Welcome to Belmont University’s
Occupational Therapy Doctorate Program

Dear OTD Students:

On behalf of the Dean of the College of Health Sciences and Nursing and the faculty of the School of Occupational Therapy, we welcome you to Belmont University. We are excited that you have decided to be part of this program. Over the next three years, you will engage in a rigorous educational endeavor that will enrich not only your life, but the lives of those you will serve. You will learn to work with those in need to help individuals attain the highest level of function that is possible.

You will engage in experiences to develop critical and clinical reasoning skills to enhance the lives of individuals with an array of needs. You will have diverse experiences in the classroom, during fieldwork and through completion of the experiential component to help you attain the degree of doctorate of occupational therapy. You will attain the knowledge, skills, and attitudes needed to embark on your career path as an occupational therapist.

This student handbook has been designed to be a quick reference that you will use throughout your time here at Belmont University. The OTD Program Manual has a wealth of information about the university, program rules and policies, and student expectations. Students are expected to stay abreast of changes in the manual and comply with changes and updates as they are made.

The faculty and staff from the School of Occupational Therapy will be glad to assist you with questions. The general phone numbers for the School of Occupational Therapy are 615-460-6700 (Katie Wray). Office hours are 8:00 am – 4:30 pm Monday through Friday. Let’s work together to make this a great learning experience. Sincerely,

Lorry Liotta-Kleinfeld, EdD, OTR, BCP, FAOTA
Chair, School of Occupational Therapy
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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 Doctor of Occupational Therapy degree. This manual is to be used in conjunction with the:

*Belmont University Graduate Bulletin, Faculty Handbook, and the Bruin Guide*
http://www.belmont.edu/studentaffairs/student_conduct_academic_integrity/bruinguide/

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 OTD Program Manual is maintained on Belmont University’s School of Occupational Therapy Website. Students will be advised of any changes as they occur.

**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 7,700 students who come from every state and more than 25 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, 19 master’s programs and five doctoral degrees, there is no limit to the ways Belmont University can expand an individual’s horizon. For more information, visit [www.belmont.edu](http://www.belmont.edu).

Belmont University sits on 75 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.
History of Occupational Therapy Program at Belmont University

The Master of Science in Occupational Therapy was the original OT program offered at Belmont University dating back to 1996 under the leadership of Dr. Scott McPhee, Program Director. The School of Occupational Therapy was accredited by the American Council for Occupational Therapy Education (ACOTE) in 1998. The accreditation team not only found that the curriculum was free of deficiencies, but also awarded a full 10 years of initial accreditation status. Belmont University’s Occupational Therapy Program was the first curriculum to receive such a distinction. This fall marks the 19th anniversary of Belmont University’s Occupational Therapy Program.

In 1999, the School of Occupational Therapy conducted a survey of 64 occupational therapy program directors to ask about the potential for a clinical occupational therapy doctoral program. When the data was partitioned to look only at those programs that were from private institutions and offered a master’s degree program, 9 of the 25 program directors stated that they foresaw a need for the clinical OTD practice. Twenty of these program directors felt that societal perceptions of the OTD would be consistent with other professional degrees such as pharmacy (PharmD), psychology (PsyD), optometry (OD), and physical therapy (DPT). A full 78% indicated that their institution would entertain consideration of a transition to the OTD degree if asked to do so.

On May 2, 2000, a focus group was held at Belmont University to discuss the feasibility of transitioning to a clinical occupational therapy doctorate degree. The evening consisted of discussing the current occupational therapy curriculum and the potential move to an OTD. The members of this focus group endorsed the transition to the OTD. They felt that it would have a positive impact on the Tennessee community and the occupational therapy profession as well. The first class was admitted fall semester 2002 with seven students. Since that time, Belmont University has matriculated Doctorate in Occupational Therapy students.

Belmont University Accreditation

Belmont University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate, master, and doctoral degrees. Belmont University’s School of Music is an accredited institutional member of the National Association of Schools of Music (NASM). The Nursing School is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges of Nursing and the Southern Council on Collegiate Education for Nursing. The Education School is a member of the American Association of Colleges for Teacher Education, the Association of Liberal Arts Colleges of Teacher Education, and the National Council for the Accreditation of Teacher Education (NCATE). The School of Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Belmont University Doctor of Pharmacy is accredited by the Accreditation Council on Pharmacy Education (ACPE), and holds ACPE Candidate status within the organization’s multi-stage review process.

OTD 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). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate’s ability to meet NBCOT and licensure requirements and therefore may necessitate seeking advice prior to starting an academic program.
ACOTE® Educational Standards

The 2011 ACOTE® Standards (effective July 31, 2013 and hereafter called Standards) 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), academic 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 (strategic plan, fair practices, and student records), program evaluation (outcomes and results of ongoing program evaluation), curriculum framework (mission, philosophy, and curriculum design), foundational content requirements (liberal arts and sciences; biological, physical, social, and behavioral sciences; occupational therapy theory and practice; management of occupational therapy services; research; professional ethics, values and responsibilities; fieldwork education, and experiential component; and program length. A copy of the Standards is available on-line at www.aota.org.

Belmont University’s professional Doctorate of Occupational Therapy was re-accredited in 2015 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. The AOTA phone number is (301) 652-AOTA and web address is http://www.aota.org/Education-Careers/Accreditation.aspx. Belmont University’s professional entry level OTD 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 reaccreditation site visits.

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 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
Phone: 615-460-6700
Fax: 615-460-6475
www.belmont.edu/ot

The occupational therapy classes and lab experiences will be located primarily on the 1st, 2nd, 3rd, and 4th floors of the College of Health Sciences and Nursing Inman Center and McWhorter Hall. 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 Center and McWhorter Hall 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 Safety and Security (located on the 1st floor of the Hitch Building). Students are responsible for complying with all of Belmont University’s regulations and policies that pertain to parking and safety while on campus. If students are illegally parked and cars are ticketed or towed, students will be responsible for all costs incurred. Students are responsible for being familiar with and adhering to the parking policies.
Section II: School of Occupational Therapy

A. Organizational Charts

College of Health Sciences Organizational Chart

Robert Fisher
President

Thomas Burns
Provost

Cathy Taylor
Dean, College of Health Sciences & Nursing

UNDERGRADUATE PROGRAMS
Nursing  Social Work

GRADUATE PROGRAMS
OT  PT  Nursing

Lorry Liotta-Kleinfeld
Chair, School of Occupational Therapy

Professional Degrees

OTD Program
Sabrina Salvant
OTD Program Director

MSOT Program
Tamara Lemmonds
MSOT Program Director
School of Occupational Therapy Organizational Chart

Administrative Staff
Katie Wray
Program Assistant
Hannah Montgomery
Program Assistant
Evelyn Sholar
Experiential Component & Fieldwork Assistant

Academic Faculty
Emmy Dagnan
Elena Espiritu
Tamara Lemmonds
Debra Gibbs
Yvette Hachtel
Allison Koch
Lorry Liotta-Kleinfeld
Christine Manville
Natalie Michaels
Teresa Plummer
Sabrina Salvant

Fieldwork Coordinator
Allison Koch

Exp. Component Coordinator
Sabrina Salvant
Natalie Michaels

Scholarship Coordinator
Teresa Plummer
B. Faculty and Staff

Full Time Faculty:

- Emmy Dagnan, OTD, OTR/L, CLT, HFS
  
  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  
  May 2002 – Present  
  Occupational Therapist, Skyline Medical Center

- 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
  2013  
  Service-Learning Program Grant, Belmont University
  2013  
  Sloan-C Fellow, Teaching Center, Belmont University

  **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

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

-Tamara Garvey, EdD, MSOT, OTR/L
Title: Assistant Professor of Occupational Therapy

Education: EdD in Educational Leadership and Professional Practice, Trevecca University
MS in Occupational Therapy, Belmont University
BS in Biology, Lipscomb University

Professional/ Clinical Experience:
2013 – Present  Pipsqueaks, Inc.
2006 - 2013  Pediatric Therapies, Inc.
2004 – 2006  York Pediatric Therapy Services, Canada
2001 – 2003  Vanderbilt Bill Wilkerson Center

Professional Memberships, Service, and Awards:
1998 – Present  AOTA member
2013 – Present  One Sky – Board 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

-Debra Gibbs, EdD, MHS/OTR/L, FAOTA
Title: Assistant 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: She has been an OT practitioner for 35 years and has worked in a variety of settings including acute care, industrial rehabilitation, outpatient orthopedics and pediatrics. Dr. Gibbs has been an active practitioner in the Nashville community responsible for developing occupational medicine programs and onsite ergonomic and industrial rehabilitation programs. She currently practices in a local community hospital.
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
2014 Board Member, Council of Aging Greater Nashville

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, aging, and the use of clinical simulation in education.

-Yvette C. Hachtel, JD, MEd, OTR
Title: Professor of Occupational Therapy

Education: J.D. (Law), Duquesne University
M.Ed. (Special Education), University of Pittsburgh
Certificate (Occupational Therapy), San Jose State University
B.A. (Anthropology), Queens College

Professional/Clinical Experience: Adult Rehabilitation, acute care physical dysfunction and psychiatry, school based practice, outpatient rehabilitation, administration.

Professional Memberships, Service, and Awards:
1997 – Present Member, Tennessee Occupational Therapy Association
1979 – Present Member, American Occupational Therapy Association
2011 Recipient of AOTF/Patterson Foundation Award for Community Volunteerism
2008 – 2012 Member Disciplinary Council of AOTA
2004 - 2007 TN Delegate to Representative Assembly, AOTA
2003 – 2007 Member, Certification Examination Validation Committee, NBCOT
1997 – 2011 Consultant to Tennessee Occupational Therapy Practice Board

Licenses and Certifications:
1981 – Present National Board for Certification in Occupational Therapy
1997 – Present OT Licensed, State of Tennessee Health Related Board

Research Interests: Accessibility
-Allison Koch, OTD, OTR/L
Title: Academic Fieldwork Coordinator, 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
May 2004- Present Occupational Therapist, Vanderbilt Stallworth Rehabilitation Hospital

Professional Memberships, Service, and Awards
American Occupational Therapy Association
Neuro-development 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

Research Interests: Cognition and vision post CVA, aging

-Lorry Liotta-Kleinfield, 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:** Associate 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:**
- 2006 – 2007 Director of Creative Rehab Services, Natchaug Hospital (key provider of a regional system of care for children, adolescents and adults who are struggling to cope with mental illness and substance abuse problems)
- 2000 – 2007 Occupational Therapy Mental Health Consultant, St. Joseph Hospital for Specialty Care & Fatima Hospital (inpatient adult and geriatric units)
- 1997 – 2006 Pioneer Occupational Therapy Assistant Program Director, Community College of Rhode Island
- 1996 – 1997 Clinical Program Director, Psychiatric Services, St. Joseph Hospital (Inpatient and outpatient services)
- 1986 – 1996 Psychiatric Occupational Therapist, William W. Backus Hospital (Inpatient adult unit and partial hospital program)
- 1979 – 1986 Psychiatric Occupational Therapist. Providence Veteran’s Hospital (Inpatient adult unit and substance abuse program)

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

**Research Interests:** Adults, adolescents and children with mental illness; Teenagers at risk in the public school system; Teaching and learning in secondary and postsecondary education; Professional development

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

Education:  University of Central Florida: Doctorate in Education in Curriculum & Instruction
Master of Arts in Applied Psychology:  Fairfield University:
Ithaca College:  Bachelor of Science in Physical Therapy


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

Certifications:
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

Honors and Awards:
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

Membership in Scientific/Professional Organizations:  American Psychological Association (APA) American Physical Therapy Association (APTA) APTA Sections:  Education, Pediatrics, Geriatrics
The World Council on Curriculum and Instruction (WCCI: North American Chapter)

-Teresa Plummer, PhD, OTR/L, CAPS, CAPS, ATP
Title:  Assistant Professor of Occupational Therapy

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

Professional Experience:
2006 – Present  Instructor, Occupational Therapist, Assistive Technology Practitioner, Vanderbilt University Medical Center- Seating and Mobility Clinic
2004 – 2006  Fieldwork Coordinator and Clinical Instructor
1999 – 2004  Adjunct Faculty Belmont University
2002 – 2004  Occupational Therapist, Clinical Coordinator Independent Therapy Network
2000 – 2002  Occupational Therapist, Assistive Technology, Cloverbottom Developmental Center
1992 – 2000  Occupational Therapist, Rehabilitation Director, Tennessee Christian Medical Center
1988 – 1992  Occupational Therapist, Travel Therapy Companies Nationwide
1984 – 1988  Occupational Therapist, Patricia Neal Rehabilitation Center
1979 – 1982  Certified Occupational Therapy Assistant, Garvey Manor Nursing Home

Professional Memberships, Service, and Awards:
American Occupational Therapy Association
National Home Builders Association
Neuro-developmental Therapy Association
Rehabilitation Engineering and Assistive Technology Society of North America

Licenses and Certifications:
1984-present  National Board for Certification in Occupational Therapy
1984-present  OT Licensed, State of Tennessee Health Related Board

Research Interests: Perspectives of people with disabilities, wheelchair service and provision, accessibility

-Sabrina Salvant, EdD, MPH, OTR/L
Title:  Associate Professor, Program Director, Entry Level Doctorate

Education:  Columbia University: Doctor of Education
Columbia University: Master in Public Health
Columbia University: Master of Science in Occupational Therapy
Cornell University: Bachelor of Science

Professional/Clinical Experience:
22 years OT experience in a myriad of settings with a specialty in school based OT & 19 years of academic experience.

Licensure, Certification and Special Training
2015  Licensed Occupational Therapist, Tennessee
1993-2016  Licensed Occupational Therapist, New York
1993-2017  NBCOT certified, Occupational Therapist, Registered
2014  Leadership and Management Institute, College of Physicians and Surgeons, NY
2014  NBCOT special certification in Administration and Management
2013  Conflict Intelligence: Harnessing the Power of Conflict and Influence at Work, Teachers College, Columbia University, NY

Professional Membership & Service
American Occupational Therapy Association (AOTA)
World Federation of Occupational Therapy (WFOT)
American Public Health Association (APHA)
Professional Service
International
2015-present  Haiti Rehabilitation Board - Board Member: Participate in the overall planning, development, implementation and oversight of the School of Rehabilitation Sciences in Leogane, Haiti. Secure adequate resources for the organization to fulfill its mission and engage in the process of selecting and orienting new board members.

National
2014-present  Accreditation Council for Occupational Therapy Education (ACOTE®) - Roster of Accreditation Evaluators (RAE): Review entry level occupational therapy assistant, occupational therapy master and doctoral programs to assure that they conform to ACOTE standards. Provide feedback on program compliance to the council so that they can make decisions on accreditation.

Research Interest  Culture, Cultural competence, Impact of Healthcare systems on patient care, Obesity

Part Time/Adjunct Faculty:

Mary Dietrich - PhD
Missy Bryan – OTD, OTR/L, ATP
Susan Young, OTD, OTR, FAOTA
Section III: Curriculum Framework

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.

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.
OTD Program Goals

In achieving its mission, and that of the University, the School of Occupational Therapy graduates students who have:

- acquired a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
- been educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- achieved entry-level competence through a combination of academic and fieldwork education.
- been prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- been prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings.
- the ability to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
- been prepared to be a lifelong learners who keep current with evidence-based professional practice.
- upheld, and continue to uphold, the ethical standards, values, and attitudes of the occupational therapy profession.
- an understanding of the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- been prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member’s responsibility in executing components of an intervention plan.
- been prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
- been prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.
- demonstrated in-depth knowledge of delivery models, policies, and systems related to the area of practice in settings where occupational therapy is currently practiced and where it is emerging as a service.
- demonstrated thorough knowledge of evidence-based practice.
- demonstrated active involvement in professional development, leadership and advocacy.
- related theory to practice and demonstrated synthesis of advanced knowledge in a practice area through completion of a culminating project.
- developed an in-depth experience in one or more of the following areas through completion of a doctoral experiential component: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and theory development.
OTD Program's Occupational Therapy Philosophy

The OTD Program's Occupational Therapy Philosophy supports the philosophy of the profession. Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation” (AOTA, 2011). An optimal health state is supported when individuals engage in occupations that are meaningful, purposeful and self-directed. Occupational therapy is concerned with achieving health, well-being, and participation in life through engagement in occupation. (AOTA, 2014, p.52)

The World Health Organization defines participation as "involvement in a life situation" (WHO, 2001, p.10). "Participation naturally occurs when clients are actively involved in carrying out occupations or daily life activities they find purposeful and meaningful" (AOTA, 2014, p. 54). Accordingly, we believe that human function is optimal when one can actively participate in desired occupations.

Occupation is defined as "daily life activities in which people engage. Occupations occur in context and are influenced by the interplay among client factors, performance skills, and performance patterns. Occupations occur over time; have purpose, meaning and perceived utility to the client; and can be observed by others..." (AOTA, 2014, p. 56).

The faculty of the OT program believes that engagement in occupation occurs in a variety of contexts (cultural, physical, social, personal, temporal, spiritual, and virtual). Active engagement in these occupations tend to evolve, change, and adapt based on the interactions with the internal and external environment. The selection of meaningful occupation guides the support of survival, self-actualization, occupational balance, and quality of life to the population or individual served. The individual’s experience and performance cannot be understood or addressed without understanding the many contexts in which occupations occur (AOTA, 2011; Christiansen, Baum, & Bass-Haugen, 2005; Haynes and Jones, 2007).

Occupations can be used as a means as well as an end in the intervention process (Trombly,1995) 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 (Christiansen, Baum, & Bass-Haugen, 2005). The process of occupational therapy integrates the application of critical thinking skills with analysis of occupational performance, evaluation, process of intervention, and outcomes. In addition, evidence-based occupational therapy practice is built on a client-centered approach to occupation based practice, utilizing client information and a critical review of relevant research, expert consensus and professional experience.

Our Beliefs about human beings:

We believe in the worth and dignity of all people as part of our common humanity and we respect individual differences. "All individuals have an innate need and right to engage in meaningful occupations throughout their lives" (AOTA , 2011, p. S65) As stated in the Philosophy of Occupational Therapy Education, humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. "Through active engagement within the internal and external environments, humans evolve, change, and (adapt) " The occupations humans choose to engage in change (Zemke & Clark, 1996) across the lifespan, and choice is influenced by a multitude of factors including social experiences and other contextual factors.
As Hooper and Wood (2014) stated, “A core philosophical assumption of the profession...is that by virtue of our biological endowment, people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express the totality of their being, a mind-body-spirit union.” Because human existence could not otherwise be, humankind is, in essence, occupational by nature (Hooper & Wood, 2014).

Our beliefs about how human beings learn:
Learning can be facilitated through actual doing that can lead to a permanent change in behavior. For students who are primarily engaged in the occupation of education, learning occurs through their active participation in academic, extracurricular, and clinical activities. Just as our practice is client-centered, our teaching is student-centered. Just as our practice is evidence-based, the methods used to disseminate knowledge are based on sound adult learning theories and principles. Malcolm Knowles (1980) noted that adults learn on a need to know basis and welcome opportunities to apply newly learned information.

Caffarella (1994) expanded on Knowles’ theories and suggested that adults are not likely to willingly engage in learning unless the content is meaningful to them. She noted that they prefer to be actively involved in the learning process, and that they learn both in independent, self-reliant modes and in interdependent, connected and collaborative ways. Engagement in the occupation of education, therefore, must occur in a variety of contexts including the lecture hall, laboratory, clinic, virtual classroom, and in communities. To function as an effective practitioner, the student must be exposed to not only the knowledge base of the profession, but must engage in self-reflection to promote therapeutic use of self and to develop leadership skills needed to facilitate effective change (Schon, 1987).

For occupational therapy professional education to best meet the needs of learners, coursework must focus on attainment of the knowledge, attitudes, and skills which are required for practice in traditional as well as non-traditional arenas. The student must be cognizant of the impact of the human and non-human environment on the profession as well as on individuals in need of OT service. To value the significance of this impact, the educational program must prepare the student to anticipate, recognize and evaluate individual, population, and global needs. Educational activities must encourage critical thinking, be student-centered, and reflective of the needs of society.

Cervero (1988) noted that the “critical viewpoint” is advantageous in developing a well-rounded professional who can think critically. This viewpoint involves the element of reflecting on a multitude of factors, including personal value systems and “human” elements that may affect the decision-making process. An occupational therapy educator, Royeen (1995), stated that “an educational foundation in clinical reasoning and critical reflection prepares an occupational therapist for all the years of practice as well as for lifelong learning”. Thus, opportunities for clinical reasoning and critical reflection are an essential feature that is reflected in the curriculum design, student learning outcomes, course objectives and course assignments. Accordingly, methods of student assessment of learning include case study assignments that require clinical reasoning and critical reflection. Likewise, consistent with the program’s belief about how humans learn and the OTD curriculum design, student assessment entails evaluation of application of learning through reflective papers, case study reports, laboratory experiences and group work in addition to objective tests.
OTD Curriculum Design

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. The Accreditation Council for Occupational Therapy Education (ACOTE) monitors compliance with these Standards. The depth and breadth of the curriculum is designed to develop the knowledge, skills, and attitudes required of a generalist occupational therapist with a broad exposure to current practice settings and emerging practice areas. In addition, the doctorally prepared practitioner has also demonstrated the ability to synthesize advanced knowledge in a practice area through completion of the experiential component. Students are educated in the use of occupation to provide therapeutic intervention for individuals and groups of all ages through in-depth exploration of evidence-based literature.

The scope of Belmont's OTD program 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 direct care provider, supervisor, consultant, educator, manager, leader, researcher, and advocate. The student is exposed to these roles through didactic coursework and participation in an expansive Level I fieldwork experience. Students also participate in learning experiences through classroom, laboratory, service, fieldwork, and the experiential component in which they are expected to function as change-agents and advocates for both the profession and individuals who may benefit from occupational therapy services. 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.

Ralph Tyler’s (1949) 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. The OTD program ensures that students meet the Standards by setting objective criteria, identifying learning experiences, and establishing methods of evaluation. This approach is consistent with an outcome-oriented view of education. The Standards, however, do not dictate what should be emphasized in a given curriculum or how the curriculum should be delivered.

In line with the University’s mission, a socio-cultural view of education is reflected in the curriculum design 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, Level I and Level II fieldwork and the experiential component). To help our students mature into people who can ‘engage and transform the world with disciplined intelligence, compassion, courage and faith,’ we need to give them the opportunity to take risks, to find out community needs and current systems addressing those needs, and to explore ways of improving community life. 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. The OTD curriculum 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 a philosophy of learning that are conducive to achieving the Belmont University vision and mission and the mission and vision of the OTD program.

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. An educational program must meet local and regional needs. Belmont’s vision statement puts service at the heart of a Belmont education. Our campus sits at the intersection of several culturally-diverse neighborhoods: 12th South, Hillsboro Village, Edgehill, and Waverly-Belmont. Our city is a home to refugees, immigrants, disadvantaged families and schoolchildren. As we, as a university, seek to be a meaningful community institution, we need for our students to participate in that community. This participation can ensure our students learn the needs, challenges, and opportunities of working in settings with people from diverse backgrounds. Based on these needs, Belmont's OTD program prepares students to be cognizant of the potential need for occupational therapy services in traditional and non-traditional roles in their local community.

AOTA's Centennial Vision (2006) states "We envision that occupational therapy is a powerful, widely recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs." The Centennial Vision goes on to identify four strategic directions to fulfill the profession’s vision. The first strategy states: "Building the capacity to fulfill the profession’s potential and mission specifically includes "strengthen(ing) our capacity to influence and lead"(AOTA, 2007, p. 613). According to Clark, 

... To be and become powerful, occupational therapy practitioners will need to hold leadership roles in health care delivery systems, to be active in policymaking, and to utilize technology to provide services. The source of this power is a strong educational foundation, which will equip practitioners to influence change to benefit society. American Occupational Therapy Association (2006) AOTA’s centennial vision [http://www.aota.org/nonmembers/area16/docs/vision.pdf]

The ACOTE Standards stipulate that the doctorally prepared entry-level occupational therapist will specifically be prepared for the role of leader. The Preamble to the ACOTE Standards for the Doctoral Degree Level Educational program goes on to specify that the graduate will demonstrate thorough knowledge of evidence-based practice and demonstrate active involvement in professional development, advocacy, and leadership. Given this, Belmont University's Doctorate of Occupational Therapy Program has incorporated the principles of the Social Change Model of Leadership Development into its curriculum.

Established in 1994, the Social Change Model (Komives &Wagner, 2009) approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. The Model was built upon the following assumptions:

- “Leadership” is concerned with effecting change on behalf of others and society
- Leadership is collaborative
- Leadership is a process rather than a position
- Leadership should be value-based
- All students (not just those that hold formal leadership positions) are potential leaders
- Service is a powerful vehicle for developing students' leadership skills

The Ultimate goal of Social Change Model is change. Change gives meaning and purpose to the seven Core Values (7 C's). Change means improving the status quo, creating a better world and demonstrating comfort with transition and ambiguity in the process of change. This is consistent with Occupational therapy's belief that participation (involvement in life situations) naturally occurs when clients are actively
involved in carrying out occupations they find purposeful and meaningful. The model encourages highly participatory, non-hierarchical leadership.

*The specific goals of the model (as adapted) are:*
- To enhance student learning and development.
- To develop in each student participant greater:
  - Self-knowledge
  - Leadership competence
- To facilitate positive social change in the community by undertaking actions which will help all people increase their ability to participate in their chosen occupations.

The model identifies seven Core Values (7 C's) of Leadership development which are grouped by the values of the individual, group, and the community/society which correspond to the OTPF III (AOTA, 2014) definition of client – persons, groups, and populations. These three clusters of values interact with each other to promote social change. "Each cluster is inextricably tied to the others. Learning and development at the individual level helps facilitate the leadership process at the group level. Likewise participation in collaborative group processes provides experience and feedback that enhances a person's development at the individual level. These "feedback loops" exist among all three levels of the model" (Wagner, 2006, p. 9).

*Individual Values: (persons)*

C1 - Consciousness of Self – Requires an awareness of personal beliefs, values, attitudes, and emotions. Self-awareness, conscious mindfulness, introspection, and continual personal reflection are foundational elements of the leadership process. Being aware of the beliefs, values, attitudes, and emotions that motivate one to take action is key to being able to develop consciousness of others. This value is consistent with language found in the OTPF III – Values, beliefs, and spirituality influence a person’s motivation to engage in occupations and give his or her life meaning. Only clients can identify the occupations that give meaning to their lives and select the goals and priorities that are important to them" (AOTA, 2014)

C2 - Congruence – Requires that one has identified personal values, beliefs, attitudes, and emotions and acts consistently with those values, beliefs, attitudes and emotions. A congruent individual is genuine and honest and "walks the talk". It requires understanding and being consistent with one’s own values, beliefs, strengths, and limitations and is interdependent with consciousness of self. The OTPF III recognizes that a person’s values affect performance – "Engagement and participation in occupation take place within the social and physical environment situated within context. Context refers to elements within and surrounding a client that exert a strong influence on performance. The cultural context includes customs, beliefs, activity patterns, behavioral standards, and expectations accepted by the society of which a client is a member. The cultural context influences the client's identity and activity choices." The Bible shares this sentiment in James 2:14 (Revised Standard Version) "What does it profit, my brethren, if a man says he has faith but has not works?" and in James 2: 18 "But someone will say, "You have faith and I have works." Show me your faith apart from your works, and I by my works will show you my faith."

C3 - Commitment – Requires an intrinsic passion, energy, and purposeful investment toward action. This is consistent with occupational therapy's belief/philosophy that the human being is a holistic, dynamic person who is intrinsically motivated to engage in occupation (Hooper & Wood, 2014). Follow-through and willing involvement through commitment lead to positive social change and requires knowledge of self.

*Group Values (groups)*

Belmont University School of Occupational Therapy OTD Program
C4 - Collaboration – Multiplies a group's effort through collective contributions, capitalizing on the diversity and strengths of the relationships, and interconnections of individuals involved in the change process. Collaboration assumes that a group is working towards a common purpose, with mutually beneficial goals, and serves to generate/create solutions as a result of group diversity, requiring participants to engage across differences and share authority, responsibility, and accountability for its success. In discussing Therapeutic Use of Self, the OTPF III states "Occupational therapy practitioners develop a collaborative relationship with clients to understand their experiences and desires for intervention. The collaborative approach used throughout the process honors the contributions of clients along with practitioners." Collaboration encourages the group to transcend individual goals, interests and behaviors. It is vital that group members explore differences in individual values, ideas, affiliations, visions, and identities. Leadership is viewed as a group process. This is reflected under the Occupational Profile section of the OTPF III: "By valuing and respecting clients' input, practitioners help foster their involvement and can more efficiently guide interventions." Collaboration is also key to effectively communicating and working inter-professionally with those who provide care for individuals and/or populations in order to clarify each member’s responsibility in executing components of the intervention plan (AOTA, 2011).

C5 - Common Purpose – Necessitates and contributes to a high level of group trust involving all participants in shared responsibility towards collective aims, values, and vision. It is best achieved when all members of the group share in the vision and participate actively in articulating the purpose and goals of the activity. This sentiment is also reflected in the literature on Interprofessional education which believes that IPE results in better client outcomes. IPE has been identified as a mechanism to achieve improved communication, trust and collaboration. This "C" is also consistent with language regarding Therapeutic Use of Self in the OTPF III "Practitioners and clients, together with caregivers, family members, community members, and other stakeholders... identify and prioritize the focus of the intervention process." Under analysis of occupational performance the OTPF III states – "(We create) goals in collaboration with the client that address the desired outcomes."

C6 - Controversy with Civility – In order for a group to work toward positive social change, open, critical, and civil discourse can lead to new, creative solutions and is an integral component of the leadership process. Multiple perspectives need to be understood, integrated, and bring value to a group. Conflicts need to be resolved but also integrated into the common purpose. The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) (Code and Ethics Standards) encourages practitioners to “Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts" (AOTA, 2010, p. 10).

Societal/Community Values

C7 - Citizenship – Occurs when one becomes responsibly connected to the community/society in which one resides by actively working toward change to benefit others through care, service, social responsibility, and community involvement. The practice of good citizenship should and needs to happen at every level of the model. This is reflected in the section on Occupational Justice in the OTPF III which states "Occupational justice recognizes occupational rights to inclusive participation in everyday occupations for all persons in society, regardless of age, ability, gender, social class or other differences." Similarly, the Bible implores us in Proverbs 31: 8-9 to "Open your mouth for the dumb, for the rights of all who are left desolate. Open your mouth, judge righteously; maintain the rights of the poor and needy."
Curriculum Themes

Belmont University’s School of Occupational Therapy has identified four central themes that embrace Belmont University’s mission and vision and are congruent with program curriculum design and goals as well as the ACOTE Standards. They also support the AOTA’s Centennial Vision to be a "powerful, widely recognized, science-driven and evidence-based profession with a globally connected and (well prepared) diverse workforce meeting society’s occupational needs" (AOTA, 2006). The themes ultimately contribute to our graduates being prepared to hold roles where they can influence change to benefit society.

Central Themes:
- Clinical Excellence
- Scholarship
- Service
- Leadership

Clinical Excellence
Clinical excellence entails the ability to identify and implement best practice to enable client participation in meaningful and purposeful occupations. Clinical excellence requires clinical reasoning, utilization of research evidence, currency in practice, clinical skills, as well as client-centeredness. The occupational therapy practitioner chooses appropriate assessments and interventions based on the individualized needs of individuals, organizations, and/or populations. Using effective communication, therapeutic use of self and inter-professional collaboration, occupational therapy is directed towards “achieving health, well-being and participation in life” (AOTA, 2014, S4). Curricular experiences prepare students to apply therapeutic occupation as the profession’s primary means and ends of intervention with clients with diverse needs and in a multitude of settings by the time of graduation from the program.

Scholarship
Scholarship is a “systematic investigation...designed to develop or to contribute to generalizable knowledge” (US Dept. of Health and Human Services, 2005). Scholarship is made public, subject to review, and part of the discipline or professional knowledge base (AOTA, 2009). Scholars have the professional responsibility to not only use evidence to inform their professional decision making but also to generate new evidence through independent or collaborative research or both. Scholarly activities in the OTD curriculum require systematic inquiry and clinical reasoning to “Describe and interpret the scope of the profession, establish new knowledge, interpret and appropriately apply this knowledge to practice, and engage learners in their development and understanding of the profession” (ACOTE, 2011). Scholarship endeavors honors societal ethical standards and adheres to the standards of rigor accepted by the scientific community. Therefore, consistent with the AOTA (2009) document entitled “Scholarship in Occupational Therapy”, the OTD program faculty acknowledges the relevance and legitimacy of the variety of scholarly approaches including: the Scholarship of Discovery, Scholarship of Integration, the Scholarship of Application, and the Scholarship of Application (including the Scholarship of Practice) and the Scholarship of Teaching.

Service
Both Belmont University and the OTD program are committed to creating a Christian educational community where service and advocacy are encouraged and valued. Service can be defined as putting the needs of others before our own. We are reminded of Jesus Christ’s words that "It is more blessed to give than to receive" Acts 20:35. The Corporation for National and Community Service recognizes that by sharing our time and talents we solve problems, strengthen communities, improve lives, connect to others, and in the process transform our own lives (http://www.nationalservice.gov/serve-your-community/benefits-Belmont University School of Occupational Therapy OTD Program Revised 8/2016)
volunteering). Service encompasses an understanding of the ethical, moral, spiritual and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk, for social injustice, occupational deprivation, and disparity in the receipt of services (ACOTE, 2013). Service entails advocacy and is a powerful vehicle for developing leadership skills for the benefit of clients.

**Leadership**

“Leadership is a process of creating structural change wherein the values, vision, and ethics of individuals are integrated into the culture of a community as a means of achieving sustainable, (positive) change” (Braveman, 2006).

"As a leader, it is crucial to make a concerted effort to understand people of different cultures, and cultural adaptability has become a leadership imperative." This willingness to get out of one’s comfort zone, and learn continuously as a way of adapting to changed surroundings, marks a key difference between successful and unsuccessful leaders." [http://www.mindtools.com/pages/article/newLDR_49.htm](http://www.mindtools.com/pages/article/newLDR_49.htm)

Effective leadership is based on collective action, shared power, and a passionate commitment “to social justice” (Higher Education Research Institute, 1996, p. 11) It is the process a group experiences as it works collaboratively toward a goal. Leadership is based on values. To have the trust necessary for collective action, students and groups must be clear about their values and consistent with their actions. [http://web.trinity.edu/Documents/student_affairs_docs/Assessments/Social%20Change%20Model%20of%20Leadership%20-%20A%20Brief%20Overview%20%28Wagner%29.pdf](http://web.trinity.edu/Documents/student_affairs_docs/Assessments/Social%20Change%20Model%20of%20Leadership%20-%20A%20Brief%20Overview%20%28Wagner%29.pdf)
Relationship of Curriculum Themes to Student Learning Outcomes

The four central themes are threaded throughout the program and are tied to the OTD Student Learning Outcomes as follows. Specific courses emphasize particular themes (see course sequence) and the Seven C's of the Social Change Model are reflected in the individual course objectives as relevant (see individual course syllabi).

Student Learning Outcomes:

1. Students will display adaptability in their approach to practice by being able to apply the occupational therapy process, including evaluation, intervention, and outcomes assessment, in a variety of traditional and emerging practice settings and in diverse service delivery systems.
   a. Themes: Clinical Excellence & Leadership

2. Students will analyze and interpret assessment results using information obtained about the client’s current condition, context, and priorities in order to develop and manage client-centered intervention plans.
   a. Themes: Clinical Excellence & Scholarship
   3. Also relates to the SCM Group Core Values of Collaboration & Common Purpose

4. Students will use current evidence and critical analysis to design and implement a research project to contribute to the body of evidence-based knowledge.
   a. Themes: Scholarship & Leadership
   b. Also relates to the overall goal of the SCM to facilitate change

5. Students will uphold the ethical standards, values and attitudes of the OT profession.
   a. Themes: Service & Leadership
   b. Also relates to SCM Individual Core Values of Consciousness of Self and Congruence and the Group Core Values of Collaboration and Common Purpose

6. Students will demonstrate knowledge and skills to develop a justifiable proposal related to occupational therapy service provision and one or more of the four central curricular themes of clinical excellence, scholarship, service, and leadership.
   a. Themes: Clinical Excellence, Scholarship, Service & Leadership

7. Students will demonstrate effective communication skills as exhibited by conscious use of self with clients and members of the interprofessional team.
   a. Themes: Clinical Excellence, Scholarship, Service & Leadership
   b. Also directly relates to the SCM Core Values of Consciousness of Self and Collaboration

References
Belmont University School of Occupational Therapy OTD Program

Revised 8/2016


Rationale for OTD Course Sequencing

Course sequencing decisions are based on a constructivist viewpoint, adult learning theory, and foundational concepts related to the Social Change Model of Leadership Development, as well as the four themes (Clinical Excellence, Scholarship, Service, and Leadership) of the program all of which are embedded in course content throughout the program. Based on a constructivist viewpoint, students build on information from pre-requisite coursework and apply it in their professional courses.

Consistent with our learning philosophy, the curriculum is designed to encourage active participation and reflection. Beginning with their Orientation, incoming students are grouped with returning OTD students and faculty to provide an afternoon of service to some of our area partners. Students have the opportunity to learn in interdependent, connected and collaborative ways while addressing some identified needs of our community. Following the experience, a discussion is co-led by the returning students and faculty to help the incoming students reflect on their experiences.

Our commitment to active learning, service and reflection is threaded throughout the entire curriculum. The students complete service hours each semester and participate in Level I experiences during their intervention semesters, each one requiring a minimum of 60 contact hours. In addition there are courses in four of the five academic semesters with designated lab components which provide the students with hands on experience applying the information being taught in the corresponding lecture classes.

The first semester can be thought of as a foundational semester, where students begin to develop the knowledge, attitudes, and skills required to become competent occupational therapists. The pre-requisite coursework in biology, anatomy and physiology I and II, and medical terminology is applied to 1st semester coursework in kinesiology and clinical pathophysiology. These courses relate to the understanding of the human system (including body structures and functions) and its complexities related to occupational performance and the occupational therapy process. Recognizing the roots of our profession, in Psychosocial Dynamics in Mental Health Promotion (OTD 6025) students build on information learned in introduction to psychology, abnormal psychology and sociology/anthropology. Psychosocial factors that impact mental health and wellness are explored. Therapeutic use of self with individuals, groups, and populations is discussed and practiced in preparation for their first Level I fieldwork which will be taken in the second semester. Students begin learning essential information about occupational therapy theory, professional terminology, and activity analysis in Foundations in Occupational Therapy (OTD 6000) and Occupational Behavior (OTD 6010 and OTD 6011). The leadership practice of critical discernment, exploring one’s own values, as well as those of the profession, are inherent in Ethical Decision Making (OTD 6020). Knowledge and skills learned this semester provide the foundation for developing clinical excellence in the Occupational Performance and Clinical Studies courses taught in subsequent semesters. Pre-requisite knowledge of statistics is applied in Introduction to Scholarship where students are also formally introduced to the themes of Scholarship and Service. In this course students identify gaps in their service history through self-assessment and self-reflection which is consistent with the Social Change Model’s view that service is a powerful vehicle for beginning to develop leadership skills. The students begin providing service to develop their critical reasoning skills while engaging with various populations to prepare them for the future development of their research culminating project and experiential component. According to the Social Change Model, good citizenship should, and needs, to happen throughout the entire curriculum.

The second semester applies learned concepts from the prior semester to continue developing an understanding of how occupational performance is impacted by both the human and nonhuman...
environment and individual client factors. While the student continues to develop general knowledge of the occupational therapy process and the role of the therapist, there is more emphasis on skill building. Students study the physical, cognitive, emotional, and psychological development of adults in the broad context of sociocultural and socioeconomic factors in Cultural Awareness in Human Development I (OTD 6100). The neuroscience courses (OTD 6140 and OTD 6141) further develop the student’s knowledge of factors that influence one’s ability to participate in occupations. These courses build on material learned in Clinical Pathophysiology and Kinesiology. The theme of Clinical Excellence is the focus in Occupational Performance for Adult Population (OTD 6110 and 6111) and Clinical Studies I (OTD 6120) as students are exposed to assessments, treatment interventions and approaches for the adult population. Students begin to learn how to synthesize knowledge of the OT process to assess, analyze, and design interventions for the adult population. Consistent with adult learning theory, students are engaged in applied learning through laboratory and clinical simulation experiences. This semester, students also engage in their first of three Level I Fieldwork experiences (OTD 6160). Students engage in directed observation and participate at clinical fieldwork sites where they can begin to apply principles taught in previous and concurrent coursework. This enables the students to further develop their professional behaviors while being exposed to practice with individuals with psychosocial challenges. Students participate in a weekly fieldwork seminar that emphasizes clinical reasoning and documentation through analysis of observations with an emphasis on psychological and social factors that influence engagement in occupation. The seminar strengthens ties between didactic learning and clinical practice. Students also continue with the themes of Scholarship and Leadership by taking a course in Quantitative Research Methods (OTD 6150). As part of this class students form groups that will work together collaboratively to develop and ultimately complete a culminating research project. In this course students are introduced to the IRB process, develop their research question, begin a quantitative review of the literature and complete an appraisal of the research. In Educational Strategies in Occupational Therapy (OTD 6340) students continue to develop their Clinical Excellence, Scholarship and Leadership skills related to the role of educator by studying learning theory and designing experiences to meet the needs of various populations. Students continue to provide Service at area agencies/facilities to further explore populations in a variety of settings. The service opportunities the students choose are the result of their reflection on their personal and professional values that affect the decision-making process, as discussed with their academic advisors.

The third semester empowers the student to enhance their exploration of the four central themes. Students continue to build their knowledge of occupational therapy practice while exploring their potential as future leaders through their Management of Occupational Therapy Services (OTD 6210) and Leadership and Public Policy (OTD 6220) courses. In OTD 6210 students identify and adapt existing management models or develop new service provision models to respond to societal needs and emerging practice areas. Students explore program development, program evaluation and business proposals. In OTD 6220 students formally analyze leadership theories and models. Students develop a personal vision statement that will assist them in setting individual learning goals for their experiential component later in the curriculum. The students explore OT’s role in local, national and international professional associations. Qualitative Research (OTD 6250) continues the Scholarship theme this semester. Students now complete a literature review of qualitative research related to their identified population, finalize their research proposal and prepare the IRB application. Students continue to engage in service during this semester to further refine a focus for their experiential component. These service experiences continue to provide opportunities for the students to develop an awareness of the skills needed to fulfill their role as future change-agents and advocates for both the profession and individuals who may benefit from occupational therapy services. This is consistent with Caffarella’s (2002) belief that the purpose of education is to encourage growth, assist with practical problems, to prepare people for current and future opportunities, assist with change for desired results and to examine community and social issues.
The theme of Clinical Excellence in the fourth semester is emphasized as students continue their study of occupational performance for adults. They build on prior learning regarding the physical relationship between occupational performances and the mechanisms of treatment planning for personal adaptation. In the Occupational Performance II courses (OTD 6410 and 6411) and Clinical Studies II (OTD 6420) students synthesize information to be able to assess, analyze, and design interventions. The Cognition and Perception courses (OTD 6430 and OTD 6431) provide the students with advanced knowledge on specific intervention strategies for individuals who have cognitive and perceptual disorders. These courses are placed in this semester to build on the neuroscience and occupational performance series. The environmental demands that are placed on adult performance are studied in the Technology and Environmental Interventions courses (OTD 6130 and 6131). Adaptation and modification contribute to the intervention focus in this semester. Concurrent with these intervention courses, students participate in their second Level I Fieldwork experience (OTD 6460). Students are placed in a variety of medical model adult settings where they can observe and begin to apply their knowledge and skills with this population. Students are able to build upon their previous knowledge as they progress through fieldwork and seminar exploring their role as practitioners, researchers, and advocates with a variety of cultures and service delivery systems. In Fieldwork OTD 6460, students are better able to apply knowledge gained specifically in management, leadership, and scholarship as they are exposed to topics such as billing, evidence-based practice, outcome measures, ethics, and interprofessional collaboration as they participate in the accompanying seminar throughout the semester. In OT Research I (OTD 6350), the Scholarship theme continues. Students submit their IRB proposal to their advisor along with a timeline for completing the culminating research project. Data collection may begin and students begin their write-up of their literature review and methodology. With the assistance of the Experiential Component Coordinators, in Experiential Project Planning (OTD 6440) students begin to design an experiential component that will help them meet their individual learning goals requiring the use of advanced OT knowledge and skills. An Independent Study course (OTD 6290) is offered during this semester which provides students with the option of exploring a particular issue in greater detail. Students continue to engage in service during this semester to increase their exposure to populations and service delivery models and to continue to observe individuals engaged in occupations that are meaningful to them. The emphasis on service is consistent with the OT program’s belief that engagement in occupation occurs in a variety of contexts (cultural, physical, social, personal, temporal, spiritual, and virtual).

The fifth semester emphasizes the OT practitioner’s role in community based settings, including the school system, day care settings, group homes, and other non-traditional settings. Courses that are offered this semester build on students’ reflectiveness regarding occupational therapy practice utilizing diverse service delivery models including the educational model. The diversity of service delivery models this semester supports the placement of these courses after courses which focus more on the medical model. The fifth semester continues to emphasize Clinical Excellence and to challenge students to use their clinical reasoning skills to further develop their knowledge and skills related to occupational performance. Critical inquiry and clinical reasoning is further developed and student assessment will include case study analysis and integrative assignments requiring application of information in addition to objective tests. OTD 6415 Occupational Performance for Psychosocial Interventions is taught in this semester to build on the foundational interpersonal and group skills initially taught in the first semester. Students learn how mental health issues can occur on their own as well as precede, coincide and/or result from physical impairments previously addressed. Cultural Awareness in Human Development II (OTD 6300) focuses on the physical, cognitive, emotional and psychological development of children and adolescents. In Occupational Performance III courses (OTD 6310 and OTD 6311) students build on content taught earlier in the curriculum and discuss intervention applications for this younger population. Clinical Studies III (OTD 6320) reinforces critical reasoning and problem solving with cases relevant to this population. Students are exposed to the
complexities of transdisciplinary, multidisciplinary, and interdisciplinary practice with an emphasis on school based models of assessment and intervention. This semester provides additional evidence that leadership is collaborative, reflective of the SCM, and provides the students with opportunities to explore differences in individual values, ideas, affiliations, visions and identities through exposure to other disciplines (teachers, counselors, therapists, etc.). Participation in the collaborative group process also provides experience and feedback that enhances a person’s leadership development. The Technology and Environmental Interventions courses (OTD 6330 and OTD 6331) are taught with attention on childhood, adolescence and the special needs pediatric populations to further integrate students’ skills in human, task/occupation, and environmental assessment and intervention. Students complete their third and final Level I Fieldwork experience that continues with integrating theory and clinical practice with this younger population (OTD 6360). In Research II (OTD 6450) students complete their culminating research projects and present their findings in an oral and written format suitable for publication. In Experiential Project Planning II (OTD 6445) with the assistance of their faculty advisor, students complete the design of their experiential component that requires use of advanced OT knowledge and skills. Students have another opportunity to take an Independent Study (OTD 6290) course during this semester to explore a particular issue in greater detail. Students once again engage in service with the anticipation that their interests and needs will have evolved based on their prior interactions. This is consistent with the idea that adults learn on a need to know basis and that they welcome opportunities to apply newly learned information. The students' participation in the occupation of service has the expected outcome that it will enable them to attain the highest level of performance that promotes desired, or needed, participation in a variety of roles and settings. This is also consistent with our belief that it is through active engagement within environments that humans evolve and adapt and that choice is influenced by social experiences and other contextual factors. All of the opportunities the students have to learn through actual doing (through labs, Service and Level I fieldwork) can lead to a permanent change in behavior.

Students then enter the community to apply their knowledge, skills and abilities through completion of their Level II Fieldworks (OTD 6480, OTD 6580). The Social Change Model of Leadership Development and the four curricular themes (Clinical Excellence, Scholarship, Service and Leadership) have prepared the students to meet the expectations on the FWPE. Attention to the SCM Core Values of Consciousness of Self; Congruence; and Commitment have prepared them to consistently adhere to the AOTA Code of Ethics and to articulate the values and beliefs of the profession. The SCM Core Values of Collaboration; Common Purpose; and Controversy with Civility have prepared the students to collaborate with the clients, family, colleagues, and other service providers throughout the OT process. This is further demonstrated when they exhibit flexibility, empathy and respect for diversity. Students draw on their knowledge of clinical excellence and scholarship when utilizing evidence to make informed decisions regarding evaluation, intervention and management of OT services. The students demonstrate their leadership skills when they take responsibility for attaining professional competence by seeking out learning opportunities and taking initiative.

In their final semester, students complete their Experiential Component (OTD 6680). Successful completion of this experience depends on their ability to integrate the four curricular themes of Clinical Excellence, Scholarship, Service and Leadership to affect a positive social change. Students are expected to demonstrate leadership skills through their advocacy for their clients (individuals, groups, and populations). They are required to use their clinical skills to synthesize multiple sources of information to enhance their practice. Students are expected to communicate and collaborate to find ways to transcend system limitations. The value of Citizenship, as defined by the Social Change Model, occurs when one becomes responsibly connected to the community by actively working toward change to benefit others through care, service, social responsibility and community involvement.
# Professional Entry-Level
## Doctor of Occupational Therapy Program

<table>
<thead>
<tr>
<th>Doctor of Occupational Therapy Program (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester Year I (19)</strong></td>
</tr>
<tr>
<td>OTD 6000 Foundations in Occupational Therapy</td>
</tr>
<tr>
<td>OTD 6010 Occupational Behaviors</td>
</tr>
<tr>
<td>OTD6011 Occupational Behaviors Lab</td>
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<tr>
<td>OTD6020 Ethical Decision Making</td>
</tr>
<tr>
<td>OTD 6025 Psychosocial Dynamics in Mental Health Promotion, Prevention and Intervention</td>
</tr>
<tr>
<td>OTD6030 Kinesiology/Anatomy: Assessing Human Performance</td>
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<tr>
<td>OTD6031 Kinesiology/Anatomy: Assessing Human Performance – Lab</td>
</tr>
<tr>
<td>OTD6040 Clinical Pathophysiology</td>
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<tr>
<td>OTD6050 Introduction to Scholarship</td>
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<tr>
<td><strong>Spring Semester Year 1 (18)</strong></td>
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<tr>
<td>OTD 6100 Cultural Awareness in Human Development I</td>
</tr>
<tr>
<td>OTD6110 Occupational Performance I</td>
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<tr>
<td>OTD6111 Occupational Performance I Lab</td>
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<tr>
<td>OTD6120 Clinical Studies I</td>
</tr>
<tr>
<td>OTD6140 Neuroscience: Assessing Human Performance</td>
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<tr>
<td>OTD6141 Neuroscience: Assessing Human Performance Lab</td>
</tr>
<tr>
<td>OTD6150 Quantitative Research Processes</td>
</tr>
<tr>
<td>OTD6160 Level I Fieldwork and Seminar Experience I</td>
</tr>
<tr>
<td>OTD6340 Educational Strategies in Occupational Therapy</td>
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### Summer Semester Year 1 (6)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OTD6210</td>
<td>Managing OT Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>OTD6220</td>
<td>Leadership and Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>OTD6250</td>
<td>Qualitative Research Processes</td>
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### Doctor of Occupational Therapy Program (Year 2)

### Fall Semester Year 2 (17-18)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>OTD 6130</td>
<td>Technology and Environmental Interventions I</td>
<td>2</td>
</tr>
<tr>
<td>OTD 6131</td>
<td>Technology and Environmental Interventions I Lab</td>
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</tr>
<tr>
<td>OTD 6290</td>
<td>Independent Study in Occupational Therapy (Elective)</td>
<td>1</td>
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<tr>
<td>OTD 6350</td>
<td>OT Research I</td>
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<tr>
<td>OTD 6410</td>
<td>Occupational Performance II</td>
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</tr>
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<td>OTD 6411</td>
<td>Occupational Performance II Lab</td>
<td>1</td>
</tr>
<tr>
<td>OTD 6420</td>
<td>Clinical Studies II</td>
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</tr>
<tr>
<td>OTD 6430</td>
<td>Interventions in Cognition and Perceptual Disorders</td>
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<td>OTD 6431</td>
<td>Interventions in Cognition and Perceptual Disorders Lab</td>
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<td>OTD 6440</td>
<td>Experiential Project Planning Seminar I</td>
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<tr>
<td>OTD 6460</td>
<td>Level I Fieldwork and Seminar II</td>
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### Spring/Summer Semester Year 2 (29-30)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>OTD 6415</td>
<td>Occupational Performance for Psychosocial Interventions</td>
<td>3</td>
</tr>
<tr>
<td>OTD 6290</td>
<td>Independent Study in Occupational Therapy (Elective)</td>
<td>1</td>
</tr>
<tr>
<td>OTD 6300</td>
<td>Cultural Awareness in Human Development II</td>
<td>2</td>
</tr>
<tr>
<td>OTD 6310</td>
<td>Occupational Performance III</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>OTD 6311 Occupational Performance III Lab</td>
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</tr>
<tr>
<td>OTD 6320 Clinical Studies III</td>
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<td></td>
</tr>
<tr>
<td>OTD 6330 Technology and Environmental Interventions II</td>
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<td></td>
</tr>
<tr>
<td>OTD 6331 Technology and Environmental Interventions II Lab</td>
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<td></td>
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<tr>
<td>OTD 6360 Level I Fieldwork and Seminar III</td>
<td>2</td>
<td></td>
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<tr>
<td>OTD 6445 Experiential Project Planning II</td>
<td>2</td>
<td></td>
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<tr>
<td>OTD 6450 Research II</td>
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<tr>
<td>OTD 6480 Fieldwork Level II</td>
<td>9</td>
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</table>

**Doctor of Occupational Therapy Program (Year 3)**

**Fall Semester Year3 (9)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>OTD 6580 Fieldwork level II</td>
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**Spring Semester Year3 (10)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 6680 Experiential Component</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Program Hours** 108-110
Occupational Therapy Program Essential Skills
(*Borrowed with permission, in part, from the Community College of Rhode Island’s
Rehabilitative Health Department and the University of Evansville’s School of Physical Therapy.)

Physical Skills
- The ability to safely bend, twist, and lift to assist a patient moving from one surface to another
- and the ability to reposition patients
- The ability to apply manual resistance to a patient’s arm or leg during exercise
- The ability to respond quickly to emergency situations by lifting/pushing/pulling patients/clients and
  applying force to perform CPR and assist with transporting patients/clients
- The coordination, balance and strength necessary to safely guard and protect a patient during ADL tasks
  and functional mobility
- The ability to move quickly to ensure patient safety
- Hearing and/or vision accompanied by sound judgment to respond quickly in emergencies
- The ability to move from class to class and within designated areas at assigned fieldwork sites
- Sufficient manual dexterity to manipulate and mold thermoplastic materials to fabricate splints
- Sufficient manual dexterity to perform therapeutic activities with individuals throughout the lifespan
- The visual acuity to read digital displays on equipment and to read information from a medical or
  educational record
- The ability to respond to visual and/or auditory stimuli, such as a timer or a patient call button
- The ability to manually feel a pulse, muscle tone and bony landmarks
- The ability to hold and use a writing instrument for documentation
- The ability to don personal protective equipment and follow standard precautions

Cognitive/Behavioral Skills
- To abide by the policies and procedures of Belmont University as detailed in the college catalogue, the
  Belmont OT Student Manual, and the Fieldwork Manual
- To adhere to the AOTA code of Ethics, the current Occupational Therapy Practice Framework and the rules
  and regulations of occupational therapy in the Tennessee Occupational Therapy Practice Act or the practice
  act in any state where performing fieldwork.
- The ability to adjust to changing situations and uncertainty in an academic and clinical environment
- The ability to appropriately handle situations which may be physically, emotionally or intellectually stressful
  including situations which must be handled swiftly and calmly
- To provide treatment/intervention/education without prejudice to individuals of all cultures throughout
  the lifespan
- To accurately observe, gather and report data both verbally and in writing in a short period of time
- Utilize knowledge of natural, clinical, and social sciences to develop appropriate interventions in a clinical
  setting
- To understand computer literacy at a level sufficient for word processing and treatment documentation
- To demonstrate values of caring, understanding, and responsiveness to the needs of individuals residing in
  the community
- The ability to demonstrate professional behavior in all areas including classroom behavior, professional
  presentations, clinical interactions, and to demonstrate a commitment to learning
- Ability to reflect on performance to accurately self-assess strengths and weaknesses and be able to develop
  a plan to address areas of weakness

Communication Skills
Belmont University School of Occupational Therapy OTD Program
Revised 8/2016
- Ability to express own ideas and feelings clearly and respectfully considering context, and in manner conducive to positive outcome
- Listen actively in order to receive and interpret oral communication
- To consult and collaborate with peers, faculty, OT practitioners and other members of the community/health care team
- To comprehend and effectively communicate in the English language orally and in writing using appropriate grammar and vocabulary
- Demonstrate good interpersonal skills needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/therapist relationships
- Communicate clearly and audibly during interactions with classmates, faculty, patients and members of the health care team
- Use therapeutic communication such as attending, clarifying, coaching, facilitating and touching.
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:

<table>
<thead>
<tr>
<th>Essential Functions - Students must demonstrate all functions in a safe, reliable, and efficient manner.</th>
<th>Are Accommodations Necessary?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequently: 67 – 100% of the time</strong></td>
<td></td>
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<tr>
<td>Read, write, speak, and understand English</td>
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<tr>
<td>See</td>
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<tr>
<td>Hear</td>
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<tr>
<td>Feel</td>
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<tr>
<td>Grip</td>
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<tr>
<td>Stand</td>
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<tr>
<td>Walk</td>
<td></td>
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<tr>
<td>Balance</td>
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<tr>
<td><strong>Intermittently: 34 – 66% of the time</strong></td>
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<tr>
<td>Sit</td>
<td></td>
</tr>
<tr>
<td>Reach</td>
<td></td>
</tr>
<tr>
<td>Carry</td>
<td></td>
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<tr>
<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>
<td></td>
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<tr>
<td>Lift objects weighing a minimum of 50 pounds</td>
<td></td>
</tr>
<tr>
<td>Push/pull</td>
<td></td>
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<tr>
<td>Kneel</td>
<td></td>
</tr>
<tr>
<td>Crawl</td>
<td></td>
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<tr>
<td>Climb</td>
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</table>

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: ____________________
Section IV: ACADEMIC POLICIES AND PROCEDURES

Absence and Tardiness (Students and Faculty)
Belmont University is committed to the idea that regular and prompt class attendance is essential to successful scholastic achievement. Absence is permitted/.excused only in cases of illness or other legitimate cause. Attendance is checked from the first class meeting.

Faculty is required to note each student’s absences and notify the School Program Director for repeated absences or failure to meet coursework expectations. Absences that are identified as potentially endangering the academic standing of the student to meet the requirements for sitting for the National Board for Certification in Occupational Therapy (NBCOT) need to be brought to the attention of the Program Director. Individual faculty members in accordance with the graduate catalog guidelines set the specific guidelines for attendance and penalties for excessive absences and these guidelines are communicated in the course syllabus. Faculty members will review and explain the policy to all students. Faculty members will review requests. 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).

Except in emergency situations, Students are responsible for notifying the School of Occupational Therapy (615-460-6700) and individual faculty prior to an absence from class. 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 case of excused absence from class, students have the right and responsibility to make up all class work missed. Students are responsible for initiating making up missed class and assignments within the timeframe agreed upon with the faculty member. Faculty members will provide either the same or in-kind assignments and provide opportunities for students to make up missed coursework during or immediately following an excused absence period.

Students may be penalized for late work or work missed due to an unexcused absence. In addition, work that is submitted late or after an unexcused absence may not be accepted by an instructor for assignment credit/points. In all instances, however, students will be held accountable for the work missed.

Students may appeal a disputed absence matter to the OTD Program Director. In the event the OTD Program Director is the faculty member for the disputed course absence the appeal will be made to the School of OT Chair. In the event that the OT Chair is the faculty for the disputed course, the appeal may be made to the CHS Dean. Proper documentation must be provided in support of the appeal. If the appeal is approved, the OTD Program Director, SOT Chair or CHS Dean (as appropriate) will communicate the reason for the approval and the remedy to the faculty member who will permit the student (s) to make up missed coursework in a timely manner.

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.

Note: Please also refer to specific Attendance Policies for Fieldwork and the Experiential Component.
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. Students should assume that all work is to be completed on an individual basis unless an instructor states that an assignment can be completed in a collaborative manner.
- **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. Students should assume that all work is to be completed on an individual basis unless an instructor states that an assignment can be completed in a collaborative manner.
- **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; provides 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.

*Please note, however, if a student is sanctioned for conduct related to an assignment that was done on an individual basis (not part of a group assignment) by the Honor Court and the sanction is "A grade of F on the assignment" – the student will receive a zero ("0") for that assignment in the relevant course.

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.

Advising

Upon admission to the occupational therapy program, students will be assigned an academic advisor. Each semester there will be two 1:1 formal advising sessions; one in the first few weeks of the semester and one in the final weeks of the semester. The dates for these sessions will be announced early in the semester for students. Students are expected to be aware of these advisement periods and ensure they do not schedule any conflicting appointments or travel.

The academic advisor serves in both a formal and informal capacity. It is the responsibility of the academic advisor to:

1. Post an advisement schedule the week prior to the advisement period that represents availability during the advisement period.
2. Orient students to the advisement process, and procedures including the professional behaviors and service forms, as well as his/her rights and responsibilities in the advising relationship.
3. Maintain a record of all advising session and significant discussions with the student which will be placed in the student’s personal academic folder.
4. Explain academic policies and procedures, as well as curriculum requirements, to students.
5. Post regular office hours (minimum of eight hours per week is required) for scheduling appointments outside of scheduled advising times.
6. Informally assess student’s ongoing adjustment so as to make appropriate referrals to support services as needed. As appropriate, refer the student to support services such as the Learning Center (Michael Hudson-Wood, 460-6163); Counseling Services (460-6856); Health Services Center (460-5506). Monitor advisees’ academic progress (mid-term/final grades); urge students who are experiencing difficulty to seek tutoring and/or review of study skill.
7. Participate, as needed, in new student orientation activities.
8. Assist students during registration as needed by referring to appropriate office personnel.
9. Seek feedback from the School of Occupational Therapy faculty and provide the student with feedback regarding their professional behavior development.

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.

The student has the following responsibilities to their advisor:

1. Seek advice/counsel from the academic advisor, as necessary when academic problems or difficulties are experienced.
2. Utilize the advisor’s posted office hours when possible. If additional times are needed, schedule a mutually agreeable time.
3. Notify the advisor of withdrawal from the program.
If either party, the student or faculty advisor, feel that a change in advisors is in the best interest of the student, there should first be a discussion between the student and advisor. The advisor shall present such a request in written form to the OTD Program Director to identify an alternate advisor. The Program Director will notify the Chair of the School of OT and the Dean, College of Health Sciences, of the change in advisor.

For the scheduled advisement sessions each semester, it is the responsibility of the student to:

1. Schedule this/her advisement session with his /her advisor during the advisement periods at least 2 days in advance of the advising session.
2. Prior to the advisement session, the student should: prepare herself/himself by completing the following:
   a. Bring the complete service and scholarship development plan that was introduced in the Introduction to Scholarship course.
   b. Complete the professional behaviors rating form, identifying 2 professional goals and completing reflections on goal status. It is important that the student complete this form realistically and accurately, referring to the descriptions provided with the professional behavior forms.
   c. Send an electronic copy of their Professional Behavior rating, goal and reflections AND the service scholarship plan and reflection to the advisor PRIOR to the advising session.
3. On the day of the student advisement session, the student shall bring a signed paper copy of the above to the advisement session for signature. This document will be kept in the student’s academic file in the OT office. The students’ academic advisor may ask the student to send a follow up email noting details for the advisement session as well as need for follow up. Documentation of this email is subject to inclusion in the student’s personal academic record. Faculty feedback given during the session will be documented as appropriate with student signatures.

Note:

Students who fail to meet the responsibilities for advising as outlined above may have a hold placed on their BU account prohibiting registration for the next semester until their advisement is completed.

Students who the faculty and advisor have identified as not making sufficient progress in their professional behaviors (by the Spring semester of the first year and subsequent semesters) will be placed on a professional behavior plan.

Failure to meet the professional develop plan and maintain at minimum an “In progress” rating on professional behaviors will result in the student not being allowed to progress to Level II Fieldwork experiences.

Americans 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 as possible.

**APA Scholarly Writing Formatting**

Students will be oriented to American Psychological Association (APA) 6th ed. format during the 1st semester of enrollment. 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 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, 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 to the OT program administrative 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 Dean, OTD Program Directors, 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 their concerns 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 the OTD Program Director or Chair. The OT 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), then the College of Health Science Dean 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 individuals 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, http://www.belmont.edu/studentaffairs/student_conduct_academic_integrity/bruinguide/, for the descriptions of personal conduct violations, the social misconduct disciplinary process and the personal conduct sanctions. Also refer to the policies on alcoholic 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 Occupational Therapy Code of Ethics and Ethics Standards.

Counseling Services
Counseling is available to students through Counseling Services. A limited numbers of sessions are free; costs thereafter are borne by the student.

Contact Information
Each student is required to immediately notify the Occupational Therapy department in writing of any address or contact information changes. These changes may be e-mailed to Katie Wray at katie.wray@belmont.edu. Updates should also be posted on your BIC account to assure delivery of key information from Belmont University. As a future Belmont University alumnus, it is highly encouraged that you keep the School of Occupational Therapy informed of your contact information after graduation. This is helpful in the future for keeping you informed of events that you may choose to attend. This information may be released unless you signify in writing that you do not want the contact information shared.

Copying
There are two student copiers located in the Inman Center, one on the 1st floor and one on the 3rd floor. 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 copiers can also be found in the Massey Business Center and the Library.

Credentialing/Licensing
Program graduates are eligible to apply to take the NBCOT national certification examination for the occupational therapist administered by the http://www.nbcot.org/ (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). OTD students who have successfully completed all didactic coursework and level II experiences are eligible to take the exam before graduation and before the experiential component of the program. However, exam results will not be released until the student has fulfilled the experiential component and final transcripts are submitted to NBCOT. Application procedures for taking the national board exam for occupational therapy can be found at: http://www.nbcot.org/apply-for-exam

In addition, most states require licensure in order to practice; which is a separate process from NBCOT certification. Licensure requirements vary by each state. However, state licenses are usually based, in part, on successful completion of NBCOT Certification Examination For specific state licensure requirements always consult the state occupational therapy regulatory agency. - See more at: http://www.aota.org/Advocacy-Policy/State-Policy/Licensure/How-To.aspx#sthash.2A9zi1bg.dpuf
Some states allow therapists to practice on a **temporary license** while waiting to take or receive the results of the NBCOT certification exam. If you fail the exam, you may not be able to continue to practice on the limited permit.

Note that a felony conviction may affect a graduate's ability to be eligible to take the national certification examination or obtain state licensure.

**Criminal Background Checks**
Most of the clinical facilities require students to have criminal background checks prior to starting fieldwork. Students are required to go on-line to Verified Credentials at www.myvci.com/tnacd.com to have a background check completed. On the website you will choose Belmont University-School of Occupational Therapy. Follow the directions. You will be responsible for the cost of the criminal background check. This company has been chosen because it is 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 at the beginning of the first academic year within the first week of class.

**Dress Code**
The dress code is designed to help assure safety and a professional demeanor in the classroom, laboratories, fieldwork, and experiential component experiences. Students must exhibit good judgment in personal hygiene, attire, jewelry, make-up, body piercings or tattoos to support a learning environment that reflects the professional role they are being trained to assume. The following guidelines are intended to assist the student in understanding the expectations for the various settings they will be performing in.

*General Hygiene and Personal Adornment:* Good hygiene includes daily routine of shaving, hairstyling, make-up, nail care, and the absence of body odor. Facial hair should be shaved or groomed for an attractive appearance. In order to not interfere with normal dexterity and to comply with infection control guidelines, finger nail length should be no more than ¼” beyond the fingertip pad. Use of perfumes or cologne should be conservative and in consideration of others with respiratory restrictions. Earrings up to 2 per ear are acceptable. Dangling earrings are restricted in lab, fieldwork, and experiential component due to the potential damage to the earlobe. Tongue and other facial piercings should not be worn as they are visually distracting to consumers and may affect the student's speech patterns.

*Classroom Dress Code:* In day-to-day classes and labs, casual attire is permitted, but sloppy attire is not. Casual dress includes jeans and casual slacks or skirts/dresses. Attire should be modest, non-revealing of undergarments, bare midriffs, or any cleavage. Clothing should not be distracting or provocative. Poorly fitting clothing (too big or too tight), and clothing made of sheer through fabric is not acceptable. Dresses, skirts, shirts, blouses, or polo shirts should be appropriate fit, length, and suitably pressed. Collarless T-shirts are not permitted. No house slippers, pajama/lounge pants or sloppy sweatpants are acceptable. Footwear should match the needs of the classroom or lab activity. Students should have appropriate shoes available for all classroom and laboratory experiences. "Flip-flops" are generally not acceptable. No hats/head covering with large brims are permitted during exams (baseball caps, etc.).

Classroom instructors will individually determine appropriate attire for presentations, but, in general, it is expected that students will demonstrate respect for their peers and instructors by wearing...
attire suitable for the material being presented. For example, a student demonstrating transfer techniques should wear flat soled shoes (no flip flops) and an outfit that might be worn in a clinic, while a student presenting a case study or journal club should dress in attire typical for a professional presentation.

While it may be requested for a student to wear shorts or halter tops for some classes (Kinesiology), short shorts are not acceptable. Shorts at 2” above the knee are recommended. Special arrangements will be made for changing areas within the School of Occupational Therapy as necessary.

*Human Cadaver Laboratories:* The human cadaver anatomy lab requires that scrubs or full length pants with tops be worn. Lab coats are optional and may be needed due to cool temperatures in the lab. Closed toe shoes and socks are to be worn. Disposable aprons and gloves are provided for student use. Students should not wear jewelry in the cadaver lab. Students are advised to have a change of clothing after working in the cadaver lab prior to going to other classes. If you are pregnant, your obstetrician may want to be consulted pertaining to being in the anatomy lab.

*Simulation Laboratories:* Experiential learning is offered through the simulation labs in the College of Health Sciences. The expectations for these experiences are that the student will dress as if in a professional setting offering their services. Scrubs are recommended, however, khaki slacks and polo tops are acceptable. Lab coats are optional. Shoes must be closed toe and flat soled. Athletic shoes are acceptable. Name tags are required and must be worn at chest level. Hair must be pulled away from the face. Artificial nails and chipped fingernail polish is not allowed.

*Field Trip Dress Code:* Although specific attire will depend on the purpose of the fieldtrip, the guidelines above for classroom dress code should be followed when attending off-site learning experiences. Jeans/denim is not permitted unless specified by the site as appropriate. Clothing may not be excessively revealing, distracting, or provocative. Attire should not include words or images that might be offensive to others. Tank tops or “spaghetti strap” tops are not acceptable (shoulders should be covered). Hats are not appropriate; head coverings for religious or cultural reasons are permitted. Flip flops and open sandals are not acceptable footwear. If a student expects to be practicing physical techniques, he/she should dress neatly in attire that allows physical movement and includes safe footwear. If a student will be touring a facility or listening to a lecture, attire should be neat and reflect that worn in daily classes. Instructors will advise if other clothing is necessary for specific events. Many healthcare facilities require close-toed shoes.

*Service Dress Code:* Specific sites will confirm whether or not jeans are acceptable. Shorts are not acceptable. Clothing may not be excessively revealing, distracting, or provocative. Tattoos and body piercings, other than earrings, may be prohibited in some settings (determined by site). Jewelry should be modest and not interfere with hands-on interaction. Hats are not appropriate; head coverings for religious or cultural reasons are permitted. Flip flops and open sandals are not acceptable footwear. If a dress code is specified by the site, students will comply with its policy.

*Fieldwork Dress Code:* Although some sites will require students to wear scrubs, in most situations, students will be required to dress in casual slacks/skirt, a modest shirt that does not reveal cleavage or bare midriff upon movement and flat-soled, comfortable shoes (flip flops and open sandals are not acceptable footwear). Clothing may not be excessively revealing, distracting, or provocative. Attire should not include words or images that might be offensive to others. Tank tops or “spaghetti strap”
tops (shoulders should be covered) are not acceptable. Tattoos and body piercings, other than earrings, should not be visible. Jewelry should be modest and not interfere with hands-on interaction. Hats are not appropriate; head coverings for religious or cultural reasons are permitted. Students should strictly adhere to the dress code policies at their practicum and fieldwork sites.

The student’s safety and appearance is paramount to the development of professional behaviors and to the positive representation of occupational therapy to our constituents. Faculty, administration, or the fieldwork supervisor has the right to refuse student participation in class, fieldwork, or experiential component based on the attire considered to be unprofessional. Repeated violations will be addressed through student advising and professional behaviors counseling. The student may be required by faculty or fieldwork sites to return home to modify their dress or grooming to meet the dress code. OTD students going offsite to experiential component sites will need to take the responsibility for identifying compliance issues with the experiential component mentor.

**Drug Testing**
Drug testing may be required for designated fieldwork or experiential component sites. The student will be given the required level of drug testing needed for that site. Costs incurred for drug testing will be the responsibility of the individual student.

**E-mail and Blackboard Discussion Threads**
Students are provided with university e-mail address. The School of Occupational Therapy will communicate with students using the Belmont e-mail address. Students have the responsibility of ensuring that their Belmont e-mail is forwarded to their personal e-mail if they choose to use their personal e-mail address. Proper use of e-mail to communicate with classmates and faculty includes appropriate capitalization, punctuation, and grammar; suitable tone and message content; no condescending or unprofessional comments; and respect for the intended audience. Advising and disciplinary action may be required for those needing guidance on proper use of e-mail and Blackboard Discussion threads.

**Examinations**
Students are expected to prepare and be present for examinations on the scheduled dates. Make-up examinations may be provided at the discretion of the instructor and incidents are reserved for those students who are ill or have other significant life issue (e.g., death in their family) that prevent them from taking the exam on the scheduled date. (Please refer to the Absence and Tardiness Policy in this Handbook and on individual syllabi) Students who will be absent must call the School of Occupational Therapy office and course faculty member before exam time indicating the problem preventing them from taking the test. Test make-ups must be coordinated with the faculty member in a timely manner typically within a 24-48 hour time period. Students who fail to make prompt arrangements to make up the exam are at risk of receiving a zero for the exam.

Faculty will return graded examinations in a timely manner (within 10 business days) and, when appropriate, will provide a review session to 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. However, Belmont University has established a final examination schedule. Final exams must be taken during final exam period, not before. During the finals period, the last day of tests is normally the make-up test date. The faculty member must be contacted in order to schedule the exam on the make-up date during the finals period. Make-up exams may have different test items and format from the original exam at the discretion of the faculty member.

Experiential Component

The goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those beyond a generalist level). The experiential component is an individually designed, in-depth, student experience (minimum of 640 hours) at a mentored practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. The experiential component creates varied meaningful opportunities that impact our local community. As a result, it must be completed within the greater Nashville area unless an opportunity presents itself that provides students with a unique opportunity that is not available in Nashville and also meets the goals and objectives identified in the student’s individualized learning plan. In rare instances when this may occur, the student must fill out and submit an experiential component exception form (see Appendix) to the experiential component coordinator. Once received, the Experiential Component Coordinator and Faculty Mentor will take the student’s request into consideration and will inform the student of their final decision.

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 the OT program assistants at ext 6700 or 6705 for additional time requirements. Students will not have access to laboratory spaces when the labs are reserved for other purposes. The ADL laboratory is reserved for classroom learning and not to be used as a lounge. 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. There is a sign-out book in the OT office that must be completed prior to borrowing any equipment. You are responsible to log the item back in when the item is returned. Lost or damaged items will be charged to the student. It is imperative that students seek permission well in advance of need to assure availability of equipment.

Eating in the classrooms and labs is not permitted. Use of refrigerators and microwaves in the laboratories are intended for classroom experiences only. Students are to eat only in designated common areas.

Faculty Office Hours

All faculty members post office hours. Appointments during these office hours should be scheduled directly with the faculty member. Meeting with faculty at times other than office hours must be arranged with the individual faculty member. Students should be aware that strong preference for meeting times is given to assigned office hours. Due to the busy teaching schedules of faculty and number of students in the program needing to talk with faculty, meeting outside of office hours should not be expected and may not be possible. Students are not excused from classes to meet with other
faculty or with research advisors. Meeting with a faculty during a time when a student should be in class is considered a professional behavior violation.

**Felony Related Charges/Convictions**

Students need to be cognizant that felony related charges and convictions may impede participation in fieldwork experiences. In addition a criminal record may negate the student’s ability to sit for the NBCOT exam ultimately preventing them from being licensed/regulated in states that require NBCOT Certification. A student should contact NBCOT if there is a prior criminal record that might interfere with eligibility to sit for the national exam.

**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/](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 which is necessary to complete all requirements of OTD Program. Students who are ineligible for liability insurance will not be permitted to register for classes, participate in fieldwork, or engage in the experiential component. 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. CPR and TB testing’s must be updated annually and tetanus shots every 5 years. This is the responsibility of the student to keep current records on file in the office. Students need to keep their own separate copies of their health file as well. Non-compliance will result in the student being dismissed from the Occupational Therapy Program.

**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.**
Infection Control and Standard Precautions

Students will be required to comply with infection control practices for classroom and laboratory experiences; fieldwork levels I and II and the experiential component. This consists of hand washing, use of gloves, handling of bodily fluids and sharps and protective clothing. Full training of infection control and Standard Precautions are provided as part of the OTD education.

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 to disclose to the instructor any physical or medical condition that might make receiving certain examinations and techniques inadvisable. 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.

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 a 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

OTD: 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. Students learn to search specialized databases such as Medline and CINAHL and to effectively access and use the latest research in OT.

Outside Employment

If the student chooses to obtain employment during the academic portion of the occupational therapy professional level curriculum, Belmont University assumes no responsibility for the competency of the student during outside employment. Students working in therapy aide level positions must not represent themselves to the public or to their employer as a practicing occupational therapist student. This title is reserved only for the time the student is officially placed by Belmont University at clinical sites to complete Fieldwork Levels I and II for academic credit.

Scheduled classes, fieldtrips, and Fieldwork Levels I and II placements are not adjusted around the work schedules of students. Completion of all course objectives always takes precedence over
student employment. The student is responsible for managing their learning demands, personal time, and work commitments.

Safe clinical performance requires adequate physical and mental preparation. Fieldwork Level II is as demanding as a full time job (if not more). Students are typically required to treat patients five days per week, eight hours per day. Therefore, students are strongly encouraged to refrain from obtaining outside employment during the six months of full time fieldwork or experiential component. Students must make financial arrangements prior to beginning their Level II fieldwork and experiential component assignments.

Phone Calls

Students may use the School of Occupational Therapy office phones only for school business or emergencies. The School of Occupational Therapy program assistant 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. Personal cell phones are never to be used nor calls taken during class time.

Pregnancy

Although pregnancy is a private event, pregnant students are encouraged to inform laboratory faculty members, Fieldwork Coordinator, and Experiential Component Coordinator immediately to prevent problems related to safety of the mother and fetus. If you are pregnant, your obstetrician may want to be consulted pertaining to being in the anatomy lab. The Fieldwork Coordinator or Experiential Component Coordinator should also be informed if the birth due date interferes with completing Fieldwork Level II or Experiential Component as scheduled. Complications related to the pregnancy should be discussed immediately with the School Program Director if it is expected that participation in the curriculum may be impacted.
Progression in OTD Program and Grading Policies
(Students are also referred to the online Graduate Catalog)

Getting feedback on your performance is critical to improvement. A variety of instruments will be used by various instructors throughout your courses. Where appropriate, overall grades will be given and will be an indication of performance. The grading scale for graduate courses is as follows:

Overview of Performance Quality of Letter Grades A-F
A  A high level of performance has been achieved with respect to course objectives.
B  Competency has been demonstrated in all or most course objectives. Class contribution was meaningful.
C  The student has not achieved competency in some course objectives.
F  The student has not achieved competency in most course objectives.

Eligible grades
Each hour of academic work taken for credit in the university is evaluated in terms of its relative quality and the grade received in the course. The various grades and their corresponding quality points are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points for Each Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete grade. Incomplete is used only in cases of uncontrollable circumstances. Responsibility for com the work must be assumed by the student. An I is calculated as an F. The grade will be changed to an F at term of the semester following the one in which it was earned unless a grade is submitted by the instructor.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal during the first four weeks of the semester. Does not count in GPA calculations.</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing. Withdrawal after the first four weeks of the semester with a grade of C or better at the term</td>
</tr>
</tbody>
</table>

Repeating Courses
If a student repeats a course, it must be done the next semester it is offered. The last grade earned will be posted to the transcript as the officially recognized grade for the course unless it is lower than the first grade. The original grade will remain on the transcript but will not be figured into the cumulative grade average. No failed course may be repeated more than once.

Grade Appeals
Students have the right to appeal grades directly to the instructor if they believe that an incorrect grade has been assigned for the course. If a grade issue is not resolved after contact with the instructor, the student may appeal in writing to the OTD Program Director. This must occur by the mid-term point of the next semester. In the written appeal the student must be prepared to demonstrate and document an unusual circumstance that warrants a review of the grade and evidences of the grade s/he believes should have been given by the instructor. All written appeals will be reviewed within one
month of receipt and responded to in writing either confirming or changing the posted final grade. A copy of this response will go to the Registrar’s Office for the student’s record.

Further appeal is through the administrative structure of the college in which the course was taken, with final appeal to the Dean of the College. Any appeal must be in writing and include appropriate documentation to support the student’s position that a grade change is warranted.

The final grade is the instructor’s posted grade, which may be viewed in the student’s grade report on-line at the close of the term or part-of-term. It is solely the responsibility of the student to check that grades are posted for all courses taken during a semester and note the grade given for each class. All grade appeals must be requested by the mid-term point of the next semester. Unless an active appeal is under review, after the mid-term point of the next semester, neither instructors nor the university will consider a grade change.

Once a final grade has been posted the student may not petition the instructor to do additional work or extra credit to raise the grade awarded. Any grade change as a result of such action will be disallowed.

For grades of IP or I, once the I or IP is replaced (required prior to mid-term of the follow semester) by a grade, including a change to F, that becomes the posting date of the final grade. Administrative grades such as W (withdrawal) are handled through the Registrar’s Office.

The following is the Grading Scale adopted by the OTD Program for all graded classes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>
Progression Toward Graduation*

It is essential that students make satisfactory progress toward their degree in terms of consistency and performance.

Students must successfully complete (pass) all of their academic coursework including Level I fieldwork in order to progress to their Level II fieldwork. In addition, students are not permitted to progress to their Experiential Component unless they have successfully completed (passed) all their academic coursework, Level I and Level II fieldworks.

Unless stated otherwise in a specific graduate school, unsatisfactory progress will result in the following actions:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA less than 3.0</td>
<td>Probation</td>
</tr>
<tr>
<td>More than three &quot;C&quot; grades</td>
<td>Dismissal*</td>
</tr>
<tr>
<td>&quot;F&quot; grade in any course</td>
<td>Dismissal*</td>
</tr>
<tr>
<td>Failure to enroll in a term</td>
<td>Inactive Status</td>
</tr>
</tbody>
</table>

Students on probation must raise their cumulative GPA to 3.0 or better within the next two semesters. **In all cases, however, students must have achieved a GPA of 3.0 or better prior to beginning their Level II fieldwork.** If a student fails to meet this criterion the student is automatically dismissed from the program.

Students who fail a course (receive a grade of "F") in any course (including Level I fieldwork) will be dismissed from the OTD program at the end of the semester during which the failure occurs. Any student who is dismissed may apply for readmission, but only once. Please refer to Graduate Catalog for additional information.

If a student remains on Inactive Status for more than one year without the program director's permission, the student must reapply for admission to the program.

Graduation Requirements

The OTD student must meet all university requirements for graduation as cited in the Graduate Bulletin. Students must complete all level II Fieldwork and the Experiential Component of the OTD Program within 24 months following completion of the didactic, academic coursework portion of the program. In all cases, all graduation requirements including didactic academic coursework, fieldwork and the experiential component must be completed within 6 years (72 months) of starting the OTD Program.

In order to be eligible to graduate, a student must:
- complete the specified curriculum
- have an overall GPA of 3.0 or better
- complete all degree requirements

Safety Policies and Procedures
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.

**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.

**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 above. 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 and is also available electronically 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. Contents will be checked and updated during the yearly inventory or prior to being depleted.

In case of a major injury, dial 460-6911 for campus security and notify the location and type of injury. If the situation is life-threatening, call 911 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 the security office on campus. Any safety concern will be taken seriously and confidentiality will be preserved as needed.

**Service Requirement**

The broad purpose of the Service Requirement is to foster a habit of service to the community, consistent with the mission and vision of the university and the department. The following are minimum guidelines for faculty and students:

- During the Introduction to Scholarship course (OTD 6050) students will be introduced to the specific objectives of, and procedures for, completing their required service. Students will also complete the Service and Scholarship Plan that will be reviewed with their Academic Advisor each semester.
- Students are required to complete 4 hours of community service in each of the 5 academic semesters. There is no required service activity while a student is on Level II fieldwork.
- The Academic Advisor for each student is responsible for approving activities prior to their initiation.
- Service related activities that are completed as part of a course assignment or done as part of a Student Club activity may not be used to meet the Service Requirement.

**Smoking**

The School of Occupational Therapy supports Belmont University’s commitment to a smoke free environment across the campus. Therefore, smoking will be prohibited in all occupational therapy offices and classroom/laboratory areas as well as at all occupational therapy related activities. You can find answers to frequently asked questions about Belmont’s policy on the University website, [http://www.belmont.edu/tobaccofree/faq.html](http://www.belmont.edu/tobaccofree/faq.html).

**Social Networking Policy**

Communication with fieldwork supervisors or Belmont OT faculty through a social networking site is strongly discouraged. Please use email, blackboard email, face to face conversations or phone conversations as a means to communicate. Texting is not appropriate unless this is specifically requested by a fieldwork supervisor or faculty.
Student Organizations/Memberships/Leadership Positions

American Occupational Therapy Association (AOTA) Students must join the American Occupational Therapy Association at a reduced student rate. Proof of membership must be submitted to the Program Assistant. Students can review a complete list of benefits at http://www.aota.org.

Belmont Minority Health Science Association (MHSA) MHSA is an organization of minority health professional students, driven by a passion for public service, linked in a common purpose of fostering comradeship, leadership development, academic excellence, and diversity. https://bruinlink.belmont.edu/organization/MHSA.

Belmont Student Occupational Therapy Association (BSOTA) The purpose of this organization is to promote the profession of Occupational Therapy through student led activities in both the academic and community environments. The organization supports the activities of the Tennessee Occupational Therapy Association (TNOTA) and is affiliated with AOTA’s Association of Student Delegates (ASD). ASD’s function is to promote service and leadership to the community and the profession through involvement in the American Occupational Therapy Association (AOTA).

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.

Tennessee Occupational Therapy Association (TNOTA) Students are encouraged to join the state occupational therapy association which provides opportunities to network with potential fieldwork supervisors and employers. Students are eligible to join TNOTA at a substantially reduced rate. Students can review the TNOTA web page at http://www.tnota.org. A Belmont OTD student also has representation on the TNOTA Board.

Student Representatives Student representatives are elected, two from each class, to meet on an as needed basis with the School Program Director and/or School Chair to discuss shared issues and concerns within the Occupational Therapy Program. Students are encouraged to express group concerns with their class representatives.

Student Records Students must maintain their own copy of health records such as TB test, criminal background check, drug testing, etc., before submitting copies 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 should schedule an exit interview with the Chair of the School of Occupational Therapy prior to initiating withdrawal procedures. Additionally, a student who is not withdrawing from the program, but plans to withdraw from singular occupational therapy courses, 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 460-6781
School of Occupational Therapy 460-6700
Office Fax 460-6475
Dr. Emmy Dagnan 460-6830
Admissions Assistant 460-6798
Dr. Elena Espiritu 460-6787
Dr. Tamara Lemmonds 460-6799
Dr. Debra Gibbs 460-6702
Dr. Yvette Hachtel 460-6703
Dr. Allison Koch 460-6704
Dr. Lorry Liotta-Kleinfeld 460-6706
Dr. Christine Manville 460-6701
Dr. Natalie Michaels 460-6791
Hannah Montgomery 460-6705
Dr. Teresa Plummer 460-6707
Dr. Sabrina Salvant 460-6711
Ms. Evelyn Sholar (Experiential Component Coordinator Asst.) 460-6797
Ms. Camille Turner (MSOT Fieldwork Coordinator) 460-6796
Ms. Katie Wray (Program Assistant) 460-6700
Learning Center 460-6163
Library 460-6782
Records/Registrar 460-6193
Safety and Security 460-6617
Student Affairs (Office of the Dean of Students) 460-6407
Fitness & Recreation 460-6313
Student Financial Services (Financial Aid) 460-6403
Student Health Services 460-5506
Campus Emergency 460-6911

Other Belmont telephone numbers can be accessed through your BIC account under Directories.
Bunch Library Hours Fall Semester 2016
August 24, 2016 – January 2, 2017
(August 22-23, Monday – Tuesday before fall classes begin: 7:00 am – 7:00 pm)

REGULAR SCHEDULE WHEN CLASSES ARE IN SESSION:

Mondays thru Thursdays: 7:00 am – 11:00 pm
Fridays 7:00 am – 7:00 pm
Saturdays 9:00 am – 7:00 pm
Sundays 1:00 pm – 11:00 pm

(3rd Floor Media Center Regular Hours: August 24 – December 12)
Mon – Thu, 8 am – 10 pm. - Fri, 8 am – 4:30 pm. - Sat, 9:00 am – 4:30 pm. - Sun, 2 pm – 10 pm.
(Please note: all holiday hours and exceptions also apply to Media Center Hours.)

Extended All-Night Study Hall Hours – for Belmont Students only:
September 6 – December 12
Sunday – Thursday, open 24 hours (open 1 pm Sunday – closed Friday at 7:00 pm).
(Please note: After 11 pm, Belmont ID card access only.)
Saturdays – open 9:00 am – closed 7:00 pm

Exceptions and Holidays:

September 2 (Friday of Labor Day Weekend) 7:00 am – 4:30 pm
September 3 (Saturday, Labor Day Weekend) 12 noon – 4:30 pm
September 4 (Sunday, Labor Day Weekend) 5:00 pm – 9:00 pm
September 5 (Monday, Labor Day Holiday) 5:00 pm – 11:00 pm
October 7 (Friday before Fall Break) 7:00 am – 4:30 pm
October 8 (Saturday, Fall Break) 12 noon – 4:30 pm
October 9 (Sunday, Fall Break) 5:00 pm – 9:00 pm
October 10 – 11 (Monday – Tuesday, Fall Break) 8:00 am – 4:30 pm
November 22 (Tuesday before Thanksgiving Holiday) closed at 8:00 pm
November 23 (Wednesday, before Thanksgiving) 8:00 am 12 noon (early closing)
November 24-25 (Thursday – Friday, Thanksgiving Holiday) CLOSED
November 26 (Saturday, Thanksgiving Holiday) 12 noon – 4:30 pm
November 27 (Sunday, Thanksgiving Holiday) 5:00 pm – 11:00 pm
December 13 (Tuesday, last day of Final Exams) closing at 7:00 pm
December 14 (Wednesday) 7:30 am – 4:30 pm
December 15 – 16 (Thursday – Friday) 8:00 am – 4:30 pm
December 17 – 18 (Saturday – Sunday) CLOSED
December 19 -20 (Monday – Tuesday) 8:00 am – 4:30 pm
Section VI: Fieldwork and Experiential Component

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 and 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 qualified individuals. 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 will be directed toward meeting the goals of education for practice, advocacy, and research. The 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 practice settings to increase their understanding of occupational therapy. Level II fieldwork is the culminating educational experience for the Belmont University occupational therapy student.

The Doctoral Experiential Component required for the doctorate of occupational therapy degree takes the student from generalist skills to advance skills in the area of a student’s choosing with the guidance of an expert and faculty advisor. The student must successfully complete all didactic coursework, fieldwork I and II’s, and competency prior to starting Experiential Component.

Level I Fieldwork

Level I fieldwork has been designed to integrate with intervention courses and assist the student in their role as researcher, advocate, and practitioner with a variety of cultures and service delivery systems, for each of the developmental stages; childhood, adulthood and older adulthood. The experiences include an opportunity to observe and assist in practice with occupational therapists or other qualified personnel in coordination with the academic faculty. The sites include psychosocial practice areas such as exceptional education classrooms, juvenile court programs, homeless shelters, and group homes and other community agencies as well as traditional medical
model environments to expose the student to new opportunities for occupational therapy, to identify the role of the advocate and to explore questions for research. The faculty, fieldwork coordinator, fieldwork supervisors and students continually evaluate the experiences to ensure their effectiveness. Preparation of the student prior to each Level I clinical experience includes review of professional behaviors, safety procedures related to student and clients/patients, objectives, and assignments for the individual fieldwork experiences. Students may be required to travel up to 1 hour for fieldwork placements; however, the majority of placements are within a 30 – 45 mile range of the Nashville area. The extensive amount of time allotted to fieldwork, the variety of facilities available, and the close collaboration of faculty and clinical educators are elements incorporated into the fieldwork program to provide opportunity for the student to successfully accomplish the objectives of fieldwork and promote the educational goals of the program.

Level I Fieldwork Objectives

Level I fieldwork experiences are integrated so as to provide a sequential exposure to professional practice in concert 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 practicum’s. The emphasis is not in 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. The student is expected to meet the Level I performance objectives which will be reviewed in the orientation sessions prior to participating in each Level I experience. Level I fieldwork objectives will include, but not be limited to the following:

1. Professional Behaviors
   The student will be given the opportunity to practice professional behaviors as outlined in the AOTA code of ethics. The student will be able to demonstrate:
   i. Concern for the well-being of the recipients of their services.
   ii. Respect for confidentiality and privacy of clients and colleagues.
   iii. Advocacy for clients.
   iv. Time-management skills.
   v. Commitment to active learning.
   vi. A realistic appraisal of strengths and weaknesses.

2. Communication Skills
   The student will be introduced to and engage in professional communication and professionalism. The student will:
   i. Be able to demonstrate professional verbal & non-verbal skills.
   ii. Demonstrate the ability to accurately assess feelings and attitudes.
   iii. Seek and accept feedback.
   iv. Modify behavior appropriately.
   v. Articulate an understanding of client’s needs.

3. Clinical Skills
   The student will be introduced to a variety of practice settings. The student will participate in observation, information gathering, and other pertinent data gathering activities as assigned by the supervisor or fieldwork coordinator. The student will:
   i. Identify the impact of disability/conditions and the environment on the client.
   ii. Identify the needs of the agency/facility with assistance of supervisor.
iii. Obtain and/or identify pertinent patient/client information.
iv. Identify an understanding of client needs.
v. Communicate relevant observations related to patient/client.
vi. Develop critical inquiry and reasoning skills.

1. Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgements, as part of the therapeutic process in both individual and group interactions. (OTD 6160)

2. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, communities, colleagues, other health providers, and the public in a professionally acceptable manner. (SCM C2) (OTD 6360 and 6460)

3. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. (OTD 6460)

4. Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (OTD 6360)

5. The student will be given the opportunity to understand how psychosocial issues impact performance (OTD 6160).
   a. Identify various degrees of psychological illness
   b. Identify how psychosocial issues impact ADL and IADL performance
   c. Identify support systems for this population

**Level II Fieldwork**

The goal of Level II fieldwork is to develop competent, generalist occupational therapists. Level II fieldwork serves to promote clinical reasoning and reflective practice; to transmit 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 exploration, technique refinement and advanced knowledge acquisition pertinent to direct patient/client care. During this experience each student has the opportunity of learning to apply academically acquired knowledge to evaluating, planning and implementing occupational therapy intervention programs for clients in a wide variety of traditional and emerging practice settings.

The Standards require students to complete a minimum of the equivalent of 24 weeks of full time Level II fieldwork, which may be completed on a full-time or part-time basis, but not less than half time as defined by the fieldwork site. Level II fieldwork for the OTD program at Belmont University consists of two three-month experiences. However, student may complete a 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 settings with consultation and the approval of the academic fieldwork coordinator. In addition, in all Level II settings, fieldwork objectives must be identified and assessment measures will be implemented to ensure that psychosocial factors influencing engagement in occupation are understood by the student and integrated for the development of client-centered, and meaningful, occupation-based outcomes.
Level II fieldwork OTD 6480 is taken in the summer after the second year (students will register for the course in the spring and the fieldwork experience may begin the last week of the spring semester. Students receiving financial aid are encouraged to meet with the financial aid office to determine how this arrangement will impact loans/grants/aid). Level II fieldwork OTD 6580 will be taken in the fall semester of the third year. Students must complete all fieldwork and experiential component requirements within 28 months following completion of academic work.

Level II Fieldwork Objectives

Introduction

Level II fieldwork as established at Belmont University consists of approximately six months of training under the supervision of a qualified, licensed occupational therapist who has at least one year of experience as a licensed OT. 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.

Upon completion of two required 12-week Level II fieldwork experiences the student will be able to integrate and apply theoretical concepts and didactic learning to the practice of occupational therapy. The student must complete 12 consecutive calendar weeks and cannot shorten the number of weeks by working overtime if approved or based on the need of the fieldwork site and approval of the academic fieldwork educator.

The following general objectives have been developed for the Level II fieldwork experiences. Each fieldwork site has individual objectives which have been collaboratively developed by Belmont University’s occupational therapy program and the fieldwork facility and are compatible with these general objectives. The collaboratively developed objectives are found in the files of each fieldwork site and at the fieldwork site. The student is responsible for reading and complying with the objectives for the fieldwork site to which he/she is assigned.

1. The student will demonstrate the ability to utilize appropriate referral, screening and assessment methods. The student:
   a. Obtains appropriate information orally or in written form.
   b. Selects assessment method or instrument which is appropriate for the recipient of services (client, group, organization).
   c. Demonstrates competency in administration of selected assessment instruments.
   d. Analyzes and accurately interprets and reports data/results of evaluations.
   e. Collaborates with the service delivery team in the assessment process.

2. The student will demonstrate the ability to design an intervention plan appropriate to the needs of the service recipient (client, group, organization). The student:
   a. Integrates theoretical knowledge in planning an intervention program.
   b. Collaborates with the client, family, or client advocate in developing and selecting intervention goals, objectives and methods.
   c. Identifies achievable goals that are based on assessment data and collaboration with the individuals or advocates.
   d. Develops long and short-term treatment objectives that are measurable.
   e. Selects appropriate therapeutic modalities for the accomplishment of established goals and objectives.
3. The student will implement the intervention plan, make modifications based on reevaluation data, and discontinue services when goals, objectives or maximum benefits are achieved. The student:
   a. Implements intervention program according to the plan.
   b. Analyzes the treatment environment and the elements involved in activities/tasks.
   c. Positions the client correctly, adheres to precautions, and assures comfort and/or privacy if indicated.
   d. Intervenes at signs of fatigue, frustration, or inability to continue program.
   e. Provides clear instruction and appropriate encouragement.
   f. Sets limits or structures environment as necessary.
   g. Re-evaluates client’s progress and program effectiveness at periodic intervals and makes changes accordingly.
   h. Terminates treatment when goals and objectives have been achieved or when maximum gains have been accomplished.
   i. Summarizes treatment gains in discharge report and recommends post-discharge program.

4. The student will demonstrate the ability to communicate in a professional and therapeutic manner. The student:
   a. Reports accurately and appropriately in oral and written form to the service delivery team and other related agencies/professionals.
   b. Relates in a therapeutic manner with individuals demonstrating the ability to utilize communication skills that meet with needs of the client.
   c. Collaborates and works with other professionals in planning intervention/treatment plans and the general functioning of the program as a whole.

5. The student will understand and participate in the organization and administration of the Occupational Therapy School and the facility in which it exists. The student:
   a. Identifies the administrative structure of the facility and the OT School.
   b. Understands and follows rules and regulations of the facility.
   c. Identifies the roles of other health care professionals in the facility/School.
   d. Performs work in accordance with the policies and procedures of the OT School and/or facility.
   e. Maintains working area, equipment, and supplies as appropriate.
   f. Supervises other personnel appropriately if so delegated.
   g. Documents in chart according to requirements of facility.

6. The student will demonstrate values and attitudes congruent with the profession's standards and ethics. The student:
   a. Develops a broad sense of professional responsibility toward individuals, community and organizations.
   b. Develops an appreciation for the roles of other health care or service delivery professionals.
   c. Understands and demonstrates use of professional ethics.
   d. Understands the legal implications of confidentiality and respects confidential information.
   e. Values the need for accurate and timely records and reports.
f. Assumes authority appropriately and in turn respects authority lines as they exist.
g. Is responsible for separating personal and professional issues.
h. Is dependable and organized and carries out all assigned duties.
i. Shows interest in continued learning through active involvement beyond required tasks.
j. Understands professional ethics and demonstrates this in behavior.

7. The student will effectively communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing components of an intervention plan.
   a. Identifies and understands the role of all health professionals and staff at the Level II fieldwork site.

Non-Traditional 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 occupational therapy supervision per week, including direct observation of client interaction. Additionally, the clinical supervisor must be readily available for communication and consultation during work hours. Such fieldwork shall not exceed 12 weeks.

Fieldwork Sites and Supervisors

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 to 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 recommended level II evaluation form. All centers utilized for student fieldwork placement meet the requirements and learning objectives of the curriculum. A contractual agreement is completed with all facilities. The Academic Fieldwork Coordinator and fieldwork educators collaborate on objectives, practice activities and the advising of students.

In order for a fieldwork center to maintain the affiliation agreement, it must provide a quality educational experience for the students. In addition, the School of Occupational Therapy and students must conscientiously cooperate and fulfill requirements of the contract.

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.

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; and

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, 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 administrative 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 sent 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 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 sending 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 direct day-to-day supervisory 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; and
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. writing and sending a letter confirming the fieldwork experience dates to the fieldwork educator six weeks in advance of the starting date. In addition, the student is required to complete and send a Personal Data Sheet and a memorandum of insurance and health information to the facility and to the Belmont School of Occupational Therapy to be placed in the student’s academic file;
2. complying with all policies and procedures of the fieldwork education center unless exempted, including prompt notification of student absences;
3. fulfilling all duties and assignments made by the Fieldwork Educator and Fieldwork Coordinator, unless exempted, within the time limit specified;
4. notifying the fieldwork education center and educational program of current address and telephone;
5. completing and presenting to the Fieldwork Educator at least one copy of the student's evaluation of the fieldwork center;
6. having available copies of the appropriate performance evaluation forms and student evaluation forms unless forms are sent by the Fieldwork Coordinator; being an active participant in the supervisory process

Fieldwork Education Policies and Procedures

General fieldwork information will be updated periodically. All changes will be distributed to students as they are made. Students are responsible for reading, understanding and following all current fieldwork policies. Level I fieldwork information will be provided in a Level I orientation during fieldwork seminar class. A Level II fieldwork packet with appropriate information will be provided by the Fieldwork Coordinator. Information regarding specific Level II fieldwork sites are in the files (both paper and computerized files), which can be accessed through the Program Assistant and/or the 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 requirements of the Level II fieldwork sites. Questions concerning Level II fieldwork should be directed to Belmont University’s Academic Fieldwork Coordinator, Dr. Allison Koch. All required forms will be provided online in corresponding Blackboard courses or on E*Value. See Appendices A, B, and C for Professional Behaviors Forms found at the end of this manual.

Advising

Level I fieldwork advising is done throughout clinical assignments by the fieldwork supervisor, Belmont University occupational therapy faculty, and the Academic Fieldwork Coordinator. The fieldwork coordinator and/or faculty will visit Level I sites when necessary and are available for student advising or fieldwork concerns. The second year students will schedule an appointment with the Fieldwork Coordinator in the Fall and Spring semesters of their second year. Students meet with their academic advisors each semester to set goals and review their progress thus far in the curriculum. Professional behaviors must be found satisfactory before participation in Level II fieldwork will occur. The second year students will use the results of the OTKE to develop individual learning goals; the students will develop the goals at the initiation of Level II fieldwork. The students will use the goals to add to an individualized professional development plan.

Advising on Level II fieldwork is done collaboratively by the fieldwork supervisor and the Belmont University Academic Fieldwork Coordinator. A personal data sheet for each student is sent to both Level I and Level II fieldwork sites. Instructions and forms for each level of fieldwork are discussed in fieldwork seminar courses and paperwork has been provided to students electronically in their Blackboard courses. 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 concerns or any accommodations that are needed for learning and participation on fieldwork. An orientation session will be provided for students before Level II fieldwork experiences. The 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; two excused absences will be allowed per semester for Level I fieldwork with the approval of the Fieldwork Coordinator and Clinical Instructor. Excused absences must be approved in advance with a plan for when missed fieldwork will be made up. If a student has a severe illness and/or a death has occurred in the student’s family, the student must follow the procedures of the facility and notify the facility immediately if they will be absent. 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 within 1 week post-absence. A student is allowed a maximum of three absences from Level II fieldwork. Before each absence, a student must provide documentation to both the AFWC and the FWE, clearly indicating the reason for the absence. Whether or not a student must make up the missed days is at the discretion of the fieldwork educator. More than three absences from fieldwork will result in failure and will require a meeting with the AFWC, the FWE and the student unless the absences are due to an unforeseen serious medical condition or other unusual circumstance. Medical appointments, travel, out-of-town company and studying for exams are NOT valid reasons to miss a scheduled fieldwork. Absenteeism and tardiness may affect the grade or result in failure.

Background Checks

Additional background checks and/or fingerprinting may be required for designated fieldwork sites. The student will be given the required level of background check needed for that site. Costs incurred for background checks and fingerprinting will be the responsibility of the student.

Conduct

The Belmont University Student Professional Behaviors and the AOTA Code of Ethics apply to all Level I and Level II fieldwork experiences in addition to the specified behaviors required by the specific clinical sites.

Confidentiality

One area which is especially critical on fieldwork assignments is the issue of confidentiality. The sharing of confidential information outside the facility must be avoided. A breach of confidentiality could impact negatively on care of a particular client and is viewed as serious misconduct on the part of the student. In such a situation, the student may be dropped from the facility’s fieldwork program.

Talking about a client in the elevator or where other people are present is also of concern. Posting information on social networking sites violating confidentiality of a site and/or client must be avoided as well. Information pertaining to one client/patient must not be shared with another client. It is essential that confidentiality within a setting be maintained.

Dress Code

Please refer to the dress code policy within the body of the student manual.
Drug Testing

Drug testing may be required for designated fieldwork or experiential component sites. The student will be given the required level of drug testing needed for that site. Costs incurred for drug testing will be up to the individual student. It is up to the student to contact the site and obtain the necessary information regarding where to obtain the drug screen, what panel of drug screen is needed etc.

Evaluation

On completing a fieldwork experience, the student will be required to critique the experience. The Student Evaluation of Fieldwork Experience (SEFWE) form, developed by the AOTA Commission on Education, will be used by students to critique Level II fieldwork. This form must be completed and received by the fieldwork coordinator in order to receive a grade. Evaluative information is used by the fieldwork site and the Belmont University School of Occupational Therapy to improve its fieldwork experience and academic program. This process also provides the student an opportunity to practice their ability to objectively assess an experience in a professionally acceptable manner. In order to successfully pass fieldwork II, a student must have at least a score of 3 in each category on the final evaluation.

Fieldwork Performance Intervention Policy

On occasion it becomes necessary to terminate a Level I or Level II fieldwork placement. This may occur for a variety of reasons and with a variety of consequences. In all cases, client, 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/Supervisor 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 include, but is not limited to: a description of the problem; suggested learning strategies; outcome measures; time lines; and consequences of success or failure to meet requirements set forth in the plan. The fieldwork educator (FWE) monitors student progress and provides formal (written) and informal feedback to the student and AFWC at intervals established in the learning contract.

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 OTD 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
- unsafe practice
- substance abuse
- failure to complete any of the specified requirements
- continued unsatisfactory performance
- insubordination
- excessive tardiness
- risks to patient care
- 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 toward Graduation a grade of WF (withdrawal failing) or F (failure) will result in immediate dismissal from the OTD 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.

Financial Responsibilities

The student will be responsible for all expenses associated with the fieldwork experience except for the liability insurance. Each student should anticipate additional cost for housing, meals, and transportation for relocation for Level II fieldwork. Drug screens, additional
background checks, fingerprinting, or a small paperwork fee may be required by a fieldwork site which can be an extra financial responsibility the student must incur.

**Geographical Location of Fieldwork Site Policy**

Belmont University Academic Fieldwork Coordinators (AFWC) work diligently to create a positive match between a student’s interests and learning needs and the attributes of each fieldwork site. Specific requests for fieldwork placements are considered, but cannot be guaranteed.

Every attempt is made for students attending the OTD program who are residents of Nashville to be placed at a site in or around Nashville. This region covers a large geographical area and is considered by this program to encompass the counties highlighted in the picture below.

Students should expect to be placed for any level I and level II fieldworks at sites in Davidson or any of these surrounding counties. Requests to change a fieldwork site based on only geographical location will not be considered. For more information about requests to change fieldwork assignments, please see that specific policy.

![Geographical Location of Fieldwork Site](image)

**Grading and Evaluation of Student Performance**

Evaluation of student performance during the Level I fieldwork experience is an ongoing process which occurs during the formal and informal supervisory sessions by the fieldwork supervisor, fieldwork coordinator and/or faculty. The Level I student is strongly encouraged to utilize the Student/Supervisor Weekly Review Form to obtain regular feedback regarding performance from fieldwork educator. Other specific grading for Level I will be outlined in the course syllabus. The student evaluation forms will be provided online in the fieldwork seminar course as well as on E*Value. The Fieldwork Coordinator will assign a grade based on input from the fieldwork supervisor(s) which includes the final written reports on clinical skills and professional behaviors. It is the student’s responsibility to review these evaluation forms and raise any questions regarding the expectations with the coordinator prior to beginning and during the fieldwork placement. The student must pass both the fieldwork experience and the fieldwork seminar in order to pass the Level I course.

Evaluation of student performance during the Level II fieldwork experience is an ongoing process which occurs during the formal and informal supervisory sessions by the fieldwork supervisor, fieldwork coordinator and/or faculty. The Level II student is required to utilize the Student/Supervisor Weekly Review Form (or a site-specific form if approved by fieldwork coordinator) to obtain regular feedback regarding performance from fieldwork educator. To facilitate communication between the student, fieldwork site, and academic fieldwork educator, a Level II student must submit the signed Student/Supervisor weekly review form to the fieldwork...
educator. The form provides ongoing documentation of progress and goals for the student and must be submitted to the fieldwork educator a minimum of 6 times during the Level II experience (after week 1, before midterm, midterm, before final, final, etc. to result in 6 submissions based on the schedule for feedback that is determined by the fieldwork coordinator and student). The academic fieldwork coordinator will communicate with the fieldwork educator, in part, based on the ongoing feedback this is documented on the student/supervisor weekly review form. The fieldwork Level II grades will be based, in part, on the AOTA Recommended Evaluation Form, which will be in the fieldwork packet. The fieldwork supervisor will review the evaluation with the student. In addition, ongoing communication with the student on the Level II experience will occur via Blackboard assignments as well as phone calls and site visits as needed.

Health Issues

In addition to the Belmont University health form and other health-related procedures, the fieldwork student may need to comply with specific health requirements for individual fieldwork sites, such as immunizations or physical exams. These will usually be at the student’s expense. It is the student’s responsibility to read the contract, the fieldwork data form and other information in the file of the facilities to which they are assigned for Level I and Level II placements. The student must communicate with the fieldwork clinical coordinator prior to the starting date of the affiliation. This is to insure that students know when and where to meet the fieldwork supervisor, appropriate dress, and health requirements.

During Level I and Level II fieldwork the occupational therapy student may use Belmont University’s Health Services clinic. Obviously in some cases this will not be convenient. 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. Proof that health requirements are met may be sent to the fieldwork sites along with the Personal Data Form which is also in the fieldwork packet.

HIPAA

Students should be aware of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, Belmont University agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Facility’s policies and procedures relative to HIPAA. This information will be disseminated prior to students beginning any of their required fieldwork (Level I and Level II). Students will be required to document in writing that they have received, read, and understand the significance and meaning of 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.
Each student will be required to sign an acknowledgment page pertaining to patient confidentiality and HIPPA. The student agrees to the following:

An integral part of the occupational therapy educational experience is having access to Protected Health Information (PHI) of the patients under your care. Maintaining the confidentiality of patients is a legal matter as well as an ethical one. The Health Insurance Portability and Accountability Act of 1996 (HIPPA) provides very specific guidelines to protect the privacy of patients and outlines the penalties of violations of that privacy. Students will be provided with training in the requirements of the privacy and security provisions of HIPPA and will be required to document in writing that they have received, read, and understand these policies and procedures.

**Liability Insurance**

The occupational therapy students are covered for professional liability insurance for a single limit of not less than $2 million per occurrence/$5 million aggregate. A copy of the liability insurance is sent to each site in which a student is placed.

**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.

**Placement**

Assignments for Level I fieldwork are made by the facility and Fieldwork Coordinator based upon availability of sites, course requirements and student needs. These fieldwork sites will typically be in the Middle Tennessee and Southern Kentucky areas. Students are assigned by a lottery system to the Level I fieldwork sites.

The Fieldwork Coordinator will initiate a discussion of Level II fieldwork with students in the first year of the program explaining the purpose and types of experience available. Additional information regarding fieldwork sites, type of rotation, rotation dates and confirmation of placements will be provided in the second year. Level II placements are based upon the academic and clinical needs of the student, the student’s preference, and the availability when coordinated.
with other student’s choices. Some of these placements will be outside of the Middle Tennessee area and in other states. The student must be prepared to relocate to fieldwork sites outside of commuting distance from Nashville.

If a placement is canceled the Fieldwork Coordinator will meet with the student to determine an alternate plan. If this occurs the placement may be delayed which may result in postponement of graduation.

If a student has identified a facility which they believe would serve as an appropriate placement the student should contact the Fieldwork Coordinator. Students are NOT to make contact with any facilities on behalf of the Belmont University School of Occupational Therapy. Contacts are only to be made by the Fieldwork Coordinator.

The Fieldwork I course OTD 6160 is completed in the spring semester of the first year. Fieldwork I course OTD 6360 and OTD 6460 are scheduled in the fall and spring semesters of the second year. The scheduling for specific sites will be assigned in the seminar sessions at the beginning of each semester.

Level II will occur during the summer semester after the second year and the Fall semester of the third year. Although the dates may change due to the needs of the facilities, the dates are confirmed by the Fieldwork Coordinator and the fieldwork educator. Rescheduling of dates with the fieldwork site is not possible. Once any placement has been confirmed the student is not allowed to change to a different site. See request to change fieldwork policy below.

For Level II placements, students rank areas of practice according to their interests. The Academic Fieldwork Coordinator will attempt to place students in the population/area of practice they are interested. The Academic Fieldwork Coordinator reserves the right to place the student at a placement in order to enable the student to meet curricular requirements.

Students requesting out of state placements must provide a letter in writing with a plan for housing arrangements. The University does not make housing arrangements for students. If a student is unable to produce a confirmed housing plan, the placement will not be arranged.

The site supervisor determines the training schedule which may involve evenings and weekends. 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 done in the evening and weekends.

Requests to Change Fieldwork Site Policy

The School of Occupational Therapy Academic Fieldwork Coordinators (AFWC) work 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 3 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.

Safety

**BLOOD BORNE PATHOGENS:** Prior to you going out on the first level I FW, you will be oriented to the safety guidelines surrounding correct hand washing, protective gear, and blood borne pathogens. This is done in the OTD 6160 Adulthood population fieldwork seminar occurring in the second semester of the first year. Students view a video, discuss its contents and take a quiz on blood borne pathogens. The quiz is placed in their FW 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.

*A copy of your First Aid Card must stay current and on file while in our program.*

**Social Networking Policy**

Communication with fieldwork supervisors or Belmont OT faculty through a social networking site is strongly discouraged. Please use email, blackboard email, face to face conversations or phone conversations as a means to communicate. Texting is not appropriate unless this is specifically requested by a fieldwork supervisor or faculty.

**Curriculum Wide Literature Matrix:**

From the first until the last semester, the student should maintain an on-going matrix of peer reviewed articles relevant to the coursework, culminating project, and student’s area(s) of interest. All documents should utilize APA format. At a minimum, all articles will have full APA citation and a running reference list which should be categorized into one, or more of the main headings identified below. It is highly recommended that the student utilize a reference manager system such as Menedely or have a highly organized electronic filing system for all pdf files. Pdf files should be always identified by author last name and year of publication. Your matrix can contain peer reviewed work but may also include as white and gray papers and AOTA documents (centennial vision or other “statements” that may not be peer-reviewed but “official” statements).
All research classes provide you with opportunities to contribute to your matrix. Interventions classes and most clinical studies courses may require that you utilize evidence to support your assessment and treatment recommendations or perspective for a given assignment. All of these references can be used to create this on-going, developing matrix. While you are preparing and completing your culminating scholarly proposal and final project and your experiential proposal and subsequent experiential learning objectives and activities, you will add additional categories and literature as advised by your faculty mentor. The expectation is that the student will be able to demonstrate that advanced knowledge will be applied to practice through the scholarly culminating project and experiential activities. Students will keep this documentation throughout the curriculum and be expected to address reflective questions regarding how they are applying and utilizing the literature in scholarly works and during the experiential component of the program. Your matrix will be submitted to the course faculty, Research coordinator, or EC mentor as follows:

1) OTD 6150 Quantitative Processes
2) OTD 6250 Qualitative Processes along with Research Proposal
3) OTD 6350 Research I to your faculty advisor
4) OTD 6445 EC Planning II to your faculty advisor
5) OTD 6680 EC to your faculty advisor

The matrix should be organized into the following broad areas:

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<td>Canadian Journal of OT</td>
<td>Medical and nursing professions</td>
<td>Historical analysis</td>
<td>Expert opinion</td>
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STUDENT AGREEMENT

I_____________________________________________ OTD Class of 20____ have access and am responsible for reading the Belmont University’s School of Occupational Therapy’s program manual and understand its contents which is on the Belmont – OTD website. I have had an opportunity to ask my questions and have them answered. I further understand that my academic advisor will assist me in the future to further clarify this manual should I need additional assistance. I understand that I must comply with the procedures described in this Program Manual. I understand that the manual may change during my enrollment and I understand that I am responsible for complying with updates as changes are made.

Signature: ________________________________  Date: ______________

Print Name: ________________________________