OTW 5000 Physiology & Clinical Pathophysiology (3)
- OTW 5010 Neuroscience in OT (3)
- OTW 5011 Neuroscience in OT Lab (1)
- OTW 5030 Kinesiology in OT (3)
- OTW 5031 Kinesiology in OT Lab (1)
- OTW 5050 Developmental Influences on Living (2)

**Spring Semester – Year 1 (16 credits)**
- OTW 5130 Research Methods (3)
- OTW 5150 Occupational Performance I (4)
- OTW 5151 Occupational Performance I Lab (1)
- OTW 5152 Clinical Studies I (1)
- OTW 5153 Level I Fieldwork I (1)
- OTW 5154 Fieldwork Seminar I (1)
- OTW 5260 Assistive Technology for Human Performance I (2)
- OTW 5250 Occupational Analysis (3)

**Summer Semester – Year 1 (13 credits)**
- OTW 5160 Occupational Performance II (4)
- OTW 5161 Occupational Performance II Lab (1)
- OTW 5162 Clinical Studies II (1)
- OTW 5163 Level I Fieldwork II (1)
- OTW 5164 Fieldwork Seminar II (1)
- OTW 5230 Research Project (2)
- OTW 5370 Contemporary Practice Issues (3)

**Fall Semester – Year 2 (13 credits)**
- OTW 5170 Occupational Performance III (4)
OTW 5171 Occupational Performance III Lab (1)
OTW 5172 Clinical Studies III (1)
OTW 5173 Level I Fieldwork III (1)
OTW 5174 Fieldwork Seminar III (1)
OTW 5320 Professional Issues (3)
OTW 5360 Assistive Technology for Human Performance II (2)
OTW 5420 Professional Portfolio Seminar

**Spring Semester – Year 2 (9 credits)**
OTW 5400 Fieldwork Level II, part 1 (9)

**Summer Semester – Year 2 (9 credits)**
OTW 5410 Fieldwork Level II, part 2 (9)

**Total program credits: 76**
Course Descriptions

OTW 5040. Foundations in Occupational Therapy (2).

Study of the profession of Occupational Therapy including history, philosophies, roles and functions, standards of practice, professional behaviors, terminology, and occupational therapy process solving model. Students will analyze the philosophical assumptions, theories, models and frames of reference that have shaped the profession of occupational therapy. Students will explore the concept of occupation from a developmental continuum point of view.
OTW 5000.  Physiology and Clinical Pathophysiology (3).
This course involves the study of human physiological system. Contemporary issues related to wellness as well as clinical conditions commonly requiring occupational therapy intervention are presented. The content will focus on the physical, sexual, intellectual, emotional, cultural, psychological, spiritual, occupational and recreational aspects of wellness. Diseases are approached by organ system, with a review of the anatomy & physiology involved, epidemiology of each disease, pathologic and clinical manifestations. Clinical cases are used to promote the application of information relative to human performance.

OTW 5010.  Neuroscience in Occupational Therapy (3).
The focus of this course involves a study of the development, structure and function of the human nervous system. This course examines the central, autonomic and peripheral nervous system from an anatomical and physiological perspective as it relates to human performance.

OTW 5011.  Neuroscience in Occupational Therapy Lab (1).
This laboratory course examines the central, autonomic and peripheral nervous system from an anatomical and physiological perspective as it relates to human performance.

OTW 5030.  Kinesiology in Occupational Therapy (3).
This course involves the study of the anatomical, structural and functional properties of human connective, muscular, and nervous tissues, as well as skeletal structures. Emphasis is on the mechanics and principles of human notion, analysis and application that influence normal and pathological form and function affecting human performance.

OTW 5031.  Kinesiology in Occupational Therapy Lab (1).
This laboratory course involves active experiences to study of the anatomical, structural and functional properties of human connective, muscular, and nervous tissues, as well as skeletal structures.

OTW 5050.  Developmental Influences on Living (2).
This course extends prerequisite knowledge of human development and introduces students to occupational development and the impact of culture and environmental demands and biopsychosocial changes encountered throughout the developmental process on participation in occupations. The course covers typical and atypical occupational development.

OTW 5130.  Research Methods (3).
This course will present the principles and processes involved in developing and conducting a research project. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations, and practical uses.

The ability to perceive, plan and engage in roles, routines, and tasks for the purpose of self-maintenance, education, work, play, leisure, and social participation will be explored. Factors that influence occupational performance including performance skills, performance patterns, context or contexts, activity demands, and client factors will be examined. Remediation of performance deficits will be examined based on best practice and evidence-based practice. Focus will be placed on conditions interfering with occupational functioning of children from birth to young adult.

OTW 5151. Occupational Performance I Lab (1).

This course provides an introduction and practice using evaluation tools and methodologies used in analyzing and evaluating occupational performance deficits of children. Active learning experiences will be used to examine and demonstrate strategies to remediate performance deficits. This is a companion course to OTW 5150.

OTW 5152. Clinical Studies I (1).

Through the use of case studies and discussions, this course requires critical and clinical thinking to develop an intervention plan to remediate occupational performance deficits of individuals from birth to young adult. Remediation of performance deficits will be examined based on best practice and evidence-based practice. This is a companion course to OTW 5150.

OTW 5153. Level I Fieldwork I (1).

Students are placed in practice settings where they can begin to apply, with supervision, the occupational therapy concepts and intervention skills relevant to practice with individuals from birth through young adults.

OTW 5154. Fieldwork Seminar I (1).

Students participate in on-line discussions with faculty and each other to compare and contrast their various learning experiences.

OTW 5250. Occupational Analysis (3).

This course is an analysis of occupational behaviors from birth to death including descriptions of occupational performance and factors which influence performance. Students will be given the opportunity to: (1) assess biological, social, cultural, temporal, spatial, and psychological foundations of occupations; (2) apply an understanding of these foundations to occupations across the lifespan; and (3) critique occupation-based research literature.
OTW 5260.  **Assistive Technologies for Human Performance I (2).**

Students will explore how the non-human environment impacts on sensory processing, cognitive functioning, perception, interpersonal processes and mobility and how environmental adaptations and assistive technologies help to compensate for disability and enhance functional performance. Emphasis will be placed on those technologies relevant to early and middle childhood.

OTW 5160.  **Occupational Performance II (4).**

The ability to perceive, plan and engage in roles, routines, and tasks for the purpose of self-maintenance, education, work, play, leisure, and social participation will be explored. Factors that influence occupational performance including performance skills, performance patterns, context or contexts, activity demands, and client factors will be examined. Remediation of performance deficits will be examined based on best practice and evidence-based practice. Focus will be placed on conditions interfering with occupational functioning of adults.

OTW 5161.  **Occupational Performance II Lab (1).**

This course provides an introduction and practice using evaluation tools and methodologies used in analyzing and evaluating occupational performance deficits of adults. Active learning experiences will be used to examine and demonstrate strategies to remediate performance deficits. This is a companion course to OTW 5160.

OTW 5162.  **Clinical Studies II (1).**

Through the use of case studies and discussions, this course requires critical and clinical thinking to develop an intervention plan to remediate occupational performance deficits of young to middle aged adults. Remediation of performance deficits will be examined based on best practice and evidence-based practice. This is a companion course to OTW 5160.

OTW 5163.  **Level I Fieldwork II (1).**

Students are placed in settings, where they can begin to apply the occupational therapy concepts and intervention skills relevant to the psychological and social factors that influence engagement in occupation across the lifespan.

OTW 5164.  **Seminar II (1).**

Students participate in on-line discussions with faculty and each other to compare and contrast their various learning experiences.

OTW 5220.  **Contemporary Practice Issues (3)**
Contemporary issues that impact the delivery of occupational therapy services will be examined and explored. Emerging roles for occupational therapists, including assistive technology consultant/provider, ergonomics consultant, and other emerging or specialized roles will be examined. Experiences to develop the knowledge and skills needed to function in these roles will also be provided through laboratory experiences, review of evidence-based literature, and enhancement of clinical reasoning skills.

**OTW 5230.  Research Project (2).**

Occupational therapy and health-related is examined. An extensive systematic review of the literature is carried out with faculty mentorship in order to answer a specific clinical question. Emphasis is on interpreting peer reviewed studies and drawing conclusions about the validity of applying the findings to practice, management, or education. Scientific methodologies, hierarchies of evidence, levels of measurement, and interpretation of research findings are examined.

**OTW 5170.  Occupational Performance III (4).**

The ability to perceive, plan and engage in roles, routines, and tasks for the purpose of self-maintenance, education, work, play, leisure, and social participation will be explored. Factors that influence occupational performance including performance skills, performance patterns, context or contexts, activity demands, and client factors will be examined. Remediation of performance deficits will be examined based on best practice and evidence-based practice. Focus will be placed on conditions interfering with occupational functioning of middle-aged to older adults.

**OTW 5171.  Occupational Performance III  Lab (1).**

This is an introduction and practice using evaluation tools and methodologies used in analyzing and evaluating occupational performance deficits of middle aged and older adults. Active learning experiences will be used to examine and demonstrate strategies to remediate performance deficits. This is a companion course to OTW 5170.

**OTW 5172.  Clinical Studies III (1).**

Through the use of case studies and discussions, this course requires critical and clinical thinking to develop an intervention plan to remediate occupational performance deficits of middle to elder adults. Remediation of performance deficits will be examined based on best practice and evidence-based practice. This is a companion course to OTW 5170.

**OTW 5173.  Level I Fieldwork III (1).**
Students are placed in practice settings where they can begin to apply, with supervision, the occupational therapy concepts and intervention skills relevant to practice with middle age to elder adults.

**OTW 5174. Fieldwork Seminar III (1).**

Students participate in on-line discussions with faculty and each other to compare and contrast their various learning experiences.

**OTW 5320. Professional Issues (3).**

Students explore, discuss, and critically analyze professional issues affecting occupational therapy practice including reimbursement, role delineation, health care systems, managed care and other social, political, human resource, and economic issues that impact practice. This course also explores personal morals, professional ethics, and relevant state and federal laws impacting the practice of occupational therapy.

**OTW 5360. Assistive Technologies for Human Performance II (2).**

Students will explore how the non-human environment impacts on sensory processing, cognitive functioning, perception, interpersonal processes and functional mobility, and how environment adaptations and assistive technologies help to compensate for disability and enhance functional performance. Emphasis will be placed on those technologies relevant to adulthood and senescence.

**OTW 5400. Fieldwork Level II (part 1) (9).**

Practical educational experience designed to integrate and apply an academically acquired body of knowledge. Particular emphasis is on the development of clinical reasoning; the transmission of the values, beliefs and ethical commitments of occupational therapy; demonstration of professional behaviors; development and expansion of a repertoire of occupational therapy assessment and intervention methodologies.

**OTW 5410. Fieldwork Level II (part 2) (9).**

This second internship emphasizes the integration and application of an academically acquired body of knowledge and research enabling the student to achieve a level of competence in direct care congruent with the standards of entry-level practice of the profession of occupational therapy.

**OTW 5420. Professional Portfolio Seminar (1).**
This course provides a structured scaffold for each student to examine and develop their professional skills and behaviors through an on-going, dynamic process of goal-setting and guided reflection. The course culminates in a student professional portfolio that showcases their professional growth and development as they have progressed through the MSOT curriculum.

Section IV: Policies and Procedures

Absence and Tardiness

Regular and prompt attendance is expected of all students. Faculty are required to note each student’s absences and notify the Program Director whenever absences are endangering the academic standing of the student and the ability of the Program Director to certify the student has met the requirements for sitting for the National Board for Certification in Occupational Therapy (NBCOT). Individual faculty members set the specific guidelines for attendance and penalties for absences and these guidelines are communicated in the course syllabus. Failure to attend class may result in administrative withdrawal from the class or failure in the course. Students are responsible for notifying the School of Occupational Therapy (615-460-6700 or 615-460-6705) and each faculty with whom they have class prior to the missed session(s). Academic Fieldwork Educators and Clinical supervisors must be promptly notified of inability to arrive at a fieldwork site at the scheduled time. If you will be absent at a scheduled clinic time, notify both the Academic Fieldwork Educator at Belmont and your clinical site supervisor. Timeliness is a critical professional behavior. Excessive 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. Students having advance notice of a required future absence should receive appropriate clearance and make necessary arrangements so as not to jeopardize the continuity of course requirements or fieldwork experience. In the event of any absence students are responsible for obtaining all materials and assignments from their classmates.

Class Attendance

Graduate students are expected to attend every class meeting. Any absence must be communicated in advance to the professor of the class to be missed. Students also must meet all assignment and testing deadlines regardless of an absence. Each course syllabus will specify the individual professor's policies regarding the impact of absences on grades. When the number of absences exceeds three times the number of regularly scheduled class meetings per week (or 20% of class meetings during regularly scheduled summer terms), the student may receive the grade of “FN” (failure for non-attendance).

Students who miss more than 1 “live” session (out of 6 live sessions) during any semester are subject to failure of the course in accordance with university policy on absences.
In the event of an absence, the following process will be followed:

**Unexpected Absences**

1. The student will notify both the Program Director and course instructor before the start of class by sending an email. Sending an email/telephone calls to a SOT program assistant or fellow classmate is not acceptable.

2. The Program Director will determine if the absence is excused and notify the student and course instructor.

**Expected Absences**

1. The student will communicate via email to the program director and all course instructors of any live weekend absences

**Excused Absences**

The following circumstances are considered to be excused absences:

- Severe personal or immediate family illness
- Death of an immediate family member
- Military leave
- Family leave

**Unexcused Absences**

- Weddings
- Travel/vacations
- Family events/sporting events
- *not an exhaustive list

Virtual classroom options will be offered only in the case of excused absences. However, in cases where less than 24 hours’ notice of an absence is given, virtual class options may not be available.

Students will be notified at the earliest possible time if an instructor finds it necessary to be unexpectedly absent or late to a class. Students may contact the School of Occupational Therapy office if an explanation for an instructor’s absence is not received after fifteen minutes into a scheduled class.

**Academic Integrity**

**Standards for Academic Integrity**
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:** using unauthorized notes, aids, or information on an examination; altering a graded work prior to its return to a faculty member; allowing another person to do one's work and submitting it for grading.

**Plagiarism:** submitting material that in part or whole is not one's own work without properly attributing the correct sources of its content.

**Fabrication:** inventing or falsifying information, data, or citation; 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; forging signatures or authorizing false information on an official academic document, grade, letter, form, ID card, or any other university document.

**Multiple Submissions:** 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.

For additional information regarding procedures for upholding the Honor System, including sanctions for violation of the system, contact the Office of Student Affairs.

**University Honor Code Statement:**
The Belmont community values personal integrity and academic honesty as the foundation of university life and the cornerstone of a premiere educational experience. Our community believes trust among its members is essential for both scholarship and effective interactions and operations of the University. As members of the Belmont community, students, faculty, staff, and administrators are all responsible for ensuring that their experiences will be free of behaviors, which compromise this value. In order to uphold academic integrity, the University has adopted an Honor System. Students and faculty will work together to establish the optimal conditions for honorable academic work. The following is the Student Honor Pledge that guides academic behavior:

“I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, in the preparation of reports, or in any other type of work that is to be used by the instructor as the basis of my grade; I will not engage in any form of academic fraud. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.”

Refer to “The Guide” and the online “Graduate Catalog” for further information on Belmont University’s Honor Code and Academic policies.

Advising

It is the responsibility of the academic advisor to:
1. Orient students to their rights and responsibilities in the advising relationship.
2. Regularly record significant discussions with the student to be placed in the student’s folder.
3. Explain academic policies and procedures, as well as curriculum requirements, to students.
4. Be available by phone, email and in person for advisement.
5. Informally assess student’s ongoing psychosocial adjustment so as to make appropriate referrals to support services as needed.
6. Monitor advisees’ academic progress (via deficiency reports, mid-term/final grades); urge students who are experiencing difficulty to seek tutoring and/or review of study skills.
7. Participate, as needed, in new student orientation activities.
8. Assist students during registration.
9. Review the student’s portfolio to ensure progression.

Advisors must be aware that under the Family Educational Rights and Privacy Act of 1974, academic information (grades, GPA, etc.) cannot legally be shared with the student’s parents or other parties (i.e., employers) without the written consent of the student.
It is the responsibility of the student advisee to:

1. Seek advice/counsel from the academic advisor, as necessary when academic problems or difficulty are experienced.
2. Notify the Program Director and advisor of withdrawal from the program by providing this notice in writing.
3. Change advisors, if necessary, by first discussing the reasons for such a request with either the former advisor or the MSOT Program Director. The student shall request a new advisor from the Program Director. The Program Director will notify the Chair of the School of Occupational Therapy, of the change in advisor.
4. Schedule appointments each semester with advisor to review Portfolio. Advising appointments may be done in person, virtually, or via phone, as mutually agreeable with your advisor.

American’s with Disabilities Act

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

After enrollment, a student with a disability who wishes reasonable accommodation must make a formal request in writing to the Chair of the School of Occupational Therapy, provide documentation substantiating the claimed disability, meet with requirements of a disability as described by the ADA, and recommend the needed accommodation. The program reserves the right to make the final determination regarding the accommodations to be made. Reasonable accommodation in classroom and in clinical settings cannot be provided without the formal request and the required documentation of the ADA defined disability. 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.

Accommodation of Disabilities: In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the disability during this course, please notify the Director of Student Support & Disability Services, Melissa Smith, (460.8531) as soon
Students with a disability who wish to have reasonable accommodations must provide documentation to the Office of Student Affairs, 615.460.6407, substantiating the claimed disability. Once you have met with the Office of Student Affairs and a conclusion has been made, needed documentation must be provided to your professors concerning your accommodations. You must also provide a formal request to the Chair, School of Occupational Therapy, noting that you are pursuing the procedure to have accommodations. The program reserves the right to make the final determination regarding the accommodations to be made. Reasonable accommodation in classroom and in clinical settings cannot be provided without the formal request and the required documentation of the ADA defined disability. 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.

Occupational Therapy essential tasks are listed below:

- Students must meet class standards of course completion throughout the curriculum.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
- Students must complete readings, assignments, and other activities outside of class hours.
- Students must gather decision making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary such as a classmate, an occupational therapy assistant, or an aide.
- Students must perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
- Students must apply critical thinking processes to their work in the classroom and the clinic, must exercise sound judgment in class and in the clinic, and must follow safety procedures established for each class and clinic.
- Students must have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- Students must maintain personal appearance and hygiene conducive to classroom and clinical settings.
- Students must hold a current certification in a cardiopulmonary resuscitation course at the health professional level in Adult, Infant, and Child.
- Students must demonstrate appropriate health status prior to enrollment, with annual updates on some items; no active tuberculosis, rubella (German measles) and rubeola (measles) immunity, varicella immunity, tetanus-diptheria booster within 5 years of
anticipated graduation, and hepatitis B vaccine series or written declination. Complete information available from the Program Assistant.

- Students must annually complete OSHA-regulated Bloodborne Pathogen Exposure Training.
- Students must follow standards and policies specified in the School of Occupational Therapy Program Manual, the Memorandum of Understanding (contract between Belmont University and the fieldwork site), and Belmont University’s Guide.

**APA**

Students will be oriented to APA format during the 1st semester of enrollment during orientation. Students are expected to submit papers and assignments using APA format as indicated by course instructor. Students are required to use *Publication Manual of the American Psychological Association* (2009, 6th edition or the most recent publication) for proper formatting, citing, and referencing in scholarly writing.

**Classroom Supplies**

Materials for classroom teaching are distributed by the faculty member for optimizing cost containment. Students are not to take materials such as splinting material, woodworking, craft materials, sewing, etc. without written or verbal permission of the OT faculty or staff. Reference materials, evaluation and assessment kits should be signed out and returned with the OT program assistant or faculty member. These materials tend to be very expensive and not always easy to replace in a timely manner. Students, faculty, and staff are expected to be fiscally responsible with classroom supplies.

**Complaints**

It is the intent of the MSOT Program Director, faculty, and staff to work with each individual and class to address complaints or concerns. Students are encouraged to discuss their concerns in a timely manner with the primary responsible party prior to taking to higher levels of administration. Frequently there are other considerations that the student should be aware of prior to passing judgment. As professional OTs, the ability to resolve conflict is an essential professional behavior that is required to be mastered. Larger issues can be brought to the attention of the student’s advisor or through the class representatives, and eventually to the MSOT Program Director. The faculty and administration are committed to making the learning environment one of trust and a mutually satisfying experience. If the issue is not resolved to the satisfaction of the student(s), than the Chair of the School of Occupational Therapy would be the next administrative level to contact.

**Conduct**

Students are expected to interact with patients, clients, other professionals and health care facility employees, fellow students, faculty, Belmont staff and other relevant publics in a
professional and ethical manner. The student is representing, not only during matriculation in the occupational therapy program, but also after graduation when practicing in the field, Belmont University and the profession of occupational therapy as a whole.

See *The Bruin Guide* 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. Students enrolled in the occupational therapy program are expected to comply with the AOTA Code of Ethics.

Students found to be in violation of the standards of conduct regarding alcohol or illicit drug use during clinical experiences are subject to sanctions that includes immediate removal from the clinical site and may result in expulsion from Belmont University.

In order to protect individuals who are treated by occupational therapy students in assigned clinical fieldwork facilities, it is the responsibility of the student at all times to safeguard the patient from physical and emotional jeopardy. When the clinical fieldwork educator believes a patient has been placed in jeopardy by the student, the student will be withdrawn from that clinical experience. The student may be withdrawn from the course and/or program pending an investigation and decision recommended by the faculty, Program Director, School Chair, and the Dean, College of Health Sciences to the Provost. The student’s rights to due process, including appeal, will be protected in such circumstances (refer to the *Guide* for the grievance process).

Also see: *Social Networking Policy* under Fieldwork Section of this manual.

**Contact Information**

Each student is required to immediately notify the Occupational Therapy department in writing any address or contact information changes. These changes may be e-mailed to Misty Wellman at Misty.Wellman@belmont.edu or 615-460-6705. Updates should also be posted on your MyBelmont account to assure delivery of key information from Belmont University.

It is highly encouraged that you keep us informed of your contact information after graduation. This is helpful for future events that you may to participate. This information will be released unless you signify in writing that you do not want the contact information shared.

**Copying**

*The School of Occupational Therapy is not responsible for providing copies for school-related or personal-related items including updated health records, class notes, research, etc.*

Student copy machines can be found in the Massey Business Center and the Library.

**Criminal Background Checks**
Most of the clinical facilities require students to have criminal background checks prior to starting fieldwork. Consequently, all students are required to go on-line to Verified Credentials (affiliated with Tennessee Hospital Association) at http://www.verifiedcredentials.com/ to have a background check completed. As you review the schools there will be a Belmont University link and a drop down box for Occupational Therapy. Follow the directions. You will be responsible for the cost of the criminal background check. This company has been chosen as being most widely accepted at healthcare facilities. If you have a prior background check already completed, it can be turned in for consideration. Be aware that all criminal background checks are not equivalent and some background checks are completed at varying levels. The background checks must be completed no later than the first 2 weeks of the first academic semester.

Dress Code

The dress code is designed to help assure safety and a professional demeanor in classroom, laboratory, and fieldwork experiences. Students must exhibit good judgment in personal hygiene, attire, jewelry, and make-up. Guidelines for compliance include the following:

1. Good personal hygiene includes daily routine of shaving, hairstyling, make-up, nail care, and no body odor. Facial hair should be shaved or groomed for an attractive appearance. Finger nail length should comply with infection control practices and not interfere with normal dexterity. Conservative use of fragrances is expected in consideration of others with respiratory restrictions.

2. Dress slacks or jeans should be properly fitted for the body type without holes or disfiguring markings. Low riding pants should not expose underwear. Jeans are not to be worn for fieldwork unless specifically requested by the fieldwork supervisor.

3. Dresses, skirts, shirts, blouses, or polo shirts should be properly fitted, appropriate skirt length, and suitably pressed. Clothing should not expose mid-drift or cleavage. T-shirts and sweatshirts may be worn for classroom and laboratory experiences but are not suitable for fieldwork or when guest lecturers are present for classroom presentations.

4. Exposure of undergarments is not deemed professional. See through fabric garments are not appropriate.

5. Gym shorts and workout clothing are limited to specific laboratory classroom experiences that will be assigned by the faculty member. Short shorts are not appropriate for class.

6. Foot attire may include closed toed shoes such as dress shoes or tennis shoes in good repair. High heels, sandals, flip flops may pose risks to the student during specific laboratory assignments and are strongly discouraged. Students should have appropriate shoes available for all classroom and laboratory experiences.
7. Individuals with visible tattoos and/or body piercings will be required to follow the tattoo and/or body piercing policies of their respective fieldwork sites. Dangling earrings and/or other loose jewelry, are restricted in lab and fieldwork due to potential safety concerns.

8. Additional requirements may be set by individual fieldwork sites and must be adhered to by the assigned students.

The student’s safety and appearance is paramount to the development of professional behaviors and to positive representation of occupational therapy to our constituents. Faculty, administration, or the Fieldwork Educator has the right to refuse student participation in class or fieldwork based on the student’s unprofessional attire and appearance. Repeated violations will be addressed through student advising and professional behaviors counseling.

Students may be required to wear gym clothing during certain occupational therapy courses. Special arrangements will be made for changing areas within the School of Occupational Therapy as necessary.

Students may contact the Academic Fieldwork Coordinator regarding dress for fieldwork experiences or a faculty member for classroom requirements for dress attire. The student may be required by faculty or fieldwork sites to return home to modify their dress or grooming to meet dress code.

**Drug Testing**

Drug testing may be required for designated fieldwork sites. Students will be provided with the drug testing requirement for their particular site and will be personally responsible for identifying a testing site in their area, completing the required screen, and providing the report to BU. Costs incurred for drug testing will be up to the individual student.

**E-mail**

Students are provided with university e-mail address. **The School of Occupational Therapy will communicate with students using their Belmont e-mail address.** Belmont’s e-mail can be accessed when a student logs into his/her MyBelmont account. *The university e-mail accessed through MyBelmont is different than the mail feature in Blackboard.* Therefore, students engaged in coursework need to check the mail feature in Blackboard IN ADDITION to his/her student e-mail. Students have the responsibility of ensuring their Belmont e-mail is forwarded to their personal e-mail if they choose to use their personal e-mail address. Students are also responsible in making sure their Belmont email inbox is cleaned out regularly to make sure their email continues to forward to their personal email.

**Students are responsible for communicating with individual faculty to determine how to best contact faculty (by university e-mail, course e-mail, or telephone, etc…).**
Evacuation Plans

Students must comply with evacuation policies related to tornado, fire and other threats. Procedures to be followed are those which the university safety officer has established located on the Belmont website with procedures specific to the OT department given to each student during these meetings and attached here. Students will indicate their attendance at these meetings by signing in. Additionally, exit strategies are posted on each of the OT lab doors.
Examinations

Students are expected to prepare for and take examinations during the scheduled dates. Make-up examinations do not have to be provided by the instructor. In rare situations, instructors may allow a make-up examination for students who have significant problems (e.g., death in their family) 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 call the course faculty member before exam time indicating the problem preventing them from taking the test.

Faculty will return graded examinations and other assignments in a timely manner (within 2 weeks) and, when appropriate, will discuss the correct answers. All test questions remain the property of Belmont University and in possession of the School of Occupational Therapy. Therefore, faculty may request that examinations and answer sheets be returned at the end of the examination and review sessions. In a dispute regarding the answer to a test item, the judgment of the faculty will be final.

During the semester, examinations are held at the discretion of the instructor. Make-up examinations throughout the semester are scheduled with the individual faculty member. Make-up exams may have different test items and format from the original exam at the discretion of the faculty member.

Facility Use

Use of the equipment and supplies in the Occupational Therapy department is intended
for educational purposes only. Access to the building are during normal business hours 8:00 am to 4:30 pm. Arrangements should be made with one of the Program Assistants or a faculty member for additional time requirements. Tables, chairs, and equipment should be returned to the designated area after use. Property of Belmont University should not be removed without prior written permission (note or e-mail) from a faculty member. It is imperative that students seek permission well in advance of need to assure availability of equipment.

**Faculty Office Hours**

Due to the distance format of the Weekend MSOT Program, live office hours will be limited to times before and after classes on live weekends. Students are welcome to arrange other times for meetings with their advisor and instructors based on the mutual availability of all parties involved. The student advisors and instructors may also be contacted by phone and through the relevant Blackboard courses or by email.

In addition, the Academic Fieldwork Coordinator and Program Director will be available via phone one weekday evening per week or on live weekends.

**Felony Related Charges/Convictions**

Students need to be cognizant that felony related charges and convictions may impede participation in fieldwork experiences. A criminal record may negate the student’s ability to sit for the NBCOT exam and therefore prevent use of the title of registered occupational therapist. A student may want to contact NBCOT if there is a prior criminal record.

**Grading Policies**

Refer to online Graduate Catalog: Academic Policies - Performance Evaluation and Feedback; Repeating Courses; and Progression towards Graduation

**Grievance Procedures**

Refer to *The Bruin Guide* for a description of the process for submitting a complaint or grievance. Grievance procedures apply to fieldwork also.

http://www.belmont.edu/studentaffairs/student_conduct_academic_integrity/bruinguide/

**Health Insurance and Health Records**

Students must provide up-to-date health records, which are required by Belmont University to be on file with the Student Health Services. Without this up-to-date information, Belmont University is unable to purchase the liability insurance necessary complete all requirements of the occupational therapy education. Students failing to be eligible for liability insurance will not be able to register for classes, to participate in fieldtrips, nor be assigned to a fieldwork site. At a time indicated by the Fieldwork Coordinator, students are required to provide this health and insurance information to their assigned fieldwork sites. Clinical sites
reserve the right to refuse students who do not meet facility health requirements. Results of the annual health evaluation must be on file with Student Health Services prior to the start of your Level I fieldwork experiences.

What will happen if I do not complete all steps in this process?
You will be placed on a Health Form Hold which will hinder you from progressing in the University. This hold will only be removed once the requested process is complete.

Health Services, Personal and Malpractice Insurance

Health Services: Basic health services are available to students through the Belmont University Student Health Services. While much of the health care given through the Student Health Services is at no cost to the individual, a student may be required to assume financial responsibility for some designated services beyond routine care. As a prerequisite for seeking health care from this center, a student must have on file a completed, up-to-date health record.

Student Health Services also maintains an active referral list for those students desiring health care off-campus. All medical expenses incurred off campus are the responsibility of the student. Information on health insurance available to Belmont students at a reduced rate may be obtained from Belmont Central.

Personal Property: Belmont University does not carry insurance coverage against loss or damage to student’s personal property. Students bring all personal property to the campus at their own risk. They are, therefore, encouraged to ascertain whether family or personal insurance policies cover their property while on campus and plan accordingly.

Malpractice Insurance: Students receive malpractice insurance through Belmont University and are covered at the time of enrollment. Note that students are covered ONLY during the time they are involved in University related activities.

Laboratory Experiences

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, halters or bathing suit 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 or medical condition that might make receiving certain examinations and techniques advisable. In no instance will a student be penalized if a physical or medical condition prevents him or her from receiving certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques; i.e., handicapping conditions do not excuse the student from performing essential functions of occupational therapy. Reasonable accommodations may be implemented so that
performance occurs (refer to the section on ADA).

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical problems without supervision from an initial 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 Belmont University (with a current Memorandum of Understanding). In the same regard, students should not ask faculty to treat their medical conditions.

Library - Information Literacy

MSOT: Bunch Library prepares OT students to be information literate with course-integrated instruction and one-on-one research assistance. Information literate students have the ability to define their information needs and effectively find, evaluate, and use information. Library faculty teach these skills during orientation and in Clinical Pathophysiology with application during Research courses. Students learn to search specialized databases such as Medline and CINAHL and to effectively access and use the latest research in OT.

Personal Counseling

Personal counseling is available to students through Counseling Services. A limited number of sessions are free; costs thereafter are borne by the student. Contact Counseling Services at 615-460-6856.

Phone Calls

Students may use the School of Occupational Therapy office phones only for school business or emergencies. The School of Occupational Therapy secretary does not take phone messages for students unless it is an emergency. Violators are liable for all such charges and for any expenses incurred in the collection of payment for the charges and may be subject to additional fines and disciplinary action.

Portfolio Requirement

Rationale:

As a master’s degree student, you will be engaged in experiences that build on previous learning to acquire new knowledge and skills. You will be challenged to examine your values and beliefs related to occupational therapy practice. Through the portfolio process, you will be involved in a reflective endeavor to evaluate your professional experience and academic learning in relation to goals for professional growth and competence towards assuming the role as an entry-level occupational therapist.

A portfolio represents growth as a professional and is viewed as a tool to communicate professional development. Although the portfolio process at Belmont University is meant to allow for individualism, this document contains format requirements as well as descriptions of required content. The portfolio must be initiated during your 1st semester in the master’s program. The portfolio
should be maintained throughout the curriculum and submitted to academic advisor each semester as well as course instructors or Program Director upon request.

You may have different professional goals in comparison to other students since you have differing personal and professional goals based on your unique skills, strengths and personality traits. Although the essential elements are outlined below, you may add to your individual portfolio as deemed appropriate.

The format requirements for the portfolio are that it must:
1. Have a professional image (neatness, grammar, spelling)
2. Include exemplars or relevant documents within each section
3. Clearly depict the activity that you complete each semester of the master’s program.

The required content sections are:
Section 1: Background
Section 2: Goals, Evidence, Evaluation/Self-Reflection
Section 3: Professional Behavior Development/Reflection
Section 4: Article summaries
Section 5: Other (personal preferences or inclusion of material as requested by faculty advisor)

Portfolio Requirements

Section 1: Background

• Resume of work experience (Education, Positions Held, brief overview of job requirements for each position held, and Professional Activities)

• Personal Philosophy-
  • What are your beliefs about occupational therapy?
  • In what ways do you hope to contribute to the profession?
  • How have your beliefs influenced your decision to pursue occupational therapy as a career?
  • How have your beliefs led you to the master degree program at Belmont University?

Section 2: Goals/Evidence/Self-Assessment

1. Professional Goals
a. List your Professional career goals that you intend to work towards during your participation in the Master’s Program.
   i. Evidence related to goals: Documentation of at least 2 of the following each semester related to professional goals
      1. Sample of independent learning activities
      2. Attendance at seminars, workshops, and other similar activities for purposes of personal or professional enrichment.
      3. Conversations or any other communication with experts in the field.
      4. Reading pursued for professional development.
      5. Summary of articles read or reviews of literature
      6. Involvement in professional organizations or community activities
      7. Research activities
      8. Coursework
   ii. Self-assessment of progress towards attainment of professional goals
      1. Reflective journaling or summary statements each semester that demonstrate achievement of/or progress towards achievement of professional goals.

2. Program Goals
   a. Review the master’s degree program goals and student learning outcomes. List 2 goals that correlate with program goals and/or student learning outcomes.
      i. Evidence related to goals: Documentation of at least 2 of the following each semester related to program goals
         1. Sample of independent learning activities
         2. Attendance at seminars, workshops, and other similar activities for purposes of personal or professional enrichment.
         3. Conversations or any other communication with experts in the field.
         4. Reading pursued for professional development.
         5. Summary of articles read or reviews of literature
         6. Involvement in professional organizations or community activities
         7. Research activities
         8. Coursework
ii. Self-assessment of progress towards attainment of program goals
   1. Reflective journaling or summary statements each semester that
demonstrate achievement of/or progress towards achievement of
program goals

Course goals

   b. Develop 2 course goals for a minimum of 2 courses each semester (or as designated by
course instructors) and describe or list how you will evaluate achievement of your goals.

   i. Evidence pertaining to attainment of course goals must be included each
semester (e.g., assignments completed, test questions answered accurately, or
other evidence).

   ii. Self-assessment of attainment of course goals.

Level I fieldwork goals

   List 2 goals (or as specified by fieldwork coordinator or course instructor) for each Level 1
fieldwork experience in conjunction with academic fieldwork coordinator and describe or list
how you will evaluate achievement of your goals. THE GOALS FOR FIELDWORK ARE IN
ADDITION TO THE 2 GOALS FOR A MINIMUM OF 2 COURSES EACH SEMESTER.

   iii. Evidence: Copies of Level 1 fieldwork evaluations (2nd, 3rd, 4th semesters)

   iv. Self-Assessment: Journal regarding participation in each Level 1 fieldwork

   which may include:

   1. assessment of personal competencies

   2. leadership style

   3. professional growth

   4. (Students who choose a non-Level I fieldwork experience will identify
how the Level I experience contributed to personal/professional goals
and professional development).

3. Section 3: Professional Behavior Development

   a. Complete professional behavior self-assessment: Steven Covey’s “Seven Habits for
Highly Effective People” (or other reflective tool as requested by faculty advisor.
Complete self-assessment by midterm of the 1st semester in the program.

   b. Complete StrengthsFinder 2.0 self-assessment

   c. Reflect on your “baseline” self-assessment by the 1st week of semester 2, 3, and 4 and
include your reflection in your portfolio.
4. Section 4: Article summaries
   
a. Students are required to read a minimum of 4 articles pertaining to portfolios. Each didactic semester (fall, spring, summer, fall), you are to select and read one of the 6 articles listed below and write a summary and reflective journal about the material. Students may choose to read other articles related to the portfolio process instead of the ones listed below, but they must be pre-approved by their faculty advisor. Links to these articles are provided in TK20 as well.


5. Section 5: Other evidence (at choice of student or request of advisor, Program Director, or Academic Fieldwork Coordinator).

PORTFOLIO SUBMISSION AND EVALUATION

Portfolios will be formally evaluated by your advisor at the end of each semester; for a total of four evaluations. The evaluations will take place electronically in the TK20 system. Please refer to the portfolio submission and evaluation calendar available under current student information on MSOT website for specific dates.

These submissions are rated using stated criteria. The completed portfolio will be rated on each item and overall as exemplary, satisfactory, or unsatisfactory for content and format.

Rating scale includes ratings of: exemplary, satisfactory, or unsatisfactory for the content and format of the portfolio.
Guiding Criteria for Rating: The following descriptors are used to guide students and faculty regarding criteria for portfolio evaluation.

Exemplary:

Format: Superb organization, No spelling or grammatical errors

Goals: use of professional terminology, course goals are formulated that are related to course objectives, goals are clear and measurable

Reflection/Self Assessment: Evidence of depth of reflection, clear demonstration that choice of learning activities support personal/professional growth, communicates content clearly and concisely

Satisfactory:

Format: Acceptable organization, one or two spelling or grammatical errors

Goals: Goals are articulated but measurability or use of professional terminology could have been improved

Reflection: reflection is sufficient to address portfolio requirements although expansion of breadth or depth could have more fully reflected professional growth. Engages in learning activities but choice could have been stated more clearly related to stated needs for professional growth. Self-reflection regarding attainment of course goals is included but could have been expanded to provide evidence that careful or conscious deliberate planning to attain goals was undertaken.

Unsatisfactory:

Format: organization is unclear or insufficient, more than 2 spelling or grammatical errors

Goals: portfolio does not meet requirements related to section 1, goals need re-worded for clarity, goals need revised to reflect use of professional terminology

Reflection: reflection needs greatly expanded in depth or breadth, reflection needs re-worked to specifically link goals with reflection/self-assessment, etc.

Pregnancy

Pregnant students are asked to inform laboratory faculty members and the Academic Fieldwork Coordinator immediately to prevent problems related to safety of the mother and fetus. The Academic Fieldwork Coordinator should also be informed if the birth due date interferes with completing Fieldwork Level II as scheduled. Complications related to the pregnancy should be discussed immediately with the MSOT Program Director if it is expected that participation in the curriculum may be impacted.

Professional Organizations/Memberships

American Occupational Therapy Association (AOTA) Students are required to
join the American Occupational Therapy Association and may do so at a reduced student rate. Students can review a complete list of benefits at http://www.aota.org.

*Pi Theta Epsilon (PTE)* is an academic honor society for occupational therapy students and alumni. This society acknowledges and encourages superior scholarship among students enrolled in accredited occupational therapy programs throughout the United States. The current mission of Pi Theta Epsilon is to recognize and encourage scholastic excellence in occupational therapy students, to contribute to the advancement of the field of occupational therapy through scholarly activities, and to provide a vehicle for professional, entry-level students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities. Pi Theta Epsilon strives to instill in its members the ideal of respect for learning and commitment to scholarship throughout one’s personal life.

**Safety**

Safety of the student, faculty, guests, and other participants in the School of 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 oral and written directions; using best practice strategies when working individually or in groups; and complying with OSHA and university work place guidelines. Horseplay or misuse of equipment will result in disciplinary action. Students must use sound judgment in regard to self and others, and adhere to safety regulations. Any broken equipment needs to be reported immediately to the OT program assistant in the OT office. The 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 or staff.

**Safety Policies and Procedures**

**EMERGENCY CONTACTS**

Students are responsible for assuring that the OT office staff has current emergency contact information including names, phone numbers and e-mail addresses for the contact person. This information will be kept in the OT office and should be updated at the beginning of each semester or when a change is indicated.

**BLOOD BORNE PATHOGENS**
Prior to going on fieldwork each semester, the students will be oriented to the safety guidelines surrounding correct hand washing, protective gear and blood borne pathogens. This is done in the OTW 5000 Pathophysiology class during the first semester and then in fieldwork seminar during the following semesters. Students view a video, discuss its contents and take a quiz on the material. The quiz is placed in their fieldwork file.

**CPR AND FIRST AID CERTIFICATIONS**

All students are expected to obtain a CPR certification at their own expense. A copy of this certification is placed in their FW file. You must be Infant, Child, and Adult certified. If you choose to do the Healthcare Provider class through the Red Cross or American Heart Association, it will certify you for all three. This must stay current while in our program.

Copy of First Aid Card. This must stay current while in our program.

**EVACUATION PLAN**

Students are oriented to the appropriate procedures to follow related to tornado, fire and other threats during initial orientation. These procedures are again reviewed at the beginning of each year during an all student meeting. Procedures to be followed are those which the university safety officer has established located on the Belmont website with procedures specific to the OT department given to each student during these meetings and attached here. Students will indicate their attendance at these meetings by signing in. Additionally, exit strategies are posted on each of the OT lab doors.

**INCIDENT REPORT**

Any unusual occurrence or personal injury that occurs on the Belmont University campus will require the student, faculty, and/or staff to complete an individual incident form within 48 hours of the incident. The incident form can be found in the OT office or electronically available on the Belmont website.

**PERSONAL INJURY**

In case of a personal injury in the classroom, lab, or on the Belmont campus, the student, faculty, or staff member should immediately seek first aid if this is a minor injury.

First aid kits are located in each OT lab in the cabinet above the sink, and the cabinet is labeled for each locating an access. Contents will be checked and updated during the yearly inventory or prior to being depleted.

In case of a major injury, dial 6911 for campus security and notify the location and type of injury. If the situation is life-threatening, call 6911 and provide a complete description of the location, person(s), injuries, and type of support being provided.

**MISCELLANEOUS**
If at any time a student feels threatened in any way, he/she should report this immediately to a member of the faculty or staff of the OT department or if they are unavailable, to Campus Security. Any safety concern will be taken seriously and confidentiality will be preserved as needed.

**Smoking**

The School of Occupational Therapy supports Belmont University’s commitment to a smoke free environment in all of its campus buildings. Therefore, smoking will be prohibited in all occupational therapy offices and classroom/laboratory areas as well as at all occupational therapy related activities.

**Student Records**

It is up to the student to maintain their own copy of health records such as TB test; criminal background check; drug testing; etc. before submitting copy to the office staff for the permanent file. Staff should not be asked to pull copies of health records.

**Transportation**

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

**Withdrawal**

Students considering a complete withdrawal from the occupational therapy program **must schedule an exit interview with the Program Director prior to initiating withdrawal procedures.** Students who do not complete an exit interview may not be considered for re-admission due to lack of compliance with expected professional behaviors which are requisite for the program. Additionally, a student who is not withdrawing from the program, but plans to withdraw from a single occupational therapy course, must first consult with the faculty advisor, as not following the prescribed curricular sequence will affect the ability to take future courses with specific prerequisites, the timing of fieldwork placement, and graduation. Official withdrawal may be made through the Office of the Registrar prior to finals week of each semester. Students should consult with the Office of the Registrar to determine if a refund of tuition is possible. **Note that occupational therapy faculty and staff do not determine refunds, and will refer students to the Registrar if refunds are requested.**
Section V: General Information

Campus Directory
The following are important telephone numbers on the Belmont University campus:
Belmont University's Main Line  (615) 460-6000
Belmont News Line  460-5000
Belmont Central  460-5402
Bookstore  460-6418
Counseling Services  460-6856
College of Health Sciences and Nursing  460-6781
School of Occupational Therapy  460-6700
Office Fax  460-6475
Dr. Missy Bryan  460-6711
Dr. Emmy Dagnan  460-6830
Dr. Elena Espiritu  460-6708
Dr. Debra Gibbs  460-6702
Dr. Allison Koch  460-6704
Dr. Tamara Lemmonds  460-6799
Dr. Lorry Liotta-Kleinfeld  460-6706
Dr. Christine Manville  460-6701
Dr. Natalie Michaels  460-6791
Dr. Teresa Plummer  460-6707
Ms. Caitlin Haskell (Program Assistant)  460-6700
Ms. Evelyn Sholar (EC Coordinator & Fieldwork Assistant)  460-6797
Ms. Camille Turner (MSOT Fieldwork Coordinator)  460-6796
Ms. Misty Wellman (Program Assistant)  460-6705
Campus Security  460-6617
Health Services  460-5506
Learning Center  460-6163
Library Services  460-6782
Registrar  460-6619
Student Affairs (Office of the Dean of Students)  460-6407
Financial Aid  460-6403
Fitness & Recreation  460-6313
Campus Emergency  460-6911

Other Belmont telephone numbers can be accessed through your MyBelmont Account under Directories.
Section VI: Fieldwork Education

Overview

Fieldwork education is designed to provide occupational therapy students with opportunities to integrate academically acquired education with practice. It is during the fieldwork experience that the student can learn, practice and refine skills of observation, evaluation, treatment planning, implementation and communication. In the fieldwork setting the student begins to define his or her future roles as a practicing occupational therapist and can develop the necessary self-confidence and affective characteristics essential to meeting the demands for this challenging field. Fieldwork provides many opportunities for feedback which promotes professional behaviors, attitudes and clinical expertise.

Fieldwork is an integral part of the education of an occupational therapist and must occur in an environment that provides those experiences which reinforce previous learning and which challenge and motivate the student to develop professionally and adapt to clinic situations. The Academic Fieldwork Coordinator is responsible for the planning and implementation of integrated and sustained fieldwork experiences. The experiences occur under the supervision of and with the support of occupational therapists or other professionals. To ensure that the fieldwork activities support and enhance the goals of the program there is continual collaboration by clinical educators, academic faculty, and the Academic Fieldwork Coordinator. In keeping with Belmont University’s occupational therapy program’s mission and curriculum design, fieldwork experiences are designed to encourage values and behaviors that exemplify professional leadership, integrity and social consciousness to support the program’s goals to develop ethical practitioners to meet the immediate and future needs of the community.

The occupational therapy program requires both Level I and Level II fieldwork experiences. Level I fieldwork is an integral part of the didactic portion of the educational program. Students are exposed to diverse settings to increase their understanding of occupational therapy and/or the health care arena. Level II fieldwork is the culminating educational experience for the Belmont University occupational therapy student.

Fieldwork Level I Hour Requirement

- Level I FW I: COTAs 40 hours  PTAs  50 hours
- Level I FW II: COTAs and PTAs 4 full-time days
- Level I FW III: COTAs 40 hours  PTAs 50 hours

As part of the Level I Seminar course, the students engage in online assignments related to their fieldwork experiences. Specific questions are used to encourage critical and clinical reasoning, explore the differences in roles and education of the occupational therapy assistant and occupational therapist; the frames of reference being utilized; and the specific occupations being performed by the clients. Students are required to complete the fieldwork experience during the relevant semester with the concurrent intervention course (Occupational Performance I, II, or II). Failure to do so may jeopardize continuation to the next semester.

Level II Fieldwork is begun following successful completion of the fourth academic semester. Successful completion of Level II Fieldwork fulfills the requirement for graduation and enables one to be eligible to apply for the NBCOT Certification Examination.
As reflected in the Occupational Therapy Practice Framework, occupational therapy practitioners’ expertise lies in their knowledge of occupation and in knowing how engaging in occupations can be used to affect human performance and the effects of disease and disability. Completion of the Weekend MSOT Program assures that our graduates are prepared to help their clients engage in meaningful occupations that subsequently affect their health, well-being and life satisfaction.

Level I Fieldwork

Level I fieldwork has been designed to integrate with the concurrent intervention courses and assist the student in transitioning to their role as an occupational therapist. Students are exposed to a variety of cultures and service delivery systems in three broad areas of practice: more traditional settings serving pediatric populations, and adult/older adult populations, and emerging role community-based emerging practice areas serving clients of any age. The integration of the fieldwork and the academic intervention courses is accomplished by utilizing focus groups or written, electronic or telephone communication. Input and feedback from the intervention course faculty, Academic Fieldwork Coordinator, and representatives from the Fieldwork Educators for each of the practice areas is used to develop objectives, clinical experiences and assignments. The experiences include an opportunity to observe and assist in practice with occupational therapists and other qualified health care professionals. The sites include role-emerging settings, community-based settings, as well as traditional medical model environments to expose the student to developing and existing opportunities for occupational therapy. The faculty, Academic Fieldwork Coordinator, Fieldwork Educator, and students continually evaluate the experiences to ensure their effectiveness. Preparation of the student prior to each Level I clinical experience includes review of objectives and assignments for the individual fieldwork experiences. **Note that a student must demonstrate satisfactory progress on the Portfolio requirement in order to receive permission to participate in Level I or Level II fieldwork.**

Level I fieldwork is offered during three of the four academic semesters, and corresponds to the related intervention course (pediatrics, emerging role practice with psychosocial focus, and adult/older adult). A student may use his or her place of employment as a level I fieldwork site for the appropriate semester (only one) if several criteria are met:

1) The student has the permission of the site (manager, director, corporate administration, etc.) to complete a level I fieldwork rotation at that site.

2) The student understands that **the hours may not be accrued during paid working hours.**

3) Belmont and the site must complete the contract process prior to any hours being accrued.

4) The student understands that course requirements for that rotation are identical to those for any other site, and that s/he is responsible for assignments, assorted paperwork, and two evaluation forms, completed and signed by the supervising Fieldwork Educator.

**For Level I Fieldwork II in the summer semester of the first year, students will complete the emerging role practice fieldwork placement in the Nashville, TN, region, requiring all traveling students to allot adequate travel time, work leave, and funds to fulfill this requirement. Students will be notified of Level I Fieldwork II scheduling as early as possible in March 2019.**
Level I Fieldwork Objectives

Level I fieldwork experiences are integrated so as to provide exposure to professional practice and/or professional growth experiences concurrently with didactic and laboratory material presented in the intervention courses. The following general Level I objectives coordinate with the co-requisite intervention course and laboratory objectives and serves as a guide for developing the specific objectives and learning experiences for each of the Level I fieldwork practicums. The emphasis is not on independent performance at this level, but rather on the incorporation of professional modes of behaving, communicating, thinking and problem solving through directed observation and participation. Both development of professional behaviors as well as development of clinical skills are goals of the Level I experience. Student will be evaluated on both professional behaviors and clinical skills and should refer to the grading criteria on the forms to determine criteria for pass as well as failure.

Level I Fieldwork Objectives for Traditional Settings

Upon successful completion of the Level I experience the student will:

1. Conduct self in a professional manner as demonstrated by:
   a. Being dependable
   b. Showing respect for patient/client confidentiality
   c. Making appropriate use of time management skills
   d. Taking appropriate initiative and responsibility for own learning
   e. Accurately assessing own strengths and limitations
   f. Exhibiting an enthusiasm for inquiry and discovery
   g. Being content prepared

2. Exhibit good interpersonal skills as demonstrated by:
   a. Demonstrating professional verbal and non-verbal communication skills
   b. Interacting with persons of varying age, race, social-economic and cultural backgrounds in a therapeutic manner
   c. Accurately recognizing and discussing his/her own feelings and attitudes
   d. Seeking and obtaining feedback
   e. Modifying own behavior in response to feedback

3. *With supervision, demonstrate ability to begin transition to role of occupational therapist by:
   a. Being able to obtain pertinent client information from a variety of sources (client record/chart, interview, formal assessment, etc)
   b. Providing a rationale for selection of assessment tool(s) for specific clients and if possible, assist in administration and interpretation of same
c. Identifying and discussing appropriate goals and treatment activities for clients based on results of evaluation process

d. Selecting and implementing a variety of treatment activities based on the client’s goals

e. Documenting and/or reporting client performance accurately, concisely, objectively and in appropriate detail

f. Suggesting appropriate adaptations in environment and activities to accommodate to client’s functional level

g. Identifying and reporting the need for program modifications in response to client functional performance

*Note: This objective pertains to Level 1 fieldwork completed under the supervision of an occupational therapy supervisor. However, due to the limited number of hours associated with the Level I experience, we recognize that not all students may have the opportunity to actively participate in all of these objectives with actual patients/clients. If client contact is not feasible for all of these objectives, it is expected that the student will meet the objectives through discussions with the Fieldwork Educator.

Role-emerging Practice Fieldwork Objectives

Upon successful completion of the emerging role practice Level I experience the student will:

1. Conduct self in a professional manner as demonstrated by:
   a. Being dependable
   b. Showing respect for patient/client confidentiality
   c. Making appropriate use of time management skills
   d. Taking appropriate initiative and responsibility for own learning
   e. Accurately assessing own strengths and limitations
   f. Exhibiting an enthusiasm for inquiry and discovery
   g. Being content prepared

2. Exhibit good interpersonal skills as demonstrated by:
   a. Demonstrating professional verbal and non-verbal communication skills
   b. Interacting with persons of varying age, race, social-economic and cultural backgrounds in a therapeutic manner
   c. Accurately recognizing and discussing his/her own feelings and attitudes
   d. Seeking and obtaining feedback
e. Modifying own behavior in response to feedback

*3. Identify the potential occupational therapy role within the agency/program;
   a. identify the sociocultural environment of the clients, population, and/or agency.
   b. Describe the mission, vision, or goals of the agency
   c. Describe how the goals of the agency are consistent with the occupational therapy scope of practice.
   d. Identify client, population, and/or agency concerns or needs, as they relate to occupational therapy;
   e. Propose how the client, population, and/or agency needs could be met through occupational therapy service provision or the contribution of an occupational therapist.
   f. identify factors, including psychological and social factors as appropriate, that influence engagement in occupation across the lifespan.

*these are recommended objectives for the emerging role practice Fieldwork Experience. In certain circumstances, these objectives can be modified if agreed upon by the student, Academic Fieldwork Coordinator, and Fieldwork Educator.

Level II Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork serves to promote clinical reasoning and reflective practice; to incorporate and demonstrate the values, beliefs, and ethical commitments of the field of occupational therapy; to communicate and model professional behaviors attending to the developmental nature of career growth and responsibility; and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to human performance. Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services.

Level II fieldwork is designed to provide students with extended practical opportunities for skill development and technique refinement pertinent to direct patient/client care. During this experience each student has the opportunity of learning to apply academically acquired knowledge to evaluating, planning, implementing and terminating occupational therapy intervention programs for clients in a wide variety of traditional and emerging service settings.

Students are required to complete a minimum of the equivalent 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 specific fieldwork site. Belmont University’s ability to establish fieldwork placements is dependent on our ability to negotiate schedules that meet the needs of the MSOT Program, the student, and the specific fieldwork site. As stated in the ACOTE Standards, students can “complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.” Students need to be aware, however, that it is the individual sites that determine the length of the rotation and students who choose to accept placements of less than 12 weeks are held to the same criteria as students who have the full 12 twelve to meet all of the expectations scored on the FWPE.
Students are not permitted to complete Level II fieldwork where they are employed. To identify whether or not a student is considered an employee at the site they are considering, the student should determine whether as an employee in their current position, it would be possible for them to rotate/transfer to that site/setting/department without having to quit their current position. If the student could do so without having to quit one job and be rehired in the other area, then for purposes of Fieldwork the site would be considered the student’s “employer”. If however, the other site functions autonomously from their current place of employment, the student may be eligible to complete their fieldwork at the other site. Determination will be made on a case-by-case analysis. The rationale for not permitting students to complete their Level II fieldwork where they are employed is based, in part, on:

- a desire to avoid the appearance of a “conflict of interest”
- to assure that the student is utilized as a student during their fieldwork, and not as an employee
- to assure that the student is able to practice their “professional level” skills
- to assure that the student is held to the same “entry-level” expectations as any other Level II student

Students are eligible to begin their Level II fieldwork placements upon successful completion of their entire Academic and Level I fieldwork requirements. Students must complete all Level II fieldwork requirements within 24 months following completion of the academic work.

Fieldwork outside of the United States

The Standards for the Accreditation Council for Occupational Therapy Education (ACOTE, 2008) stipulate that Level II Fieldwork may be completed outside the United States under the following conditions:

a) The fieldwork does not exceed 12 full-time weeks
b) The fieldwork is supervised by an Occupational Therapist who has graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and has one year in practice.

Students who wish to complete fieldwork abroad must complete this experience as a second Level II Fieldwork. Requests for fieldwork abroad are contingent upon availability of appropriate fieldwork sites and ability to establish contractual agreements in a timely manner.

As with any other Level II Fieldwork, students will be responsible for costs of housing, meals, transportation and all other related fieldwork expenses. Students may be required to purchase additional professional liability insurance.

Emerging-Role Practice Level II Fieldwork

In a setting where there is no occupational therapist on site, the program must document that there is a plan for the provision of occupational therapy services. The student must receive a minimum of eight hours of direct supervision by a licensed occupational therapist per week, including direct observation of client interaction. The supervising therapist must have a documented history of working at least three years in that emerging-role practice setting in order to fulfill ACOTE standards. Additionally, the
clinical supervisor must be readily available for communication and consultation during work hours. Such fieldwork shall not exceed 12 weeks.

Fieldwork Participants: Roles and Responsibilities

Fieldwork experience requires that all individuals involved have a mutual understanding of the responsibilities of each person, facility, and organization. The following are recognized roles and responsibilities involved in the fieldwork experience. Responsibilities of the Fieldwork Coordinator (Academic Setting) The Academic Fieldwork Coordinator (AFWC) is the faculty member at the educational institution who is responsible for monitoring the fieldwork experiences. The academic program director may act as the Fieldwork Coordinator or delegate the responsibility to another faculty member. If the responsibility is delegated, final authority and responsibility remains with the academic program director.

The responsibilities of the Fieldwork Coordinator include, but are not limited to the following:

1. Assigning eligible students to fieldwork experience and confirming the assignment in writing to each Fieldwork Supervisor;
2. Assuring that all written contracts or letters of agreement between the educational institution and fieldwork education center are signed and periodically reviewed;
3. Making regular and periodic contacts with each fieldwork education center where students were placed;
4. Maintaining current information file on each fieldwork education center where students are placed;
5. Identifying new sites for fieldwork education;
6. Working with the program director in developing and implementing a policy for the withdrawal of students from a fieldwork education center;
7. Orienting students to the general purposes of fieldwork experience and providing them with necessary forms;
8. Reassigning students who do not complete original fieldwork assignments in accordance with the educational institution's policies;
9. Developing fieldwork experience programs that provide the best opportunity for the implementation of theoretical concepts offered as part of the didactic curriculum;
10. Maintaining a collaborative relationship with fieldwork education centers;
11. Sending necessary information and forms for each student to the Fieldwork Supervisor unless responsibility is assigned to the student;

Responsibilities of the Fieldwork Educator/Supervisor (Practice Setting)

Each individual responsible for student training in the fieldwork education center is considered a Fieldwork Educator (FWE). As the learning experience moves away from the educational institution and into the fieldwork education center, the titles of individuals responsible for the fieldwork programs are as varied as the individual setting. Fieldwork Educators may also be known as Clinical Educators, Clinical Instructors, Fieldwork Supervisors, or Student Supervisors. Two major areas of responsibility required of the Fieldwork II Supervisor are administrative functions and direct day-to-day supervision. Various arrangements can be made within the fieldwork education center for fulfillment of these responsibilities. The administrative responsibilities may be delegated to one individual who may be designated Student Training Supervisor or
Student Fieldwork Coordinator. The day-to-day supervision of students may be delegated to one or more staff members. It is also feasible, particularly in smaller centers, for one individual to assume all of the administrative and direct day-to-day supervisory functions.

The responsibilities of the Fieldwork Supervisor include, but are not limited to the following:

1. Collaborating with the Fieldwork Coordinator in the development of a program that provides the best opportunity for the implementation of theoretical concepts offered as part of the academic educational program;
2. Preparing, maintaining, and sending to the Fieldwork Coordinator current information about the fieldwork education center, including a statement of the conceptual models from which evaluation is derived, and upon which treatment is based;
3. Scheduling students in collaboration with the Fieldwork Coordinator;
4. Establishing objectives of the fieldwork experience and identifying the philosophy of the fieldwork experience center;
5. Contributing to the evaluation of each student at the midpoint and final. One copy of the final document must be signed by both the Fieldwork Educator and the student and submitted to the Fieldwork Coordinator of the academic educational institution in which the student is enrolled (the student is also entitled to a copy);
6. Being familiar with the policy regarding the “withdrawal of students from fieldwork experience” of each academic educational institution from which students are accepted;
7. Notifying the Academic Fieldwork Coordinator of any student for whom the fieldwork education center is requesting withdrawal;
8. Reviewing periodically the contractual agreement between the academic educational institution and the fieldwork education center and ensuring that these agreements are signed;
9. Providing regular and periodic supervision of students;
10. Prompting regular and periodic supervision of students;
11. Completing the final fieldwork evaluation form and submitting one copy (signed by the student and the Fieldwork Supervisor) to the academic institution (also keep one copy for center and provide one to student if requested);
12. Providing direct supervision of student initially; the supervision should decrease to less direct supervision as appropriate for the setting, severity of the client’s condition, and the ability of the student.

The responsibilities of the Student Fieldwork Coordinator. The day-to-day supervision of students may be delegated to one or more staff members. It is also feasible, particularly in smaller centers, for one individual to assume all of the administrative and direct day-to-day supervisory functions.

The responsibilities of the Fieldwork Supervisor include, but are not limited to the following:

1. Providing an adequate orientation to the fieldwork education center and to specific school policies and procedures, usually in the form of a student manual;
2. Assigning patients/clients to the student;
3. Supervising the provision of occupational therapy services, documentation, and oral reporting by the student;
4. Assessing the skill and knowledge level of the student;
5. Meeting with the student regularly to review performance and to provide guidance;
6. Evaluating the student at the midpoint and termination of the fieldwork experience using the fieldwork evaluation instrument based on the center’s written behavioral objectives.

Responsibilities of the Student
The student is the learner who is enrolled in a course of study at an educational institution leading to a degree in occupational therapy. The student is expected to collaborate with the Fieldwork Educator and the Fieldwork Coordinator to ensure compliance with fieldwork experience requirements.

The student is responsible for the following:

1. Making contact with the Fieldwork Educator a reasonable time in advance of the starting date.
2. Ensuring that student has on hand all required fieldwork-related documentation including but not limited to TB skin test, immunizations, documentation of health insurance, flu vaccination, and CPR / BLS.
3. Undergoing and self-financing any required screens or checks required by the fieldwork site, as stipulated in the clinical affiliation agreement including drug screens and additional background checks.
4. Complying with all policies and procedures of the fieldwork education center unless exempted, including prompt notification of student absences;
5. Fulfilling all duties and assignments made by the Fieldwork Educator and Fieldwork Coordinator, unless exempted, within the time limit specified;
6. Notifying the fieldwork education center and educational program of current address and telephone;
7. Completing and presenting to the Fieldwork Educator at least one copy of the student's evaluation of the fieldwork center;
8. Having available copies of the appropriate performance evaluation forms and student evaluation forms unless forms are sent by the Fieldwork Coordinator;
9. Being an active participant in the supervisory process

**Level II Fieldwork Objectives**

**Introduction**

Level II fieldwork as established at Belmont University consists of a minimum of the equivalent of 24 weeks of full-time Level II training under the supervision of a qualified, licensed occupational therapist. The purpose is to provide in-depth experience and gradual assumption of entry-level responsibility for the delivery of occupational therapy services to clients, whether they be individuals, groups, programs, or organizations. Students are required to communicate electronically on a weekly basis with the academic fieldwork coordinator and their peers in order to promote clinical reasoning and critical thinking and professional development through engagement.

Upon completion of the Level II fieldwork experience(s) the student will be able to integrate and apply theoretical concepts and didactic learning to the practice of occupational therapy. The American Occupational Therapy Association, Inc. Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) is used to assess the student’s performance on each Level II fieldwork experience. Learning objectives and experiences are developed in collaboration with the student, individual sites and the Academic Fieldwork Coordinator. As indicated on the FWPE the 3 items under “Fundamentals of Practice” must all be scored at a “3” (Meets Standards) or above on the final evaluation in order for the student to pass the fieldwork experience.
Upon completion of the Level II fieldwork, students are required to complete the Student Evaluation of Fieldwork Experience and encouraged to review this with the fieldwork supervisor. The SEFWE form is found on-line in the corresponding Blackboard course for fieldwork and should be downloaded and given to the Fieldwork Educator. The SEFWE should be signed by the Fieldwork Educator but must be signed by the student and submitted with the Fieldwork Performance Evaluation for the Occupational Therapy Student.

**Fieldwork Sites and Fieldwork Educators**

Fieldwork at Belmont University is an integral part of the occupational therapy curriculum. The faculty, clinicians, and students are mutually involved in the process.

The School of Occupational Therapy evaluates and selects fieldwork sites according to specific criteria that meet the needs of the curriculum and to assure that the facility is able to provide adequate supervision and experiences to enable the student to successfully meet the requirements of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student. All sites utilized for student fieldwork placement meet the requirements and learning objectives of the curriculum. A clinical affiliation agreement is completed with all facilities. The Academic Fieldwork Coordinator and Fieldwork Educator collaborate on objectives, practice activities and the advising of students. In order for a fieldwork site to be established and retained, it must provide a quality educational experience for the students. In addition, the School of Occupational Therapy and students must conscientiously cooperate and fulfill the duties/requirements of the contract.

**Fieldwork Education Information**

General fieldwork information will be updated periodically. All changes will be announced to students as they are made although students are ultimately responsible for staying current with policy revisions by reviewing “current student information” and program manual on OT web page at [www.belmont.edu/ot](http://www.belmont.edu/ot) then follow the links. Students are responsible for reading, understanding and following all current fieldwork policies. Level I fieldwork information will be posted each semester on the fieldwork Blackboard course. Students are expected to download any relevant document and complete as outlined in the Blackboard instructions. Students are required to provide the fieldwork supervisor with the corresponding syllabus, the evaluation form and the fieldwork objectives during the orientation to the fieldwork experience. A Level II fieldwork packet with appropriate information will be sent to the fieldwork site by the Academic Fieldwork Coordinator, or will be hand-delivered by the student prior to the rotation. Printed information regarding specific Level I and II fieldwork sites can be found in the physical files located within the School of Occupational Therapy, which can be accessed by appointment through the Program Assistant and/or the Academic Fieldwork Coordinator. These files provide a description of the facility, specific requirements of the placement, a copy of the clinical affiliation agreement for that institution, and any site-specific learning objectives set by the Level II fieldwork site. Questions concerning Level II fieldwork should be directed to Belmont University’s Academic Fieldwork Coordinator.

**Advising**

Level I fieldwork advising is done throughout clinical assignments by the Fieldwork Educator, Belmont University occupational therapy faculty, and the Academic Fieldwork Coordinator. The
Academic Fieldwork Coordinator and/or faculty may visit Level I and Level II sites when necessary and are available for student advising or fieldwork concerns by phone and email.

Advising on Level II fieldwork is done collaboratively by the Fieldwork Educator and the Belmont University Academic Fieldwork Coordinator. Student communication is required with the Fieldwork Educator prior to the rotation. The purpose of the pre-placement communication is to learn about orientation procedures, dress code, parking, and plans for supervision/communication with the student. Instructions and forms for each level of fieldwork are included in the corresponding Blackboard course and should be downloaded as needed. Review of the forms and discussion of experiences will be covered in the orientation session. It is important for students to be forthright about health problems or special needs learning styles so that necessary accommodations may be made far in advance of the placement.

An orientation session will be provided for students before Level II fieldwork experiences. The Academic Fieldwork Coordinator will be available to the students for advising on Level II assignments. Site visits will be made upon request of the facility or student.

**Attendance**

Attendance on all clinical days is required unless the student is ill or excused by the Academic Fieldwork Coordinator and Fieldwork Educator. Telephone numbers will be provided for the Level I and Level II fieldwork sites. The student must follow the procedures of the facility and notify the facility immediately if they will be absent. All absences from fieldwork must be reported to the Academic Fieldwork Coordinator via email or phone. A schedule for making up the time missed due to absence must be acceptable to the facility and approved by the academic fieldwork coordinator and/or assigned faculty.

Tardiness is not acceptable and may be cause for failure from the site. If there is an emergency a call must be made to the facility. Absenteeism and tardiness may affect the grade or result in failure.

**Level II Fieldwork Attendance**

Absences are allowed for severe illness and / or death in the student’s family. A student is allowed a maximum of three absences from Level II fieldwork without requiring make-up days. Following each absence, a student must provide documentation to both the AFWC and the FE, within 48 hours after the absence, clearly indicating the reason for the absence. Regardless of the SOT Attendance Policy, whether or not a student must make up the missed days is at the discretion of the fieldwork educator and/or the site. More than three absences from fieldwork will require a meeting with the AFWC, the FE, and the student and may require a learning contract. Medical appointments, travel, out-of-town company and studying for exams are a few examples that would result in an unexcused absence from fieldwork.

**Background Checks**

Depending on where a student is placed for fieldwork, federal and state laws may require that the student submit to the following, prior to being accepted for fieldwork. The student is responsible for the cost of background checks required by a fieldwork site.

The federal legislation that made national criminal history background checks on employees and/or volunteers available to public schools was the National Child Protection Act of 1993, and the most relevant section is codified as 42 U.S.C. 5119a. By the definition in 42 U.S.C. 5119c (9)(A)(1), a child care provider means "a person who is employed or volunteers with a qualified entity."
Section 5119a (a)(1) of the above Act specifies that: "A state may have in effect procedures (established by state statute or regulation) that require qualified entities designated by the state to contact an authorized agency of the state to request a nationwide background check for the purpose of determining whether a provider has been convicted of a crime that bears upon the provider’s fitness to have responsibility for the safety and well-being of children, the elderly, or individuals with disabilities." Thus, the federal law alone does not require fingerprinting; the significant authority rests with each state. The unique state legislation will specify whether state and/or national criminal history background checks on employees and/or volunteers are required or not required. Many public school districts started performing both state and national criminal background checks based on fingerprinting of employees and/or volunteers as a result of new state legislation in response to this Act.

Social Networking Policy

Communication with fieldwork supervisors or Belmont OT faculty through a social networking site is strongly discouraged. Please use email, face to face conversations or phone conversations as a means to communicate. Professional communication is an expectation regardless of the type or vehicle of communication including but not limited to e-mail communication, blackboard discussion postings, or through other types of communication in which you may engage.

Drug Testing Policy

Students may be required to undergo drug testing by a fieldwork site prior to engaging in a level I or level II fieldwork rotation. This is not a Belmont University School of Occupational Therapy requirement, but we are obligated to support a site’s policies and procedures if we have entered into a contractual agreement with that site. Therefore, if a drug screen is required by a site, the student is required to identify a testing site, obtain the test, and pay for any such testing.

Fieldwork Performance Intervention Policy

On occasion it becomes necessary to terminate a Level I and/or Level II fieldwork placement. This may occur for a variety of reasons and with a variety of consequences. In all cases, client / patient, student and staff safety is our primary concern.

This policy is intended to provide an overview of the possible situations which may result in the termination of a fieldwork experience.

I. Student is terminated due to extraordinary circumstances such as: student extended illness; personal or family hardship; natural disaster (flood, tornado etc.); supervising therapist is no longer available and no replacement is available at site; facility closes unexpectedly; etc.

When the reason for the termination is NOT due to any unprofessional behaviors by the student or their failure to meet competency, the student will not be penalized for the termination. The student will receive an incomplete for the rotation. Once the issues leading up to the termination have been resolved, arrangements will be made, in collaboration with the student, to secure a new site based on the availability of other sites. Graduation may be delayed dependent on the timeframe needed for acquiring a new fieldwork site, contract, and start date.
II. The Academic Fieldwork Coordinator (AFWC) receives notification from the Fieldwork Educator that student is demonstrating unprofessional behaviors, is not competent to perform assigned tasks, and/or is a safety risk to self, patients and/or staff.

The Fieldwork Educator and AFWC counsel the student on corrective actions. A learning contract is established to attempt to remediate/correct the identified issues. The learning contract will typically include remedial activities or goals that a student must meet to continue with the placement. The fieldwork educator (FE) monitors student progress and provides formal (verbal and/or written feedback) to the student and AFWC at appropriate intervals.

If the student does not meet the expectations outlined in the learning contract the fieldwork placement will be terminated and the student will receive a grade of “F” for the placement and the student is dismissed from the program.

Failure may occur prior to midterm. Immediate removal (prior to the scheduled ending date) from the site and/or a failing grade may be given for any fieldwork placement for the following:

- violation of patients’ rights
- violation of the rights of others
- violation of the AOTA Code of Ethics
- unprofessional behavior as determined by fieldwork site and/or academic site
- unsafe practice
- substance abuse
- failure to complete any of the specified requirements
- continued unsatisfactory performance
- lack of sufficient progression towards goals as outlined in learning contract
- insubordination
- excessive tardiness
- risks to patient care
- not demonstrating skills/abilities that are expected of a Level I or II student
- a score below a “3” on items 1 – 3 of Section 1 of the FWPE (Fundamentals of Practice)

As described in the online Graduate Catalog under Progression Towards Graduation (a grade of WF (withdrawal failing) or F (failure) will result in immediate dismissal from the Weekend MSOT Program.

If a student fails a Level I or Level II placement, they may apply for re-admission although acceptance is not guaranteed. In addition, if a student is re-accepted, the fieldwork course cannot be repeated until the course is offered in a subsequent semester.

**Conduct**

The AOTA Code of Ethics applies to all Level I and Level II fieldwork experiences in addition to any specific behaviors required by the specific clinical sites.

**Confidentiality - HIPPA**
STUDENTS ARE RESPONSIBLE FOR COMPLYING WITH ALL RELEVANT STATE AND FEDERAL CONFIDENTIALITY LAWS, INCLUDING THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA), TO THE EXTENT APPLICABLE. STUDENTS ARE PROVIDED WITH TRAINING IN THE REQUIREMENTS OF THE PRIVACY AND SECURITY PROVISIONS OF HIPAA. THIS INFORMATION WILL BE DISSEMINATED PRIOR TO THE STUDENTS BEGINNING ANY OF THEIR REQUIRED FIELDWORK (LEVEL I AND LEVEL II). STUDENTS WILL BE REQUIRED TO DOCUMENT IN WRITING THAT THEY HAVE RECEIVED TRAINING IN AND HAVE UNDERSTOOD THE SIGNIFICANCE AND MEANING OF PROTECTED HEALTH INFORMATION (PHI), THE APPROPRIATE USE OF PHI FOR EDUCATIONAL NEEDS, THE SIGNIFICANCE AND NEED FOR CONFIDENTIALITY OF PHI, AND THE CONSEQUENCES OF INAPPROPRIATE USE OF PHI.

Financial Responsibilities

The student will be responsible for all expenses associated with the fieldwork experience except for the professional liability insurance covering Belmont University students when they are engaged in clinical education. Each student should anticipate additional cost for housing, meals and transportation if relocation for Level II fieldwork is necessary.

Grading and Evaluation of Student Performance

Evaluation of student performance during the Level I and Level II fieldwork experience is an ongoing process which occurs during the formal and informal supervisory sessions by the Fieldwork Educator, Academic Fieldwork Coordinator, and/or faculty. The specific grading system and forms used to evaluate student performance will be contained in the relevant course syllabi and/or provided on Blackboard. Both professional behaviors and clinical skills are assessed as part of the evaluation. It is the student’s responsibility to review these evaluation forms and raise any questions regarding the expectations with the Academic Fieldwork Coordinator prior to beginning the fieldwork placement. Note that a failing grade received for a Level I or a Level II placement results in immediate dismissal from the occupational therapy program.

Health Issues

In addition to the Belmont University health form, the fieldwork student may need to comply with specific health requirements for individual fieldwork sites, such as specific immunizations or physical exams. These will be at the student’s expense. It is the student’s responsibility to be familiar with the site prior to the rotation, based upon information provided by the AFWC. The student must communicate with the fieldwork clinical coordinator prior to the starting date of the affiliation in order to learn about expectations, dress code, orientation, and any suggested preparatory readings or activities.

During Level I and Level II fieldwork the occupational therapy student will continue to have access to Belmont University’s Health Services clinic, although this service is not typically available during weekend hours. The student will be expected to show proof of personal health insurance coverage before being accepted for Level I and Level II fieldwork placement. Students may contact Belmont Central for information on low cost student health insurance if they have no other health insurance coverage.

Each student is required to have a physical examination and specified immunizations at the student’s own expense each year. The necessary forms are provided to the students the summer prior to initial enrollment. These forms need to be signed by the examining physician prior to matriculation in the
program, and need to be updated **YEARLY**. If the student fails to provide the necessary information by their yearly deadline, they will be suspended from all classes until the necessary information is provided. Students are required to send proof that health requirements are met to the fieldwork sites along with the Personal Data Form. Occasionally, a student may be required to submit to additional immunizations and/or additional testing (i.e., flu shot or 2-step TB skin testing) prior to fieldwork at a specific site. The cost for these is the student’s responsibility.

**Liability Insurance**

The occupational therapy students are covered for professional liability insurance with a single limit of not less than $1 million per occurrence and $3 million in the aggregate. This document will be provided to the level 1 and II fieldwork sites.

**Monitoring and Site Visits**

Site visits and telephone monitoring are primarily made by the Academic Fieldwork Coordinator, but may be made by any member of the School of Occupational Therapy. The purpose of the monitoring is multidimensional and may include, but is not limited to:

- student performance evaluation
- clinical site evaluation
- clinical instructor evaluation
- assistance with implementation of clinical education program
- assistance with managing student performance problems
- clinical staff education and development

If a site visit is needed, the visit will entail meeting with the student and the fieldwork supervisor both individually and together to discuss the types of learning experiences, strengths and weaknesses of the student performance and strengths and weaknesses of the student’s academic preparation. The discussion will be documented and appropriate information will be shared with the academic faculty.

**Placements**

Assignments for Level I and Level II fieldwork are made by the facility and Academic Fieldwork Coordinator based upon student input, availability of sites, course requirements, and student needs. Aside from Level I Fieldwork II, students provide the Academic Fieldwork Coordinator with a list of no fewer than three preferred sites in their regions for placements for each of the required fieldwork experiences. If criteria determined by the SOT are fulfilled by the sites, the Academic Fieldwork Coordinator will attempt to place students at one of the three facilities. The Academic Fieldwork Coordinator will provide the student with a list of regional sites where students have completed fieldwork rotations in the past. Students are not to formally request placement with any facilities but, after exploration/consideration of a site, are expected to provide accurate contact information for the Fieldwork Educator and/or student coordinator at a given site. Only the Academic Fieldwork Coordinator is to have discussions with the site regarding establishment of a fieldwork contract and potential placement of a student. If a placement is canceled the Academic Fieldwork Coordinator will discuss an alternate plan with the student. If this occurs, the placement may be delayed which may result in postponement of graduation. The University does not make housing arrangements for students. The School of Occupational Therapy suggests that the student not work while completing Level II fieldwork placements because there are usually assignments that need to be
completed in the evening and on weekends. Should students find it absolutely necessary to maintain employment during the Level II placement, the student must advise the Fieldwork Educator in writing prior to scheduling the fieldwork placement.

**Requests to Change Fieldwork Site Policy**

The School of Occupational Therapy Academic Fieldwork Coordinator (AFWC) works very diligently to obtain fieldwork placements that are educationally and experientially enriching for our students. Student input is often sought prior to confirming slots. Occasionally a student may not be consulted about a particular placement due to extenuating circumstances. In those cases, every attempt to make the best possible match between student and site is made.

Once a site has been confirmed for a student, Belmont’s position is that the commitment to the site and to the Fieldwork Educator (FE) must be honored. For that reason, Belmont AFWC will not change confirmed sites except in cases of emergency or extreme hardship.

Any such request must be made in writing to the Academic Fieldwork Coordinator at least **two months** prior to the projected start of fieldwork. Upon receipt of the written request, the AFWC must assemble a panel of no fewer than 2 faculty and 2 AFWC to process the request and either grant or deny the request. The AFWC has three weeks from the time the initial request is received to assemble the panel. From that point, the panel has two weeks to make a determination and respond in writing to the student.

Granting the student’s request may significantly delay the student starting fieldwork as another placement must be sought, the clinical affiliation agreement confirmed, and confirmation of a slot for the student obtained from a Fieldwork Educator at the site. Please note that this could delay graduation.
A student with a disability who wishes to request accommodations must make a formal request to the Director of Student Support and Disability Services (460-6407). Reasonable accommodation in the classroom, labs, and clinical settings does not mean that students with disabilities will be exempt from performing skills. The School reserves the right to make the final determination regarding the implementation of accommodations. Indicate below whether you require accommodations for any of the Occupational Therapy Essential Functions:

### Essential Functions - Students must demonstrate all functions in a safe, reliable, and efficient manner.

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<thead>
<tr>
<th>Essential Functions</th>
<th>Are Accommodations Necessary?</th>
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<tbody>
<tr>
<td></td>
<td>YES</td>
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<tr>
<td><strong>Frequently: 67 – 100% of the time</strong></td>
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<tr>
<td>Read, write, speak, and understand English</td>
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<td>Hear</td>
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<td>Walk</td>
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<td>Balance</td>
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<td><strong>Intermittently: 34 – 66% of the time</strong></td>
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<tr>
<td>Sit</td>
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<td>Reach</td>
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<td>Carry</td>
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<td>Stoop/squat</td>
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<tr>
<td>Step up and down</td>
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<tr>
<td><strong>Occasionally: 1 – 33% of the time</strong></td>
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<tr>
<td>Lift objects weighing a minimum of 50 pounds</td>
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<tr>
<td>Push/pull</td>
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<tr>
<td>Kneel</td>
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<tr>
<td>Crawl</td>
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<tr>
<td>Climb</td>
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If you checked YES, please explain:

I understand that I cannot receive reasonable accommodations without registering with the Office of Disability Services.

Signature: ____________________________

Name: ____________________________ Date: ____________________________