

OT Program Student Handbook 2005-2006 - Table of Contents

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Introduction

History of the Department of Occupational Therapy

The Department of Occupational Therapy at Chicago State University started in 1982 under the leadership of Ms. Artice Harmon. The first class of four students graduated in 1984. The Department of Occupational Therapy provided an undergraduate degree in Occupational Therapy for 21 years and graduated over 400 students. Many of our alumni are in leadership positions at various levels in Illinois and elsewhere. In 2003, the Department of Occupational Therapy received approval for a combined Bachelor of Science in Health Sciences and Master in Occupational Therapy program (B.S./M.O.T.). The first class entered the new entry level Master of Occupational Therapy professional program in the fall semester of 2004.

Accreditation

The program was initially accredited in 1984. The program was re-accredited in 1999. Currently the program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (ACOTE, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, Tel. (301) 652-2682). Graduates of the program will be able to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR®) and will be fully qualified to practice professional occupational therapy, upon completion of application for license in selected states, including Illinois.

Mission of the University

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and, 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

To accomplish its mission the university is committed to:

- recruiting, retaining and graduating a culturally and economically diverse student body;
- employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills, and critical thinking as well as cultural and social awareness;
- providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
- fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and,
- working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

Mission of the College of Health

Sciences

The College of Health Sciences functions consistently with the mission and philosophy of the University. The primary purpose of the college is to promote the educational achievement of undergraduates, and to prepare them to be caring and competent practitioners in a multi-cultural society. The faculty recruit, educate, and graduate individuals particularly from groups who are under represented in the health professions. As a community of scholars, faculty and students work with communities to develop and implement collaborative projects that enhance health and wellness.

The college provides the opportunity for professional education without regard to race, age, gender, religion, ethnic origin, or disability. In promoting excellence in education, graduates are prepared to deliver quality health care to all clients.

Consistent with the mission, the goals of the college are to:

1. Prepare competent health professionals who possess a sense of social, personal, and professional responsibility.
2. Prepare health professionals who can assume beginning leadership and management roles in health systems.
3. Promote interdisciplinary education and practice among students and faculty.
4. Support professional education which builds on prior educational and life experiences.
5. Provide a foundation for continued professional development and graduate study.
6. Provide continuing education programs for health professionals.
7. Develop and implement health professional programs to meet current and future health labor needs of the community.
8. Provide health programs to promote health and wellness for the community

AOTA Philosophy of Professional Education

“Occupational therapy education is grounded in a shared belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological and spiritual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance and quality of life.

The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is constantly influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists must consistently reinforce the development of new knowledge supporting the use of occupation, application of clinical reasoning, the necessity for life-long learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through entry- level, post-professional, continuing education, and distance education avenues that foster the occupational therapist’s potential and scholarship. Occupational therapy educators use active learning that involves the learner in a collaborative process that builds on prior knowledge and integrates academic knowledge, experiential learning, clinical reasoning and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

The occupational therapy educational process emphasizes continuing critical inquiry in order that occupational therapists be well prepared to function and thrive in the dynamic environments of a diverse and multi-cultural society, using the power of occupation as the primary method of assessment, intervention, and health promotion.”

- Commission of Education, 2003

Philosophy and Mission of the Occupational Therapy Program

The Occupational Therapy Program believes in the inherent potential for the highest level of performance for all human beings. Quality healthcare to promote this potential is a fundamental human right. Occupational therapy promotes the independent functioning and health of individuals who have been disrupted by intrinsic or extrinsic forces. The occupational therapy process is a framework for examining the needs of individuals and populations and identifying intervention strategies. Central to the occupational therapy process is the use of occupation. Humans are active occupational beings whose development is influenced by their occupations. Therefore, occupation defines the individual's needs as well as the strategies required to promote adaptation. The therapist must understand the interrelationship of an individual's bio-psych-social-spiritual processes and the contextual environment in order to guide the selection of relevant occupations that brings about adaptation. Human life is a process of continuous adaptation.

The mission of the Chicago State University Occupational Therapy Program is to provide education designed to prepare competent and effective occupational therapists skilled at meeting the demands of diverse environments and rapidly changing health care systems. The program seeks to develop therapists who possess foundation skills in the principles of the occupational therapy profession and the critical thinking and the reflective abilities necessary to address the multiple roles of practitioner, consultant, educator, manager, research consumer and advocate within the health care environment. The Occupational Therapy Program's mission is consistent with the University and College of Health Sciences mission and upholds the commitment to the recruitment and education of candidates from those sections of the community under represented in the practice of occupational therapy. The program's purpose is to develop graduates that are compassionate and dedicated to implementing contextually relevant occupation based services that promote and enhance health, wellness and quality of life for individuals and populations.

Educational Philosophy of the Occupational Therapy Program

The Occupational Therapy Program at Chicago State University has adopted an educational philosophy that encompasses a view of learning and teaching wherein knowledge and learning are products of the way in which a person's mind is engaged during the process of learning /instruction. In this view of learning, students build on previous knowledge and beliefs to formulate new knowledge and skills. Therefore, three constructs are threaded through the curriculum: a developmental perspective on teaching, apprenticeship as key for learning competence and professional identity and critical thinking as essential for best practice.

The first of the three constructs, the developmental perspective on teaching states that learning is a search for meaning and association and that prior knowledge influences that search (Pratt, Arseneau, Collins 2001). The faculty assist students with bridge experiences that develop increasingly more sophisticated reasoning strategies. Faculty help students formulate their own understanding of materials and both students and faculty actively collaborate in the cognitive process of thinking. This belief has influenced the organization of course sequences and the organization of content within courses each semester.

The second construct of apprenticeship as key to learning competence and professional identity emphasizes that learning occurs in the process of doing authentic tasks in real settings. As an essential principle in the professional philosophy of occupational therapy education, use of occupation facilitates the process of adaptation. This adaptation is influenced by the interactive nature of individuals within their environments. Therefore, the interaction between students and academic and clinical faculty in a variety of contexts provides the necessary learning opportunities for exchanging knowledge and developing values and behaviors required of a professional. The implicit knowledge develops as a result of the student's ability to think about or reflect upon events as they take place. (Schon, 1987) Active instructional strategies as well as multiple venues are used

in the curriculum to engage learners.

The final construct emphasizes the need for critical thinking skills and resourcefulness to provide best practice and assume the multiple roles of an entry level therapist. Students will be challenged to employ numerous modes of reasoning necessary to explore the multi-dimensions of occupational performance. The learning process requires students to determine occupational needs of individuals and communities based on scientific reasoning, which includes the needs and desires of the individuals and in their performance contexts. The curriculum sequence will require the student to use increasingly more complex reasoning to address individual and population needs. Within the rapid and ever evolving health care environment, occupational therapists are continually faced with the need to justify their practice, requiring individuals to be able to provide evidence to support reasoning. Throughout the curriculum, students will explore methods of organizing and evaluating evidence, so that they will be able to use best and current evidence in practice.

As the student progresses through the curriculum, formative assessments of the student's learning and faculty effectiveness will be used to examine the three constructs. Summative evaluations will examine the programs effectiveness in developing competence, professional identity, and critical thinking. The educational philosophy of the Occupational Therapy program thus enhances the mission of the university and college to create a collaborative and stimulating community that promotes partnerships that facilitate personal and professional growth.

References:

Pratt, D., Arseneau, R., and Collins, J. (2001) Reconsidering "Good Teaching" Across the Continuum of Medical Education. *Journal of Continuing Education of the Health Professions*, 21, 70-81.

Schon, D. (1987) *Educating the Reflective Practitioner toward a New Design for Teaching and Learning in the Professions*. San Francisco, CA: Jossey-Bass Publications.

Occupational Therapy Program Objectives

The graduates of the M.O.T. program will demonstrate:

1. the skills, attitudes and knowledge necessary to utilize the principles supporting theories of occupation, and human development in the practice of occupational therapy. This includes planning, evaluation, and interventions that demonstrates an understanding of occupation as central to human development and performance and an understanding of the importance of occupation to the achievement of health and wellness.
2. the skills, attitudes and knowledge necessary to be proficient in all aspects of the occupational therapy process and, to assist individuals and selected populations in achieving optimal occupational function within diverse physical, social and cultural environments. This includes the use of evidence-based practice to ensure the use of best practice as defined by the profession.
3. the skills, attitudes and knowledge necessary to work within a variety of service delivery systems. Graduates will identify and respond to opportunities to deliver best practice that meets the needs of individuals and groups for occupationally centered interventions. This will require the graduate to be flexible and responsive to changing delivery systems and practice areas.
4. competence in the role of advocate, particularly with regards to issues of urban health and the environment. The graduate will recognize opportunities to intervene on behalf of diverse individuals, organizations, communities, and social systems. Graduates will argue effectively and ethically on behalf of those

individuals and populations to whom we provide service within the context of the economic, political and social issues encountered.

5. respect for and identify with roles required by the profession and will incorporate a continually evolving self-development plan for themselves. They will demonstrate their appreciation of AOTA, IOTA and other professional organizations through their ongoing membership in and support of such organizations.

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Curriculum Design for the Master of Occupational Therapy

The series of pre-professional course work lays a foundation for oral and written communication skills, logical thinking, critical analysis, problem solving and creativity. The required course work provides students with the information they need to understand the structure and function of the human body and mind as well as human development throughout the life span. Liberal arts course work is designed to provide students with the ability to make judgments in the context of historical, social, economic, scientific, and political information and create an appreciation of multi-cultural factors involved in the world.

The conceptual framework of the Master in Occupational Therapy degree has three major threads: the wellness - disability continuum, the evaluation-intervention-discharge-advocacy process and the concept of occupation. As a multidimensional health discipline, occupational therapy's central concern is occupation, those activities in which humans engage. Occupational performance includes work and productive activities, play/leisure, and self-care activities and reflects the influence of time, development and context on performance. The occupational therapy curriculum is designed to focus on occupational development and the role that occupation plays in enhancing a person's health, function, and well being throughout the life span. (Baum & Law 1997). The curriculum emphasizes that occupational therapy is concerned with all people who need to develop skills in order to survive, contribute and achieve satisfaction in their daily lives, whether or not they have impairments. (Yerxa, 1998) Each semester the student examines the occupational performance of individuals across the developmental life span. The range of performance and intervention strategies is examined along the wellness-disability continuum. Students apply an evaluation-intervention-discharge-advocacy process to individuals across physical, mental or developmental conditions.

Though occupation serves as an independent thread, it is interwoven as core to the

evaluation-intervention-discharge-advocacy process along the wellness-disability continuum. Students need to understand the nature of the client as a bio-psycho-social-spiritual being, the level of his performance of occupation and his/her efficiency in fulfilling life roles and the quality of his/her interactions within multiple contexts. It is essential to understand how external and internal factors can positively and negatively affect the performance of the individual's occupation and well being as well as alters life styles. Each major thread is introduced in the first semester of the curriculum and is carried through the curriculum to the final semester. Students begin examining individuals and progress to planning for populations.

The two guiding theoretical models for the curriculum are the Person- Environment-Occupational Performance Model (Christiansen & Baum) and the Person -Environment-Occupation Model (Law). These two models compliment each other. They provide a client-centered perspective of person-environment interactions and are both grounded in the concept of occupation and participation. The major threads of the curriculum provide knowledge and skills that enable the students to apply and critique the effectiveness of their judgments. As a professional program, the emphasis is on developing a repertoire of thinking strategies that enable the student to evaluate and synthesize knowledge. Critical thinking and self reflection are a fundamental component of each course and all semesters. Faculty facilitates critical thinking and problem solving through active learning experiences, role modeling and open discussions of thinking processes. Students examine themselves as occupational beings as well as continually evaluating their own thinking and knowledge through reflective papers, classroom assessments of their understanding and discussions of their own life experiences.

The initial semesters provide the necessary background in theoretical constructs of occupational therapy and occupation to develop evaluation and intervention planning abilities as a practitioner and advocate. The subsequent semesters build students theoretical base, sharpen skills and develop roles as a researcher and manager. The research course sequence challenges

the students to seek evidence to formulate and answer questions and to support their conclusions and decisions. The courses in management and contexts provide students with knowledge of dynamic systems and how systems (individual and organizations) respond to the challenges of the environment. The curriculum supports the reframing of occupational therapy from a biomedical model to a socio-medical context in order to take an active role in building healthy communities (Baum & Law, 1997).

The curriculum uses a developmental adult learner model to introduce and integrate content and the major threads within and across semesters. Students are expected to use their experiences and build on previous knowledge. Level I and Level II fieldwork and other real life experiences provide the student the opportunity to apply theoretical knowledge, critical thinking skills, and interactive capabilities necessary to serve individuals and populations. The academic courses and the fieldwork experiences all emphasize professional socialization and development in addition to principles of occupational therapy practice. The expectations for professional behaviors are explicit. A variety of opportunities are provided that enable the student to understand and appreciate the attitudes congruent with the core values of the profession. Students are given feedback spontaneously as well as in written form at midterm and at the end of the semester.

In the first year of the professional program, students are introduced to the foundation principles and concepts of the profession in the Foundation Principles of Occupational Therapy course. To support the understanding of humans and health-disability, the Health Conditions I course provides a framework for examining the impact of injury, disease and the environment on occupational performance and begins to examine the health conditions primarily influenced by lifestyle choices. Students are introduced to case studies and problem based learning strategies as a means to evaluating the impact of the condition on participation. Students examine the wellness-disability continuum and begin the process of evaluation- intervention-discharge-advocacy for well populations in Evaluation and Intervention I.

The Human Occupation I course explores occupational roles across the life span and personal and public meanings of occupation. The relationships among occupation, health, well-being and satisfaction is examined in the level I fieldwork which is part of the Evaluation and Intervention I course.

The spring semester introduces students to the wide variety of contexts in which occupational therapy services can be delivered in the Contexts of OT Service Delivery course. Students examine community based populations in need of service and at risk through Evaluation and Intervention II. Faculty take an active role in providing supervision for students in community settings that do not have current occupational therapy services. Students explore group influence on occupation in Occupation II and continue to examine health conditions typically seen in community settings in Health Conditions II.

In summer year 1, students take a Research Methods course to build the foundation for understanding research. Students learn basic research design and how to evaluate and critique research studies. By the end of the semester, students select a research project and a faculty mentor to assist in the development of the project. Students and faculty focus on collaborative research initiatives that support clinical practice. The Client Factors I: Sensory Motor course focuses on body functions and structures impacting occupational performance and establishes a foundation for exploring evaluation and intervention of clients with complex dysfunction.

In the second year of the professional program, students continue to examine the impact of health conditions on disability. Students continue the process of problem based learning regarding conditions to increase knowledge of the wide range of health conditions impacting occupational performance in Health Conditions III and IV. The Client Factors II course supports the understanding of body functions and structures influencing cognitive and perceptual function. The Evaluation and Intervention III and IV courses consider the impact of injury, disease and developmental issues with an increasing complexity. The courses assist

students to gradually build a repertoire of theories, models and frames of reference used in occupational therapy practice and intervention. Level I fieldwork continues to be an integral part of Evaluation and Intervention III and IV. Students are provided with interactive experiences with a variety of age groups, a variety of disorders and in diverse settings. Faculty and clinical instructors serve as role models and assist students to critically examine their learning experiences. In year 2, students design and implement a beginning level research in the Research Project I and II courses. With a growing knowledge base for evaluation and intervention, students begin the development of population based planning and intervention in the Program Planning for Populations course. The Management Principles course that ends the second year of study provides students with specific management skills needed to evaluate services and contexts.

In the final six months of the program, the occupation thread considers environmental and technological adaptations used in promoting performance as well as community resources necessary and available for best performance of the client. The Research Project III course enables students to disseminate their research findings and demonstrate an understanding of research concepts and principles and to communicate the role and value of research in occupational therapy practice. Students further synthesize information about evaluation, intervention, discharge and advocacy processes through Level II Fieldwork. The fieldwork sites are varied to represent traditional and emerging practice areas. Level II fieldwork takes place the later portion of the fall semester and the beginning of the spring semester. The faculty assumes a liaison role with students and work closely with the clinical sites. The faculty takes an active role in assisting students to build the connection between academic content and the variations in practice. In addition, the faculty liaison serves as a support and resource to the clinical educator to enhancing best practice experiences for the students. The program faculty may serve as onsite supervisors in the community settings where occupational therapists are not currently available in compliance with the Standards of Education for Occupational Therapy Education. Faculty and/or

clinical instructors serve as active role models in the sites to develop clinical reasoning and explore uncertainty.

The students return to campus after completing their second Level II Fieldwork experiences. The Graduate Symposium is an integrative experience designed to assist students in evaluating their clinical experiences, integrating academic and clinical experiences and reflecting on personal and professional competencies. The Practice Specialization course examines emerging practice arenas and specialization. Students are given an opportunity to explore areas of interests and further examine the trends influencing the evolution of occupational therapy practice. Summative examinations are part of each year to evaluate student learning and a final comprehensive exit examination in the Graduate Symposium course is used to measure students integrated knowledge of the curriculum.

1. Baum, C.M., & Law, M. (1997). Occupational therapy practice: focusing on occupational performance. *American Journal of Occupational Therapy*, 51, 277-288.
2. Yerxa, E., (1998). Health and the Human Spirit for Occupation. *American Journal of Occupational Therapy*, 52,412-418.

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Occupational Therapy Professional Program

Occupational therapy is a health profession providing service to individuals of all ages whose abilities to function physically, mentally, socially, and cognitively have been impaired by injury, illness, developmental problems, or aging. Occupational therapy treatment enables a patient/client to maximize performance of skills required in daily living and in pursuit of work and leisure time activities. The occupational therapist serves a broad population in a variety of settings such as hospitals and clinics, rehabilitation centers, long-term care facilities, sheltered workshops, schools, camps, homes, and community agencies.

Beginning January 2007, occupational therapy educational programs will only be accredited at the post baccalaureate degree level. In compliance with the accreditation requirement, the Department of Occupational Therapy offers a combined Bachelor of Science in Health Sciences and a Master of Occupational Therapy degree. The B.S. in Health Sciences is a pre-professional degree designed to prepare students to enter the Master of Occupational Therapy (M.O.T.) program at Chicago State University. The combined B.S./M.O.T. curriculum allows students to begin professional study in occupational therapy as an undergraduate student and supports the transition to a post-baccalaureate degree in occupational therapy. Students who have a bachelor's degree and the required pre-requisites can apply directly to the M.O.T. program.

Admission as an Undergraduate Student

1. Meet the general admission requirements of the university.
2. Declare health sciences: pre-occupational therapy as a major.
3. Successfully complete the required university placement examinations and courses in English,

mathematics, reading and the federal and state constitutions.

4. Complete all pre-requisite courses with a grade of "C" or higher before beginning professional coursework. Prerequisite courses required for admission can be repeated only once when the original grade is D or F. The anatomy and physiology courses must be taken within five years of admission to the professional program.
5. Have a minimum cumulative grade point average (G.P.A.) of 3.0 on a 4.0 scale. A limited number of students with a G.P.A. of 2.9 to 2.99 may qualify for conditional admission. Conditional admission status is removed when a student achieves a semester G.P.A. of 3.0 or better in the professional occupational therapy program.
6. The Occupational Therapy Program application and all related documents must be submitted to the department office by the defined deadline.

Admission as a Graduate Student

1. Students applying to the School of Graduate and Professional Studies must hold a bachelor's degree from an accredited college or university with a grade point average of 3.0 or better (on a 4.0 scale) in the final 60 semester credit hours of undergraduate and/or graduate courses.
2. A limited number of applicants with a G.P.A. of 2.90-2.99 may be granted conditional admission. Conditional admission status is removed when the student achieves a semester G.P.A. of 3.0 or better in the professional occupational therapy program.
3. Completion of pre-requisite courses (Anthropology or Sociology, Statistics, Developmental Psychology, Abnormal Psychology, Introduction to Computer Science, Human Anatomy, Human Physiology, Cadaver Lab and Introduction to O.T.) with a grade of "C" or better before beginning professional coursework. The anatomy and physiology

courses must be taken within five years of admission to the program.

4. The Occupational Therapy Program application and all related documents must be submitted to the department office by the defined deadline.

Admission to the Professional Phase of the Program

Admission to the professional program is based on completion of the department application packet and acceptance by the admissions committee. The application packet includes:

- Submission of a completed Occupational Therapy Department application and a current evaluation of credits. All applicants are strongly encouraged to review admission eligibility with an advisor before applying. An updated evaluation of credits is needed from the Evaluation and Advisement Office for undergraduate students or from the Department of Occupational Therapy graduate advisor.
- Proof of over 40 hours of work experience or community service that demonstrates human service skills. Experience is to be verified using the prescribed form and signed by an appropriate supervising individual. This experience is not limited to the field of occupational therapy.
- Two recommendations on the prescribed form. One of the recommendations must be from an upper division teacher. The other recommendation may be from another upper division teacher or an employer or community service supervisor. Relatives cannot submit recommendations.
- A typed essay of approximately 1000 words on the applicant's reasons for pursuing a career in occupational therapy and how the applicant's human service experience has enhanced or developed their interpersonal skills.
- Interview with the members of the Occupational Therapy admission committee.

Applicants who are not accepted into the program may be invited for an interview with the chairperson to discuss options to strengthen their re-application.

Students are enrolled into the professional program once a year in the fall semester. Class size is limited. Dependent on the number of qualified applicants a waiting list may be created. Applicants placed on the waiting list will be notified of their status and of their rank on this list. If slots become available, applicants on the waiting list will be offered admission in rank order.

Applications are accepted and reviewed throughout the year. The deadline for submission of application materials is March 15 each year. The department application and all supporting documents are submitted directly to the Department of Occupational Therapy in Library room 132. The application deadline will be extended to June 30, only if admission slots are available.

Advanced Standing for B.S. in Health Science Students

Graduates of the B.S. in Health Sciences program who meet the entrance requirements for the Master of Occupational Therapy will be given preference in admission to this program. Students with a BS in Health Sciences from CSU are eligible for advanced standing in the M.O.T. program.

Advance standing students may be given up to 27 hours of credit for foundational OT courses. In all professional courses, student must earn a grade of "C" or better. In order to receive advanced standing, students must meet the GPA requirement of 3.0 or better for the last 60 hours of credit for admission into the graduate program.

Students with advanced standing will need to complete 56 credit hours of graduate OT courses in order to complete the Master of Occupational Therapy program. No transfer credit will be given for professional coursework in the M.O.T. curriculum. No academic credit is given for work or life experiences in occupational therapy.

Graduation Requirements for B.S. in Health Sciences

In order to graduate with a health sciences degree, all students must complete the University, state and department requirements as mandated. Students must successfully complete all coursework and pass the end of year examination (OT 346) in the first year to be eligible to graduate with a Bachelor of Science degree in Health Sciences. Graduating seniors who have maintained the required G.P.A. must apply to the School of Graduate and Professional Studies to continue in the M.O.T. program.

Graduation Requirements for the Master of Occupational Therapy Degree

Students must complete 83 credit hours that include two twelve week full-time Level II fieldwork rotations and maintain a cumulative G.P.A. of 3.0 or higher. Students must also successfully complete a research project and pass a comprehensive exit examination before the degree can be awarded. Students are responsible for filing an application for graduation with the School of Graduate and Professional Studies before the deadline established for the term in which the student plans to graduate. Upon completion of all academic and fieldwork requirements, students will be eligible to sit for the national certification examination given by The National Board for Certification in Occupational Therapy (NBCOT).

Progression and Retention Policies

Once a student enters the professional phase of the program, the following policies apply to

progression through the program:

- The M.O.T. curriculum requires completion of 83 credit hours of course work that includes level I and level II fieldwork. Full time students can complete the program requirements in 2 ½ . Part time study may be completed in 3 ½ but does require full time study during the last year.
- Any interruptions or repetition of coursework will result in an extension of the total length of the program. To ensure timely completion of the program course sequences must be followed. Students who drop a professional level course for any reason resign their status as a professional level student. Re-admission will be by consent of the program chairperson and the admissions committee.
- Progression of students is based on the successful completion of all courses with a grade of C or better and demonstration of proficiency in identified performance competencies
- Students in the M.O.T. curriculum must maintain a 3.0 (B) average each semester and receive a passing grade in all Level I and Level II fieldwork. Any grade of “D” or “F” must be repeated. Students needing to repeat a course will be placed on a part-time status.
- Students may receive only a limited number of “C” grades according to the graduate school policy. Students may be required to repeat a course in order to meet graduation requirements. Professional courses may be repeated only one time for a grade of “B” or higher.
- The fieldwork component of the M.O.T. curriculum is an integral part of the student’s overall educational experience. Placements are made in a variety of traditional settings and emerging areas of practice. Students have four semesters of level I fieldwork experience. Level I fieldwork is one day a week for ten weeks of each semester. Level II fieldwork experiences are completed during the last year of the M.O.T. program. Level II fieldwork involves

two 12 week fulltime affiliations. Completion of the graduate research project is required before beginning level II fieldwork. All level II fieldwork experiences must be completed within 24 months following the completion of 67 hours of professional course work.

- All students must successfully pass the end of year examinations in Evaluation and Intervention II (OT 346) and Evaluation and Intervention IV (OT 426). The comprehensive exit examination given in the Graduate Symposium course (OT 495) must be passed prior to graduation.
- All degree requirements must be completed within 6 years from the date of initial enrollment in the M.O.T. program.

Probation and Dismissal Policies

Probation is defined as written notification of the student's current status in the professional OT program.

- Students with a semester G.P.A. of less than 3.0 will be placed on probation. Students with a G.P.A. less than 3.0 after the third semester of three consecutive semesters will be dismissed from the OT program.
- Students must repeat any fieldwork in which they receive an unsatisfactory (less than 75% or identified cut off score) performance evaluation. Continued unsatisfactory performance on a repeated fieldwork will result in the student being dismissed from the OT program.
- All students must successfully pass the end of year examinations in Evaluation and Intervention II (OT 346) and Evaluation and Intervention IV (OT 426). The comprehensive exit examination given in the Graduate Symposium course (OT 495) must be passed prior to graduation.
- Failure to pass either the cumulative end of year exam or the comprehensive exit examination on

the second trial will result in failure of the course. Only three opportunities will be given for an end of year examination and the comprehensive exit examination.

- Any course with a grade of "D or F" must be repeated. Students needing to repeat a course will be placed on probation. Repeated failure of the same course will result in dismissal from the program.
- Students who receive a final rating of unsatisfactory on the department's professional behavior checklist, violate the standards of student conduct or ethical practice including plagiarism in the academic and/or clinical education programs will result in the student being placed on probation. Repeated unsatisfactory professional behavior checklist ratings, ethical violations or ethical/legal misconduct that endangers or creates potential harm to students, client, academic and clinical faculty are grounds for dismissal from the program. Standards of ethical and behavior are outlined in the AOTA Code of Ethics and the University Policy on Student Conduct.

Contracts are established for students placed on probation in consultation with the program director and their academic advisor, which outlines the requirements for successful progression in the professional program. Failure to meet the requirements of the contract can result in dismissal from the program.

Occupational Therapy Courses

- 201 Introduction to Occupational Therapy (3) Lecture/Field/4/**
An overview of occupational therapy philosophy, principles, and practice is presented. May include experiential learning activities as well as field observation of community based occupational therapy programs.
- 302/G Foundation Principles in Occupational Therapy (3)**
Prerequisite: Admission to the professional program
Examines the philosophical base and historical development of occupational therapy and the impact on current OT practice. Establishes a foundation for how theory, frames of reference and models guides occupational therapy practice.
- 305/G Contexts of Occupational Therapy Service Delivery (2)**
Prerequisite: OT 302/G
Examines the contextual influences of service delivery models and systems on the practice of occupational therapy. Explore the occupational needs of populations within the context of their physical, social and cultural environments.
- 345/G Evaluation & Intervention I: Occupational Performance Across the Life-span (5) / Lecture/Lab/Fieldwork Experience/10/**
Prerequisite: Admission to the professional program and co-requisite OT 363/G
Introduction to client centered approaches to evaluation, intervention, discharge and advocacy directed towards restoring, maintaining and promoting occupational function in individuals and populations. Emphasizes the range of human performance across the life span and the influences of contexts in well populations. Includes level I fieldwork.
- 346/G Evaluation & Intervention II: Developmental, Behavioral, and Cognitive Frames of Reference (5) / Lecture/Lab/Fieldwork Experience /10**
Prerequisite: OT 302/G, 345/G and co-requisite OT 364/G
Continuation of Evaluation I. Emphasizes the use of developmental, behavioral and cognitive frames of reference within OT process to restore, maintain and promote occupational function in individuals and populations. Includes level I fieldwork.
- 358/G Human Occupation I (3) Lecture/Laboratory**
Prerequisite: Admission to the professional program
This course defines and explores occupation and how it is impacted across the life span. Emphasis on task analysis and how occupation creates meaning and influences health within various contexts.
- 359/G Human Occupation II (3) Lecture/ Laboratory /4**
Prerequisite: OT 358/G
Continuation of Human Occupation I. Course focus is on group process, leadership and planning occupation based interventions.
- 363/G Health Conditions I (3)**

Prerequisite: Admission to the professional program and co-requisite OT 345/G

Analysis of a variety of health conditions that result from lifestyle choices and chronic illness and the impact on occupational performance. Includes terminology, etiology, symptomology, prognosis and appropriate interventions. Course involves case studies and problem based learning.

364/G Health Conditions II (3)

Prerequisite: OT 345/G, OT 363/G and co-requisite OT 346/G

Continuation of Health Conditions I. Emphasis on health conditions related to genetics, development and behavioral health of individuals served in the community and the effect on occupational performance. Course involves case studies and problem based learning.

398 Certification Exam Review (1-3)

Pre-requisite: Senior standing and consent of the program chair

Comprehensive review to prepare candidates for the national certification examination.

399 Special topics in Occupational Therapy (1-3)

Prerequisite: Senior standing in professional occupational therapy program or certification as an occupational therapist or consent of program chair.

Course may be repeated for credit under different topics. Occupational therapy related topics of current interest and significance.

405 Research Methods in Occupational Therapy (3)

Prerequisite: OT 302/G, OT 345/G and OT 358/G

Fundamentals of research methodology and exploration of the qualitative and quantitative methods used in occupational therapy. Emphasis on critical analysis of research necessary for evidenced based practice.

410 Client Factors I: Sensory Motor (3) Lecture/Laboratory

Prerequisite: OT 345/G, OT 358/G and 363/G

Examines the neurobiological concepts, Motor and sensory body functions and structures that influence performance of occupations. Compares normal and abnormal sensory motor factors.

411 Client Factors II: Perception and Cognition (3) Lecture/Laboratory

Prerequisite: OT 410

Examines the neurobiological concepts of cognition and perception, and its influence on performance. Normal and abnormal cognitive and perceptual function will be explored.

415 Research Project I: Project Definition (3)/ Independent Study

Prerequisite: OT 405

Focuses on defining a researchable question, constructing a rationale, conducting an independent literature review, formulating a hypothesis and identifying method of study for a beginning level research project in collaboration with a faculty member.

416 Research Project II: Research Data Collection (3)/ Independent Study

Prerequisite: OT 415

Continuation of Research Project I. Emphasis on implementing methodology, data collection, data analysis and formulating initial conclusions. This course may be repeated once for a total of 6 hours of credit.

417 Research Project III: Dissemination of Research (2)

Prerequisite: OT 416

Continuation of Research Project II. Scholarly presentation of research project and critique of how projects contribute to the body of knowledge in occupational therapy

425 Evaluation & Intervention III: Biomechanical, Sensory Processing & Rehabilitative Frames of Reference (5) Lecture/Lab/ Fieldwork Experience / 7

Prerequisite: OT 305/G, OT 346/G, OT 359/G, OT 410 and co requisite OT 435

Continuation of Evaluation and Intervention II. Emphasizes the use of biomechanical theory, sensory processing and rehabilitative frames of references within OT to restore, maintain and promote occupational function in individuals and populations. Includes level I fieldwork.

426 Evaluation & Intervention IV: Neurodevelopmental, Motor Control, Motor Learning & Multicontext Treatment Frames of References (5)/ Lecture/Lab/Fieldwork Experience /7

Prerequisite: OT 411, OT 425, OT 435 and co requisite OT 436

Continuation of Evaluation and Intervention III. Emphasis on neurodevelopmental, motor control, motor learning and multicontext treatment frames of references within OT to restore, maintain and promote occupational functioning using a client centered approach. Includes level I fieldwork.

435 Health Conditions III (3)

Prerequisite: OT 346/G, OT 364/G, and co-requisite OT 425

Continuation of Health Conditions II. Emphasis on health conditions associated with trauma, neuromuscular disorders, systemic conditions or psychiatric diagnoses and how they effect individuals as they engage in occupational performance. Course involves case studies and problem based learning.

436 Health Conditions IV (3)

Prerequisite: OT 425 , OT 435 and co-requisite OT 426

Continuation of Health Conditions III. Emphasis on health conditions associated with severe trauma, multiple system disorders and end of life issues and how they effect individuals as they engage in occupational performance. Course involves case studies and problem based learning.

440 Program Planning for Populations (2)

Prerequisite: OT 305/G

Determine programmatic needs and resources necessary for effective occupational therapy service delivery. Plan and develop occupation-centered programs for populations across the health and illness continuum.

445 Management Principles in Occupational Therapy Practice (2)

Prerequisite: OT 440

Analyze how management principles are applied to the delivery of occupational therapy services.

Discuss management roles and functions including professional ethics and use of technology.

450 Human Occupation III: Technology (3) Lecture/Laboratory

Prerequisite: OT 359/G

Methods of selecting and adapting technology to promote participation in occupation. Includes the selection of specific high and low technologies as well as methods for adapting, customizing and teaching necessary to incorporate technology into daily routines.

460 Level II Fieldwork – Rotation I (5)

Prerequisite: OT 41, OT 426, OT 436 and OT 450

In-depth practical experience in the evaluation and intervention process of occupational performance with individuals and populations.

461 Level II Fieldwork – Rotation II (5)

Prerequisite: OT 460

In-depth practical experience in the evaluation and intervention process of occupational performance with individuals and populations.

470 Practice Specialization in Occupational Therapy (3) Lecture/Laboratory

Prerequisite: OT 461

Introduces specialization and emerging areas of practice in occupational therapy

495 Graduate Symposium (3)

Prerequisite: OT 461

A capstone course that integrates the process of evaluation and intervention of OT practice for individuals and populations. Students required to critique their knowledge, fieldwork experiences and the impact on their preparation as a professional. This course includes a comprehensive exit examination.

Master's of Occupational Therapy

Fall Semester – Year 1

302/G Foundation Principles in OT	3 hrs
345/G Evaluation & Intervention I *	5 hrs
358/G Human Occupation I	3 hrs
363/G Health Conditions I	<u>3 hrs</u>
	14 hrs

Spring Semester – Year 1

305/G Contexts of OT Service Delivery	2 hrs
346/G Evaluation & Intervention II *	5 hrs
359/G Human Occupation II	3 hrs
364/G Health Conditions II	<u>3 hrs</u>
	13 hrs

Summer – Year 1

405 Research Methods in OT	3 hrs
410 Client Factors I: Sensory Motor	<u>3 hrs</u>
	6 hrs

Fall Semester – Year 2

415 Research Project I	3 hrs
425 Evaluation & Intervention III *	5 hrs
435 Health Conditions III	3 hrs
411 Client Factors II: Perception	<u>3 hrs</u>
& Cognition	14 hrs

Spring Semester – Year 2

416 Research Project II	3
426 Evaluation & Intervention IV *	5 hrs
436 Health Conditions IV	3 hrs
440 Program Planning for Populations	<u>2</u>
	13 hrs

Summer – Year 2

445 Management Principles	2 hrs
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Fall Semester – Year 3

417 Research Project III	2 hrs
450 Human Occupation III	3 hrs
460 Level II Fieldwork Rotation I	<u>5 hrs</u>
	10 hrs

Spring Semester – Year 32

461 Level II Fieldwork Rotation II	5 hrs
470 Practice Specialization in OT	3 hrs
495 Graduate Symposium	<u>3</u>
	11 hrs

* Course includes Level I Fieldwork: One day a week during the day (Tuesday)
 Research Project I and II are independent study to complete research project. Time arranged with

faculty advisor.

**Master of Occupational Therapy
Part-time Option**

Summer Semester –Year 1

302/G	Foundation Principles in OT	3 hrs
358/G	Human Occupation I	<u>3 hrs</u>
		6 hrs

Fall Semester – Year 1

345/G	Evaluation & Intervention I *	5 hrs
363/G	Health Conditions I	<u>3 hrs</u>
		8 hrs

Spring Semester – Year 1

305/G	Contexts of OT Service Delivery	2 hrs
359/G	Human Occupation II	<u>3 hrs</u>
		5 hrs

Summer – Year 1

410	Client Factors I: Sensory Motor	3 hrs
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Fall Semester – Year 2

411	Client Factors II: Perception & Cognition	3 hrs
440	Program Planning for Populations	<u>2 hrs</u>
		5 hrs

Spring Semester – Year 2

346/G	Evaluation & Intervention II *	5 hrs
364/G	Health Conditions II	<u>3 hrs</u>
		8 hrs

Summer – Year 2

405	Research Methods in OT	3 hrs
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Fall Semester – Year 3

425	Evaluation & Intervention III *	5 hrs
435	Health Conditions III	3 hrs
415	Research Project I	<u>3 hrs</u>
		11 hrs

Spring Semester – Year 3

426	Evaluation & Intervention IV *	5 hrs
436	Health Conditions IV	3 hrs
416	Research Project II	<u>3 hrs</u>
		11 hrs

Summer – Year 3

445	Management Principles	2 hrs
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Fall Semester – Year 4

417	Research Project III	2 hrs
450	Human Occupation III	3 hrs
460	Level II Fieldwork –Rotation I	<u>5 hrs</u>
		10 hrs

Spring Semester – Year 4

461	Level II Fieldwork –Rotation II	5 hrs
470	Practice Specialization in OT	3 hrs
495	Graduate Symposium	<u>3 hrs</u>
		11 hrs

- **Last year must be taken as a fulltime day student; Fieldwork II: fulltime day for 6 months**
- Course includes Level I Fieldwork: One day a week during the day (Tuesday)
- Research Project I and II are independent study to complete research project. Time is arranged with faculty advisor

Student Retention Program

The University has several programs to assist students with their academic program and success. These include; the Learning Assistance Center (Lib.315), the Counseling Center (CRSUB-190), and Student Support Services (CRSUB-160). In addition, the college and department has several programs to improve the retention and graduation of students. The departmental retention activities include:

- Mentor programs: The Student Occupational Therapy Association offers a peer mentor program. Students at the professional level may be matched to community-based mentors who are occupational therapists.
- Tutoring programs: Faculty and peer tutors are available for all professional level students. Arrangements for tutoring by clinical faculty are made on an as-needed basis.
- Student Success Workshops: The department holds workshops throughout the semester in conjunction with the college educational counselor on strategies for studying, test taking, and time management. These workshops address skills needed in a professional program and are considered a professional obligation.
- The department assessment plan is an integral part of the retention program. This plan includes explicit statements and measures about student learning outcomes, faculty and curriculum effectiveness. The data from the assessment plan is used to modify the curriculum and monitor the effectiveness of instruction. Data from the program assessments are shared at the student- faculty meetings each semester.
- Advisement: All students receive one-on-one advising throughout the year. The advisor when indicated makes referrals to other resources both within and outside the university.
- The College of Health Sciences has an educational counselor who can work with

students individually and in groups on methods to improve academic performance.

Department Support Systems / Resources

Advising

Each student will be assigned to a faculty advisor. Each student must schedule appointments with your advisor as necessary, but no less than two times each semester to review your class performance, academic records, and professional development. Advisor will maintain their student's advising and program plan to insure that each student meets all the requirements necessary for graduation. In addition, advisement sessions are used to plan each student's course work for the forthcoming semester. Advisors will review student's records and only advisors can sign a student's course schedule or provide a RAP number for registration.

It is the student's responsibility to seek advice and guidance from his/her advisor. In general, advisors are available for advice and guidance on any topic related to the student's education and professional growth. Referrals to other resources both within and outside the university are made when indicated.

Tutoring programs

Faculty and peer tutors are available for all professional level students for tutoring. Students need to make appointments with faculty and peer tutors. Faculty office hours and peer tutor schedules are posted in the OT office. It is the student's responsibility to take advantage of these tutorial sessions and to schedule additional ones if necessary. Students identified by the OT faculty to be "at risk" will be required to attend tutoring sessions. Additional tutors may be available if funds for such personnel are available. A student who is strong in any subject may request to be selected as a peer tutor by contacting the program director. Tutors from the community may also be hired. Arrangements for tutoring by clinical faculty are made on an as-needed basis.

Resource Room/Computer Lab

Library Room 130 is a multi-purpose room. It is a computer lab, class room and a student/faculty resource room. The computer lab is open from 8:30AM to 4:30PM Monday through Friday unless scheduled for a class.

Students are not allowed to save information to the hard drive of the lab computers or download applications. The privacy screens are not to be removed from the computer monitors. Any problems with the computers and/or printer in the lab must be reported to the department secretary. University personnel must do all troubleshooting and repairs. No food or drinks are allowed at the computer stations.

Materials in this room cannot be removed from the room without permission. All books and/or journals must be checked out through the department secretary. The resource room is monitored and inventoried on a regular basis. Misuse of the computers, books or other materials can result in loss of room availability.

University Resources

Paul and Emily Douglas Library

The Paul and Emily Douglas Library maintains a collection of over 387,000 books. A valid CSU ID card is needed to check out materials from cooperating academic libraries. In addition, upon request the Reference Department may issue "info-passes" which will allow use of most libraries and other resource centers within the Chicago metropolitan area. The library also has computer access and resources. A librarian is available to assist students to access resources. Students can access library databases from home through remote access using CSU user ID and password.

Academic Computing Center

The Academic Computing Center is comprised of two open labs. These labs are located in the Douglas Library, Room 122 and the Student Union Building, Room 150. These labs are available to student and faculty for research or instructional use. Additional computers are available in the library near the reference desk and Media Services Department in Library Room 120. Dial-up services are available for off-campus access to electronic mail, Blackboard and the Internet. All registered students are issued a user ID and password upon request to access these applications.

Academic Support Program (CRSUB 158)

The Academic Support Program assists students with qualifying examinations, study and learning skills, counseling and personal development. Students can contact the office directly at (773) 995-4510 or may be referred by faculty.

Counseling Center (CRSUB 190)

The center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods, group workshops on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, addictions, self esteem

development, managing depression, test anxiety, and other issues and topics. Referrals for services outside the university are made when long term psychotherapy or alcohol and substance abuse treatment is indicated. Students may contact the office directly at (773) 995-2383 or may be referred by faculty.

College of Health Sciences Educational Counselor (BHS 425)

The educational counselor provides assistance on study skills, test taking and other strategies for academic success in professional programs. The student may contact the counselor directly at (773) 995- 3846 or may be referred by the faculty.

Learning Assistance Center (Lib. 315)

Students may come to the center for free tutoring in English, Mathematics, Accounting, Biology, Chemistry, French, Physical Science, and Spanish. Students must make appointments to receive tutoring services. The telephone number is 773-995-2273.

Wellness/Health Center (ADM 131)

The Chicago State University Wellness/Health Center is a comprehensive health and educational resource for the campus community. The center provides primary health care and wellness programs, encourages students, faculty and staff to develop healthy lifestyles, serves as a health consultant and referral resource, and acts as a liaison for health issues that affect the university community. Students may be seen by a primary care provider by appointment for a nominal fee with a valid Chicago State University identification card. All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Immunizations needed to comply with registration and the immunization law are also available through the Wellness/Health Center. Handicapped or physically disabled persons may receive assistance in securing parking decals by having the appropriate medical documents in the Wellness/Health Center. The telephone number is

(773) 995-2010.

Abilities Office (CRSUB 192)

The Abilities Office provides services to students with disabilities. Students with a verified disability can receive a variety of services to assist with their academic activities. The telephone number is (773) 995-4401.

Bookstore (RUC A & B)

The bookstore is located in the Robinson University Center on the ground floor. This bookstore carries texts for HSC and OT courses. Textbooks are also available in many private bookstores in the community or online. Book vouchers are available in the bookstore at the beginning of each semester.

Food Service

The cafeteria is located on the first floor in the southeast corner of the Cordell Reed Student Union Building. The cafeteria serves hot and cold meals, soft drinks, and snacks. The cafeteria is open from 7:30 a.m. to 10:15 a.m., 11:00 a.m. to 2:15 p.m., and 3:00 p.m. to 8:15 p.m. during the fall and spring semesters. Vending machines are located in each building except the Douglas Library Building. Additionally, along 95th street within several blocks of the university are fast food eateries such as Wendy's, Burger King, and Popeye's.

Cashiers Office (ADM 211)

The Cashier Office provides a variety of services such as bus passes, notary public, postage stamps in addition to being the office where students make all payments to the University. The Cashier Office is located on the second floor of the Cook Administration Building.

Parking

Parking facilities on campus are \$3.00 per entrance to the university. Parking decals are

available through CSU Cashier. Parking cards can be purchased by semester for \$56 per semester or for the year at \$112.

Student Activities (CRSUB 260)

The student newspaper Tempo is available on the first floor of each building. It is published monthly during the regular semester schedule. Student activities are announced in the newspaper as well as through Up to The Minute flyers posted throughout campus and in the OT department office. The Office of Student Activities is located in CRSUB Room 260.

Professional Associations

American Occupational Therapy Association (AOTA)

AOTA is the national professional organization representing occupational therapy interests at appropriate forums including, federal government, other professional associations and various other national planning boards and health agencies. The association advances and protects the interests of occupational therapy profession through setting standards for educational programs at the professional and associate levels, developing standards for practice, promoting scholarly activities and professional development, advocacy and research. A student member has several benefits including subscription to American Journal of Occupational Therapy (AJOT), membership in ASCOTA, reduced rates for conferences etc. Students are urged to become a member. The website is www.aota.org.

American Occupational Therapy Foundation (AOTF)

AOTF is the national professional association that provides leadership in advancing the practice of OT through education and research. AOTF ensures that society and the nation's health care system recognizes and values the benefits of occupation. Scholarships are offered to students, practitioners and faculty for research that enhance occupational therapy. The website is

www.aotf.org.

World Federation of Occupational Therapists (WFOT)

WFOT represents and promotes global issues and interests of the occupational therapy profession. Once every few years WFOT organizes and conducts world congress of occupational therapists at different parts of the world. It is desirable to become a member of WFOT. The website is www.wfot.org.

Illinois Occupational Therapy Association (IOTA)

IOTA represents Illinois occupational therapist and occupational therapy assistants interests at the regional, state and national levels. It provides a forum for professional discourse and scholarly activities in the state. Most importantly, IOTA serves as a safeguard for Occupational Therapy practice in the State of Illinois. All the students are urged to become members of IOTA. The website is www.ilota.org.

Links to the professional associations are located on the Department of Occupational Therapy website located at www.csu.edu/occupationaltherapy

Student Associations

Student Occupational Therapy Association (SOTA)

SOTA is open to all students at the professional and pre-professional levels. Elected officers conduct the affairs of SOTA under the guidance of faculty advisor. It provides a forum for all students to discuss professional issues and to learn leadership skills. A copy of the by-laws is available in **Appendix I**.

American Student Committee of the Occupational Therapy Association (ASCOTA)

ASCOTA provides a forum for student members of AOTA to give input into AOTA governance.

Each educational program sends representatives to ASCOTA and promotes their participation in various meetings of the organization. This is an excellent forum for developing leadership skills and becoming more involved with professional issues. All students are encouraged to part-take in the activities of ASCOTA.

Professional Requirements for the Practice of Occupational Therapy

Certification

Graduates of the program will be eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Detailed information about the certification examination may be obtained from NBCOT and applications to take the examination can be completed online. The NBCOT telephone number and address is 800 S. Frederick Ave, Suite 200, Gaithersburg, MD 20877-4150; Telephone (301) 990-7979; Fax (301) 869-8492. The website is www.nbcot.org.

As part of the application, students must submit an official transcript that confirms their graduation from the Occupational Therapy Program which can be requested at the Office of Records and Registration in Cook Administration Room 128. A felony conviction may affect a graduate ability to sit for the NBCOT examination or attain a state license. Individuals can now have their backgrounds reviewed before entering and completing an educational program by requesting an early determination review from NBCOT. It is recommended that the NBCOT website be reviewed for more information.

Licensure

After successful completion of the certification examination, the individual will be an Occupational Therapist, Registered (OTR®) and will be fully qualified to practice professional occupational therapy, upon completion of

application for license in selected states, including Illinois. In Illinois, the Illinois Department of Financial and Professional Regulation (IDFPR) regulates the practice of occupational therapy. The address and telephone number for IDPR is 320 W. Washington Street, Springfield, IL. 62786; Telephone (217) 782-8556. The website can be found at www.idfpr.com.

A student who completes all requirements for graduation and is eligible to apply for NBCOT certification examination can submit an application to IDFPR for license at the time of submitting application for the certification examination as a candidate by acceptance of examination. A graduate whose application for license has been entered into the IDPR system may start employment and work until successfully completing the first eligible certification examination. The graduate must stop work immediately if unsuccessful in passing the certification examination and seek advice from IDFPR. In Illinois, it is an illegal practice to work as an occupational therapist without a license or an approved application on file.

License application forms can be downloaded from the IDFPR website. The portion of the form "Certification of Education" is to be completed as follows:

1. Eligible candidates should complete the "Section for the Applicant", then sign and submit the form to the Office of Records and Registration, Cook Administration Building.
2. The Office of Records and Registration will complete the form under the sections "For School Official" and send it to the chair of the OT program
3. The OT program chair will complete section "O" of the form; sign it and return it to the Office of Records and Registration.
4. The Office of Records and Registration puts the official seal on the form and issues it to the candidate.

Candidates with Criminal Records

Candidates applying for the NBCOT certification examination must answer each of the following questions on the application: 1) Have you ever

been charged with or convicted of a felony? 2) Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board? and 3) Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another? If the answer to any of the above questions is “yes”, the candidate must submit detailed information to NBCOT’s Regulatory Affairs Department for review. NBCOT will review all information submitted on an individual basis before eligibility to take the certification examination is determined. An “early determination” program is available for candidates prior to applying for the examination. Please see the NBCOT website (www.nbcot.org) for details.

Any questions a candidate may have regarding whether or not there would be problems being licensed in a field should contact the state regulatory entity in the state where the candidate intends to practice. In the State of Illinois the Department of Financial and Professional Regulations is the regulatory agency. Please refer to their website at www.idfpr.com for details.

Department Policies and Procedures

Professional Behavior

During each course, each student will be evaluated on classroom performance using the program's professional behavior checklist. Please see Appendix II for a copy of the professional behavior checklist. The behavior checklist is to assist each student to develop as a competent and caring professional. In order to progress through the program it is necessary to demonstrate satisfactory and/or emerging skills in professional behavior. An unsatisfactory in any item on the final rating of the checklist will result in the student being placed on probation.

The faculty advisor will present the faculty's evaluation of the student's professional behavior during midterm and the final week of the semester. The advisor will discuss strengths and concerns raised by the faculty with the student. Students also use the checklist as a self-assessment tool.

All students are expected to maintain professional behavior and conduct at all times. Students found in violation of ethical practices and university policy on student conduct can be placed on probation. Repeated violations or misconduct that endangers or creates potential harm to others can be grounds for dismissal. The AOTA Code of Ethics is found in Appendix III and each student is given a copy of the university policy of student conduct at the new student orientation.

Attendance

In addition to the University rules on attendance, students are required to attend each class for the total period. Attendance is taken in each class and at meetings. It is the responsibility of the student to **communicate directly** with the faculty and/or to the clinical instructor of the facility where the student is assigned, regarding an unavoidable absence. Tardiness is not acceptable.

It is the responsibility of the student to seek and obtain all course materials and other necessary

information missed due to absence or any other reason. It is recommended that students have a "buddy" who can pick up copies of handouts. Excused absences must be substantiated with appropriate documentation. Failure to attend a minimum of 80% of all classes will result in a failing grade for the course. Students who miss fieldwork will be required to make up the time. The faculty or clinical instructor will determine the make-up arrangements for fieldwork.

Absences and tardiness can affect your grade and Professional Behavior Checklist. It is departmental policy that all assignments are due at the beginning of the class session. Two percent (2%) of the assignment points will be deducted from assignments handed in after class begins. Five percent (5%) of the assignment points will be deducted for each day an assignment is late. All late assignments must be date stamped and placed in faculty mailboxes. Zero points will be given for any assignment handed in after 7 days unless an extension is given due to excused absence. All assignments must be completed for fulfillment of the learning process and to receive feedback.

Students with Disabilities

Students with disabilities who require reasonable accommodations to fully participate in a course should notify the instructor within the first two weeks of the semester. Students must be registered with the Abilities Office of Disabled Student Services, CRSUB Room 190, (773) 995-4401.

Communication Protocol

All students should follow the appropriate channels of communication to address concerns and issues while in the program. Concerns regarding a specific course should first be addressed with the course instructor(s). If concerns continue, they should be brought to the attention of the program director. If you feel your concerns are not addressed by the program director, the student can speak to the Dean of the College of Health Sciences located in BHS 607. The Office of the Dean can be reached by telephone at 773-995-2839. Faculty advisors and

the program director are available when necessary to discuss concerns and issues related to education and professional growth.

Email Accounts

Each student receives a CSU email account after being admitted to the university. Students are responsible for checking their email on a regular basis. Students can merge their CSU account with their private email account through preference commands. Assignments can be emailed **only** with permission of the instructor.

Mailboxes

All students and faculty have a mailbox. Student mailboxes are located in the student room (Lib. 124) and the faculty mailboxes are located in the OT office (Lib. 132). Students are to check their mailboxes daily and are responsible for information placed in the boxes. Any documents left for faculty in their mailboxes must be date stamped. The date stamp machine is located on top of the faculty mailboxes.

Bulletin Boards

The bulletin boards located in the hallways outside the OT classrooms and office provides students and graduates with information about continuing education and job opportunities. Postings of brochures and job advertisements do not reflect an endorsement by the OT Department. The bulletin boards are only for informational purposes.

Dress code

Students are expected to be well groomed and

neatly dressed at all times. The following information defines the dress code:

On Campus:

The classroom policy, up to the discretion of the program faculty, is as follows:

1. Revealing clothing will not be allowed. This includes very low cut tops, tight provocative clothes, very short skirts or very short shorts.
2. Revealing sleeveless shirts, blouses or dresses will not be allowed.
3. Shorts must be at least mid-thigh length when standing.
4. Sweatshirts, sweat pants, T-shirts and jeans are allowed when neat and clean without holes and/or tears.
5. Fingernails should be trimmed close to fingertips for lab activities.
6. Shirts or clothing with profanity or obscene statements are not allowed.

On Fieldwork

Includes all of the above and up to the discretion of the Clinical Instructors. The fieldwork policy is as follows:

7. The following are not allowed: sun dresses, sweatshirts/sweat pants, T-shirts, jeans, tank tops, revealing tops, dress shorts more than two inches above the knee.
8. The following are not allowed for safety reasons:
 - a. No large pieces of jewelry (i.e. bracelets, necklaces, earrings)
 - b. Fingernails should be trimmed close to fingertips
 - c. Socks or hose must be worn at all times
 - d. No open-toed shoes, sandals or clogs except with permission of the clinical instructor

The Occupational Therapy Program reserves the right to require individual students to follow the above guidelines to meet professional requirements related to appearance, health, and safety.

Telephone Usage

The telephones in the department offices and the lab areas are for official use only. Personal calls

must be made from public telephones available at various locations in the campus.

Students can be contacted on campus in case of emergency through the department secretary at 773-995-2366. Electronic devices (telephones, pagers, etc.) MUST BE turned off or on a non-audible setting during class times, fieldwork, and meetings.

Physical Facilities and Resources

The majority of classes and lab experiences will be conducted in Lib. Rooms 125,129 and 130. A student room and lockers are available for student use close to the classrooms. The department secretary assigns lockers. Students are responsible for providing their own locks and removing them before leaving for Level II Fieldwork. The department secretary has a key for all classrooms. Students can request that the department secretary open a classroom.

Lab equipments, supplies, and assessment tools are available for your use during normal business hours. It is expected as part of your professional development, that you take responsibility in caring for these resources, returning items to their proper place and in keeping the physical spaces in a clean and orderly manner. **No student can take department materials off campus without permission of the program director.**

Housekeeping

As students will be spending a considerable part of their daily hours in the OT classrooms, these rooms are like your living space. Everyone in the department shares responsibility in keeping the rooms clean and in proper order.

The refrigerator in the student room is for student use. Items are tossed after one week if not labeled by the department secretary. Students are responsible for cleaning the kitchen area after each use. Individual faculty members will develop and implement plans for student involvement in appropriate responsibilities related to the use of the classrooms including housekeeping tasks.

Grading Scale

The grading scale for the professional program is as follows:

A = 90 – 100%

B = 80 – 89%

C = 75 – 79%

D = 70 – 74%

F = 69% and below

Students found to be involved in academic misconduct will receive an “F”. Academic misconduct as outlined in the Handbook of Student Conduct. All students must earn a grade of “C” or better in all coursework. A 3.0 grade point average is required to graduate from the MOT program.

Examinations

All examinations must be taken as initially scheduled. If a student misses an exam or quiz, the student may take a make up exam at the discretion of the instructor(s). A make up exam is **NOT** an automatic guaranteed option.

All students are required to successfully pass the end of year examinations in OT 346 and OT 426 and a comprehensive exit examination in OT 495. Students must score 75% on each examination to pass. Students must successfully pass their examinations to proceed in the program or to graduate. Students who are part time study plan must complete all courses incorporated into each exam before being eligible to take the exam.

Students may retake the exam once but failure to pass the examination results in failure of the course in which it is scheduled. Students who do not pass a course due to failure of the end of year exam or comprehensive exit exam must re-enroll in the course for remediation. Students only have a total of three opportunities to pass an end of year examination or the comprehensive exit examination.

Blackboard Online:

The OT department uses the Blackboard distance learning system to supplement classroom instruction. The Blackboard system can be accessed through CSU Online link on the CSU homepage. A tutorial is available in Blackboard and students are oriented to the system during new student orientation. Many course exams and the end of year examinations are given through the Blackboard system.

Research

Students work with faculty on collaborative research projects. To insure protection of human subjects, all students must complete human subject training. Information regarding the university's policies on human subject research and policies on the research approval process are available on the CSU website on the Graduate School website www.csu.edu/irb/.

Health Policies

It is expected that all students abide by the health policy of the University and/or the fieldwork sites. These policies include:

1. **Yearly check-ups and completed medical forms signed and dated by a physician.**
2. **Proof of Tuberculosis Test:**
 - a Tuberculin skin test (PPD) done in the past 12 months. Some fieldwork sites require a test within six months of beginning fieldwork.
 - b If PPD is positive (+), result of chest x-ray (CXR) must be provided. Initial CXR must have been done within the past 12 months and subsequent ones done every two years.
3. **Immunizations:**
 - a. Measles, Mumps and Rubella (MMR): At least **TWO** doses **OR** blood titer demonstrating proof of immunity.
 - b Tetanus (TD): Proof of one booster in the last **TEN** years.
 - c. Chicken Pox (Varicella): Blood titer

showing proof of immunity or proof of immunization.

- d Hepatitis B: Some fieldwork sites require that students have immunization against hepatitis. It is good to plan ahead and make sure that you meet this requirement. It requires a three shot series. Consult with your doctor when you go for your physical examination and/or immunization.
- e. It is possible that some fieldwork sites may require additional stipulations regarding health status, before they accept students.

All health records are kept in a locked file cabinet in the fieldwork specialist office. Access to records are limited to the fieldwork coordinator and fieldwork specialist. For health information to be made available to a fieldwork site, students must sign a release of information agreement. Health documents needed by fieldwork sites are mailed and cannot be faxed.

Criminal Background Check

Many fieldwork sites require a criminal background check. The University Police Department completes criminal background checks for \$20.00. The university police provide the department with a notice statement as to whether you do or do not have a felony conviction or arrests. This record is kept in the individual student file. No other specific information is shared with the OT department. This notice is made available to fieldwork sites with the student's written consent.

Malpractice Insurance

Students are expected to purchase group malpractice insurance for the duration of the educational program including fieldwork. Currently the cost is \$15.00 each year. A money order made out to CSU is submitted to the office secretary each year by June 30.

Use of Equipment and Supplies

Students are responsible for reading the department policy and procedure manual for use of equipment and supplies prior to engagement in lab activities. All students are responsible for maintaining lab areas for safe and efficient use. Any broken equipment should be reported to the faculty and department program director immediately.

Meetings and IOTA Conference

All students are expected to attend scheduled meetings and activities of the department, college and the University. These include student faculty meetings which are scheduled once each semester, and regularly scheduled SOTA meetings. Students will receive advance notice of other scheduled meetings. All the students are required to attend the IOTA Fall Conference at least one day as a professional obligation.

each year.

- Malpractice liability insurance premium each year.
- Proof of health insurance
- Required texts, test instruments and supplies including course packages
- Yearly subscription to the American Journal of Occupational Therapy (AJOT)
- Transportation to fieldwork experiences and field trips
- Name tag and lab coat
- State occupational therapy conference fees
- Maintaining a current CPR certification
- Laboratory fee when required
- Criminal background check fee

Miscellaneous Expenses

All students admitted to the professional program must assume responsibility for expenses in connection with the academic program, including:

- A current CSU medical and dental form completed with immunization and TB test/X-ray by the end of the second week of August

FIELDWORK

Fieldwork (FW) experiences are an integral component of the educational experiences for an occupational therapy student. These experiences are intended to provide the student with an opportunity to integrate academic knowledge with practice competencies and allow him/her to

practice and refine skills in all components of the occupational therapy process, including evaluation, intervention planning and implementation, documentation, communication and professional development. There are two levels of fieldwork experience, Fieldwork I and Fieldwork II.

Level I Fieldwork

Level I Fieldwork (FW I) experiences are designed to enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process. The goal of FW I is to introduce the student to the fieldwork experience, develop a basic comfort level with and understanding of the needs of clients.

FW I experiences are incorporated in OT 345, OT 346, OT 425 and OT 426 (see description under OT Courses) and are offered in conjunction with occupational therapy process and theory content. Students are scheduled one day/week for each course for a minimum of ten weeks of the semester. The times for the experiences will vary with each site but each student must plan to be available a full day. The experience is designed to parallel the rigor, intensity, and appropriateness in terms of the students' professional development. The type of settings will vary, but the intent is to grade the experiences with people of all ages and varying health status. Some examples of the sites are day care centers, retirement homes, childcare centers, schools, hospitals, outpatient clinics, nursing homes, community treatment centers. Level I experiences can be supervised by a variety of qualified personnel such as but not limited to occupational therapy practitioners, OT faculty, nurses, social workers, and teachers.

Level II Fieldwork

The purpose of Level II Fieldwork (FW II) is to provide 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. It is recommended that the student is exposed to a variety of clients across the life span and to a

variety of settings. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice and to develop professionalism and competence as career responsibilities. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. A minimum 24 weeks of full-time Level II Fieldwork is required.

Level II Fieldwork provides a synthesizing experience in the delivery of occupational therapy services. Students are scheduled on a full-time basis according to the site requirements. All fieldwork experiences must be completed no later than 24 months following the completion of 67 hours of academic preparation. The fieldwork experiences take place in a variety of traditional and non-traditional settings with clients across the life span. The settings provide a opportunity for evaluation and intervention implementation, encourage professional and personal growth and provide experiences that promote occupation based practice. Students in Level II Fieldwork are supervised by certified occupational therapists with a minimum of one-year experience and initial certification.

In settings where there is no occupational therapist on site, the program will develop a plan with the site to insure adequate supervision by an onsite supervisor and for the provision of OT services. The CSU OT department will provide a minimum of six hours of occupational therapy supervision a week including direct observation of client interactions. Occupational therapy supervisors will be readily available for communication and consultation throughout the hours the student is on site.

Fieldwork Responsibilities

All occupational therapy faculty are involved in the planning, implementation and evaluation of fieldwork. Responsibilities of faculty may vary from semester to semester with the academic fieldwork coordinator having overall responsibility for both Level I and Level II fieldwork. Listed below are the roles and responsibilities of defined personnel involved with fieldwork.

Academic Fieldwork Coordinator:

A designated faculty member who is responsible for the planning, coordination, and implementation of all fieldwork experiences under the direction of the Academic Program Chair. The academic fieldwork coordinator is responsible for site development, site evaluation, developing objectives and assuring the fieldwork settings are congruent with the program's mission and curriculum design. The academic fieldwork coordinator seeks input from faculty on program needs, site evaluation and student placement as well as keeps the program faculty updated on the student's progress during fieldwork.

Clinical Instructor (CI):

These are qualified personnel located on site responsible for the day to day supervision of the students. The CI provides opportunities for the student to provide occupational therapy practice and ensure adequate supervision necessary for the protection of consumers. Occupational therapists must have a minimum of one year of experience to supervise students. Non-occupational therapy personnel supervising students must have an understanding of occupational therapy and work closely with the Academic FW Coordinator or faculty liaisons to insure a proper learning experience for the student. The CSU Affiliation Agreement with the respective site primarily governs clinical instructor responsibilities. Please refer to Appendix IV for a sample of the agreement.

Faculty Supervisor:

Full-time and part-time Occupational Therapy faculty who are certified and licensed in the State of Illinois for occupational therapy practice can be designated to supervise students in Level I and Level II fieldwork experiences. The faculty supervisors will insure that the objectives of the experience are accomplished and that the student has opportunity for appropriate role modeling of occupational therapy practice. The faculty supervisor will evaluate the student's performance with feedback from other personnel when appropriate. The faculty supervisors work with the academic fieldwork coordinator on site development, student placement, and site and

student evaluation.

Faculty Liaison:

The academic fieldwork coordinator is the primary faculty liaison to Level II fieldwork sites. Depending on the number of students and site locations, other faculty may be designated as a faculty liaison for Level II fieldwork. The faculty liaison maintains contact with the student and the site supervisor. A minimum of one onsite visit is made within a twelve-week rotation; however, the liaison will contact the supervisor at least once before and once after midterm by telephone or email. The number of contacts and visits will be based on student needs. The faculty liaison helps the student and clinical instructor to address issues regarding the learning experiences and provides feedback to the academic fieldwork coordinator and program faculty about student performance and the site. If there are significant issues that arise in fieldwork, the academic fieldwork coordinator must become involved.

Fieldwork Specialist:

The fieldwork specialist works with the academic fieldwork coordinator to establish and maintain fieldwork contracts and all correspondences related to fieldwork. The fieldwork specialist assists in contacting sites and coordinating student placements. The fieldwork specialist maintains all files and databases for fieldwork and related activities. The fieldwork specialist has no supervisory responsibilities for students.

Academic Faculty: All faculty assist in identifying prospective sites. Placement is the responsibility of the Academic Fieldwork Coordinator in collaboration with the faculty teaching the respective courses. The majority of sites will be within the Chicago metropolitan area, including surrounding suburbs and the northwest Indiana area. Although consideration for personal needs and proximity of the site (travel time) will be given, the primary concern for the selection of sites is maximizing the learning experience for each student.

Assignment of Students to Fieldwork

Each student completes a FW placement information sheet upon entering the program (Please see Appendix V). The student is requested to identify any special needs or considerations that must be taken into account with fieldwork placement such as use of public transportation, childcare restrictions, and medical issues. Students are requested to identify practice areas of interests. Any students interested in fieldwork outside the Chicagoland area is asked to identify the city and state of interest. Each student is asked to update their information sheet each semester as they progress through the program. **Students are responsible for keeping the program informed of individual circumstances.**

Students may suggest additional sites that the academic fieldwork coordinator can investigate regarding appropriateness and availability. The academic fieldwork coordinator is responsible for contacting the site and securing a placement. No student can begin a fieldwork placement without a signed affiliation agreement. A significant amount of advance notice must be given if a student is interested in an out of state fieldwork placement. Fieldwork sites are difficult to secure. Many difficulties can be encountered including last minute changes/cancellations.

Descriptive folders for FW sites are available for student inspection. Each folder contains an OT FW data form which is updated annually and provides information about facility/agency type, OT department, facility administration and Level II FW Clinical Instructor's profile(s). In addition, there may be other information provided by the center in the folder pertaining to educational objectives, student manual from the FW site, housing information, etc. Students can review the Student Evaluation of FW experience form (if previous students have had an experience there).

Fieldwork Coordinator's Role in Student Assignment

The fieldwork coordinator, in consultation with the faculty and the program chair determine the appropriate placement for each student. The major factors that are the basis for site selection for each student include but are not limited to maximizing

learning experiences, availability of site, and minimizing extreme hardship, if any, for a student. Attempts will be notify students of their fieldwork assignment, at least 6 weeks before the start of Level II fieldwork. Students are notified regarding a Level I assignment during the second week of class. Student assignments are distributed in writing by the fieldwork coordinator.

Requests for changes in fieldwork placements must be submitted on the Fieldwork Petition form at least one month prior to the start of the FW placement. Please see Appendix VI. Assigning an alternate site is depended upon availability of sites. Students must be aware of the fact that clinical sites may cancel a placement due to unforeseen events such as changes in staffing patterns. The fieldwork coordinator will attempt to reassign a student as soon as possible when there is a cancellation but it cannot be guaranteed that the student will be immediately placed.

Reassigning Students:

All students must successfully complete their Level I and Level II Fieldwork experiences. Failure to successfully complete Level I Fieldwork will result in failure of the course no matter what other grades the student may have. The program requires that all Level II fieldwork experiences must be completed no later than 24 months following the completion of 67 hours of academic preparation. Therefore, reassignments of students who do not complete original fieldwork assignments according the planned sequence are rescheduled on the following priority basis:

- **PRIORITY I:** Students whose fieldwork placement is cancelled by the fieldwork site.
- **PRIORITY II:** Students who notify the academic fieldwork coordinator in advance of documented major change in life circumstances i.e., health or family matter that would interfere with previously assigned placement.
- **PRIORITY III:** Students who are out of sequence due to repeating a course.
- **PRIORITY IV:** Students who have been terminated from scheduled fieldwork and/or failed the fieldwork.
- **PRIORITY V:** Students who have withdrawn from or refused a fieldwork placement.

Student Responsibilities After Receiving Fieldwork Placement

All Fieldwork students must:

1. Telephone or e-mail the Clinical Instructor (CI) at least two weeks in advance of the starting date of the fieldwork experience, confirming the dates and arrangements for the fieldwork experience. The student may request additional information as needed. This may include directions to the site, arrangements for housing (if provided), dress requirements, arrival time and place, and any materials pertinent to the assignment.
2. Comply with all policies and procedures of the fieldwork education site as specified by the Clinical Instructor.
3. Fulfill all duties and assignments made by the Clinical Instructor and Academic Fieldwork Coordinator within the specified time requirements.
4. Comply with all health policies of the fieldwork site. Students must sign a release form in order to have requested health information provided to FW sites.
5. Notify the fieldwork site and academic program of any changes of address or telephone number.
6. Complete and submit in a timely manner, all required evaluation forms including those required by the fieldwork site.

Absence from Fieldwork

All students must make up time missed while on Level I or Level II Fieldwork. The student and the clinical instructor/ faculty supervisor must work out the time and share that information with the academic fieldwork coordinator. The time scheduled for making up missed fieldwork cannot interfere with any other class or fieldwork requirements, which may mean the student, will have to use weekend or evening hours. Failure to complete missed time from fieldwork could influence a student's grade and successful completion of fieldwork. All missed time must be

made up before progressing to another fieldwork placement.

Evaluation of Fieldwork

Evaluation of a student's performance on fieldwork is a joint responsibility between Academic Fieldwork Coordinator and Clinical Instructor/Faculty Supervisor. Level I Fieldwork will be a portion of the grade for the assigned course and uses the Chicago State University Level I Fieldwork Evaluation Form. The AOTA Fieldwork Performance Form (Please see Appendix VII) is used as a basis for evaluation for Level II Fieldwork as well as the completion of any assignments designated by the department such as a fieldwork portfolio, and Blackboard discussion board. Level II Fieldwork is graded on a pass/fail scale. To receive a passing grade a student must receive a minimum score of 122 on the evaluation form, successfully complete all assignments and have completed all the required time on site. Any student who receives a failing score from their fieldwork evaluation, is terminated for specific reasons or self terminates a fieldwork experience will receive a failing grade for that course. The student must repeat the course, which requires re-registering and paying for the course. The probationary/dismissal policy described previously also applies to fieldwork courses.

Students evaluate level I and Level II experiences. Level I fieldwork is evaluated as part of the course in which it is connected. Level II fieldwork is evaluated using the AOTA Student Evaluation of Fieldwork form. Please see Appendix VIII for a copy of the form. The department places a copy of this form in the fieldwork site file for review.

Grievance Policy

Students are directed to become familiar with and follow the university and college grievance policies. Based on the University and College grievance policies the Occupational Therapy Department has adopted the following procedures.

Department Level Student Grievance

Procedure

Prior to the filing of a formal grievance, an earnest effort should be made to resolve the matter at the level of occurrence. If the matter cannot be resolved at the student-instructor level, the following formal procedure is to be followed. All documentation is to be signed and dated by each individual involved in the process.

Step 1. Conference between student and instructor.

A student who has a grievance against an instructor should first complete the grievance form "Petition for Hearing" obtainable from the program office and submitted to the program director and instructor. Please see Appendix IX for a sample form.

A formal meeting with the instructor concerned is then held within 5 school days in an attempt to resolve their differences. The student may request their advisor attend the conference as a neutral party. The instructor will document the outcome of the meeting and notify the student grievant in writing within five (5) school days. A routing form is obtainable from the program office and all pertinent material are to be forwarded to the program director/chair. Please see sample form in Appendix X.

Step 2. Conference between student and program director/chair

If an equitable solution cannot be reached in Step 1, the student grievant must make a request, in writing, to the program director/chair for a formal meeting to discuss the matter. The instructor against whom the complaint is made may, at the discretion of the program director/chair be included in the meeting. The program director/chair will prepare a written report of her/his recommendation on the outcome of the deliberation and provide it to the student grievant and the instructor within five (5) school days.

Step 3. Hearing before program level grievance committee.

If an equitable solution is not reached in Step 2, the program director/chair will appoint a program level grievance committee within five (5) school days.

The members of the program level grievance committee will include:

- (1). The program director/chair or her/his representative (chair of the committee).
- (2) One faculty member from the program
- (3) One student member from the program

The program level grievance committee will be responsible for conducting a hearing with the student grievant and the instructor and evaluating all information. The committee will submit a written report of its recommendations after deliberation to the student grievant, the instructor, Program Director and the Dean within five (5) school days.

Step 4. Hearing before college level ad hoc grievance committee.

If an equitable solution is not reached in Step 3, either party must submit a written appeal to the Dean of the College of Health Sciences and the Program Director within 5 working days. From this point on, the college level grievance procedure takes effect.

Students grieving can continue in classes until a resolution has been reached. Therefore, close attention must be paid to the time frame for the grievance process. Students may not progress to Level II Fieldwork while grieving. If the outcome of the deliberation requires the student to repeat a course, the student will be dropped from other coursework and a contract will be established that outlines the student requirements and progression through the program.

College Level Student Grievance Procedure

The programs in the College of Health Sciences provide professional level students with a written

copy of procedures for grievances and the student and instructor responsibilities. Causes for grievances include:

1. Admission to professional course sequence.
2. Admission to clinical experiences.
3. Evaluation of student performance in courses, clinical settings, or other program-related activities. Student grievance procedures and guidelines and the 'Petition for Hearing' are available from the respective programs.

Steps Prior to Hearing:

1. To initiate a formal grievance, the student must file a completed Petition for Hearing with the student's program director/ chairperson.
2. Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below: (Each department may have detailed procedures for action at each level.)
 - a) Conference between instructor and student.
 - b) Conference between program director/ chairperson and student.
 - c) Hearing before program level grievance committee.

Composition of College-Level Grievance Committee

1. The Dean of the College or his/her representative from the College of Health Sciences.
2. The program director/chairperson from the program involved or his/her representative.
3. One College of Health Sciences faculty member not from the program involved.
4. One College of Health Sciences student not from the program.
5. One student from the program involved.

Resolution of the committee will be based on a two-third majority vote. Decisions are forwarded to the Dean of The College of Health Sciences . The decision of the dean will be final.

University Level Grievance

Procedure

The purpose of the university's grievance procedure is to provide students with a fair method of resolving conflicts with faculty, staff, and administrators. When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 60 days after the grade has been rendered. Petitions or grievances initiated after the 60 day deadline will not be considered. Students should take the following steps when filing a petition or grievance:

1. Students who receive failing grades because of nonattendance are required to submit medical evidence documenting their incapacity to complete the course during the period in question. Such petitions are forwarded to the Appeals Committee in the Registrar's Office for review. The decision of the Appeals Committee will be final.
2. When a grade or evaluation dispute occurs, students should discuss with the instructor how the grade or evaluation was determined. This conference should be held as soon as possible after the grade has been rendered. As far as possible, the student and the instructor should attempt to resolve the issue among themselves. Many times questions about grades can best be resolved through communication with the instructor.
3. If questions still remain following the conference with the instructor, the issue should be referred first to the department chairperson or program director. The department chairperson or program director will arrange a meeting with the student and the instructor and attempt to resolve the issue. In accordance with established departmental procedures, the chairperson or program director may appoint a committee to hear the student complaint and provide recommendations. Nearly all student complaints should be resolved at this level.
4. If the department chairperson or program director is unable to arrive at a resolution that is satisfactory to both the student and the instructor, the issue may be referred to the appropriate academic dean. The dean will appoint a grievance committee to hear the complaint and provide advice. The committee

shall consist of three faculty members and two students appointed by the dean in accordance with established college procedures. The ordinary rights of parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing, together with legal counsel; and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee. Following the hearing, the committee will present its advice to the dean and communicate its recommendations to the department chairperson or program director, to the instructor, and to the student. The decision of the dean will be final.

5. If the student requests, and the instructor does not object, the dean may resolve the problem without the intervention of a grievance committee.

Complaints, grievances, and appeals relating to financial assistance, faculty oral English proficiency, student conduct, and other issues that are not covered in the catalog or in the Student Handbook are referred to the University Ombudsperson.

