

College of Health and Human Services

**Department of Applied Medicine
and Rehabilitation**

Occupational Therapy Program



MS Student Handbook

(2016-2017)

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Introductions

Welcome to the Occupational Therapy Program at Indiana State University. We are delighted that you have chosen our institution to pursue your goals of becoming an occupational therapist. During your educational experience at ISU you will have the opportunity to meet individuals who can facilitate your success. We have provided contact information as well as a brief “snap shot” of those individuals that are dedicated to the program.

OT Program Personnel

John Pommier, PhD	Applied Medicine and Rehabilitation Chair	237-4065	John.Pommier@indstate.edu
Meg Ladyman, MS, OTR	Academic Fieldwork Coordinator	327-7367	Margaret.Ladyman@indstate.edu
Jeanne Sowers, OTD, MA, OTR/L	Program Director	237-3962	Jeanne.Sowers@indstate.edu
Carolina Valencia,PT, PhD	AMR Research Director	237-3926	Carolina.Valencia@indstate.edu
Julie Dininger	AMR Administrative Assistant	237-8470	Julie.Dininger@indstate.edu
Paula Jarrard OTD	Assistant Professor	237-8871	Paula.Jarrard@indstate.edu
Alfred Finch,PhD	Biomechanist	237-3927	Alfred.Finch@indstate.edu
Kelly Hartzler	Student Services – Fieldwork	237-8850	Kelly.Hartzler@indstate.edu
Debbie Rea	Student Services – Admissions	237-3632	Debra.Rea@indstate.edu
Raine Lee	Administrative Assistant	237-8232	Raine.Lee@indstate.edu

Support Staff:

Julie Dininger:

Julie is the Administrative Assistant to the chair of the department. She works behind the scenes, and you will only run across her in the front office. She has been with ISU for 12 years and in this department for 8. She’s an admitted workaholic so when not at ISU, you can usually find her at her 2nd job (Hallmark) a few evenings a week.

Kelly Hartzler:

Kelly is the behind the scenes person for fieldwork. She makes sure that your immunizations and all the Important paperwork is up to date. She also maintains the department’s fieldwork contracts.

Raine Lee:

Raine is the first person that you see as you step off the elevator. She is working toward her CPA licensing and Accounting degree. She will do almost anything to help!

Debbie Rea:

Debbie primarily works with Admission and Matriculation of Students in the OT Program. She has been with the department since December of 2014. She is also a student working on a Masters of Student Affairs and Higher Education. She loves spending time with her son.

Full Time Faculty:

Dr. Paula Jarrard

Dr. Paula Jarrard received a Bachelor of Science degree in OT from Indiana University and Masters in OT from University of Southern Indiana. She specialized in the Pediatric Track, earning a clinical doctorate of OT from Rocky Mountain University in 2008. She has enjoyed working with patients in central and southern Indiana for twelve years. Dr. Jarrard has experience in school, acute care, outpatient, rehab, and home health care settings. She is passionate about her work and hopes to instill a love of lifelong learning in her students!

Dr. Jarrard has special interest in the role of vision in everyday occupations, not only for the low vision patient, but also with children challenged by visual deficits. She has been a clinical lecturer and educational consultant for the Binocular Vision/Pediatric Clinic at Indiana University School of Optometry for over seven years. This model of care affords a collaboration between the optometrist and occupational therapist to meet diverse needs of each patient in providing therapy to improve functional performance. Dr. Jarrard is also interested in the impact of cognitive and neurobiological conditions across diverse populations.

Dr. Jarrard enjoys sharing her rural home with her husband, eight dogs (mostly pugs), three cats, and two horses. She has three adult children and four grandchildren residing in central Indiana. Leisure activities include spending time with her family, hiking, horse riding, creating with crafts, and line dancing.

Meg Ladyman, MS, OTR

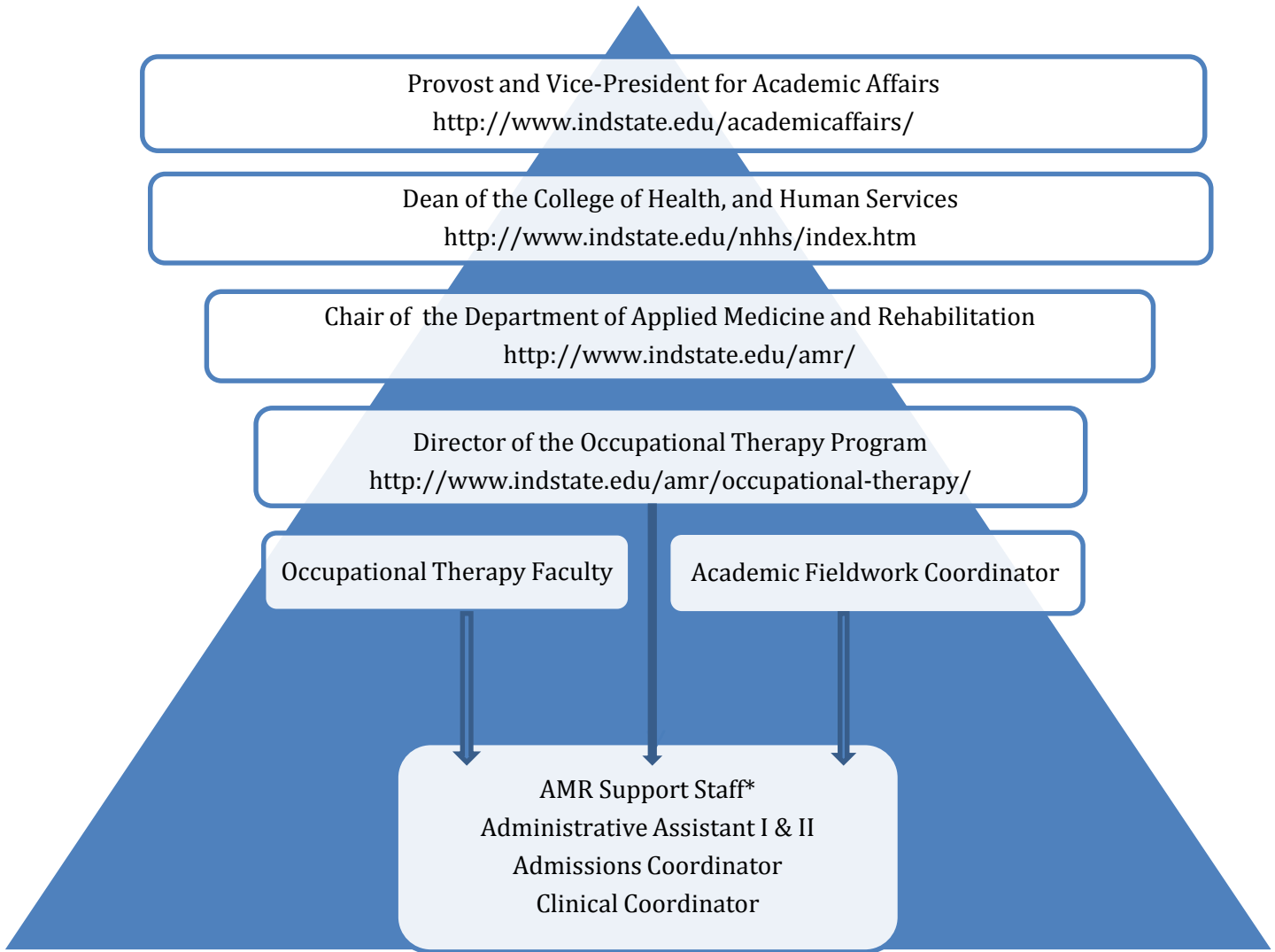
Meg Ladyman serves as an assistant professor and AFWC at ISU. She received an Associate of Occupational Therapy Degree from Kansas University in 1982. As a lifelong learner she pursued a bachelor's degree in Rehabilitation Science from Concordia University Wisconsin in 2008 and a Masters of Occupational Therapy from Concordia in 2010. Meg has a special interest in the role of Occupational Therapy for children with autism and is currently involved in the local Sensory Story hour with ISU students at the Vigo County Library. She has 8 years of experience with IU Health Bloomington in In-Patient and Acute Care. Recently she has worked in a LTC facility and in one of her favorite roles, as a Home Health Occupational Therapist. Her research interest included a RCT examining how to increase VMI scores for the elementary school child.

Meg plays guitar and mandolin and has recorded a CD with her former bluegrass band, Blue Horizon. She loves to incorporate music in her treatments when appropriate and was a Music Therapy student before pursuing her COTA. She has 4 adult children and two grandchildren.

Dr. Jeanne Sowers

She earned her entry level degree from the University of Kansas in 1981 followed by a master's degree from Texas Woman's University in 1996 and a post-professional doctorate from Creighton University in 2004. Jeanne has over 20 years of practice in multiple settings. Her preferred area of practice is in the area of adult rehabilitation. Her primary practice interest is in the area of traumatic brain injury, spinal cord injury, and stroke. She has over 20 years of experience in academia, starting her career in 1993 at Newman University in Wichita, Kansas. Following the closure of the Newman OT program took a position at the University of South Dakota followed by a position at Belmont University. While at Belmont she earned tenure. She came to Indiana State University in 2012 to start the OT program. Her research interests are broad ranging from animal assisted therapy to vision, perception, cognition and upper extremity rehabilitation. In her spare time she enjoys working on family history and needlework (crochet, weaving, and embroidery, quilting...).

Organizational Chart for Academic Administration



*AMR Support Staff reports to the Chair of the Department of Applied Medicine and Rehabilitation and supports programs in the Department (Athletic Training, Occupational Therapy, Physical Therapy, and Physician Assistant Programs).

SECTION 1

Indiana State University and Occupational Therapy

The Occupational Therapy Program is located in the College of Nursing, Health and Human Services in the Department of Applied Health and Rehabilitation. Our history as well as our mission & vision statements provides a broader picture of who we are.

History

The origins of Indiana State University date back to December 20, 1865, when Indiana State Normal School was created by the Indiana legislature. The primary mission was the “preparation of teachers for teaching in the common schools of Indiana.” The first bachelor’s degrees were awarded in 1908, the first master’s degrees in 1928, and the first doctorates in 1965. “University” status was achieved in 1965 and the name was changed to Indiana State University.

Today, Indiana State University (ISU) is a comprehensive, research intensive university that includes a College of Arts & Sciences, professional colleges of Business, Education, Technology, Nursing, Health & Human Performance and the School of Graduate Studies. Institutional accreditation has been achieved from 27 accrediting bodies. The current mission of the University is “to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities, and public service.”

The Occupational Therapy Program was developed in response to recommendations made by the Western Indiana Health Professions Task Force. The primary goal of this task force and the Rural Health Innovation Collaborative is to decentralize healthcare allowing for services in rural and underserved areas. The need for a profession such as occupational therapy was noted in the task force report. ISU supporting the goals of the Initiative began development of the occupational therapy program in 2010 by hiring a consultant and developing an OT advisory committee. In 2012, the Occupational Therapy Program hired a program director and an academic fieldwork coordinator. The program became accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) <http://www.acoteonline.org> of the American Occupational Therapy Association (AOTA) <http://www.aota.org>.

Indiana State University Mission & Vision

Vision: Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

Mission: Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

College of Health and Human Services

Vision: The College will be recognized as a leader in providing qualified health and human service professionals who serve diverse populations through education, scholarship, innovation, service, and community engagement.

Mission: The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

Department of Applied Medicine and Rehabilitation

Mission: The mission of Department of Applied Medicine and Rehabilitation is to provide excellence in interprofessional preparation/practice and collaborative healthcare and wellness. The department supports the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning, and progressive comprehensive health care

Occupational Therapy Program

Vision: The Occupational Therapy program will be recognized for empowering individuals to become highly skilled occupation-based professionals that focus on interprofessional practice in multiple environments, emphasizing rural and underserved communities. The program will graduate individuals qualified to become OT practitioners respected in the community for their excellence in practice, professionalism in the therapeutic environment, and professional responsibility.

Mission: The mission of the Occupational Therapy program is to provide competent health care providers who possess basic skills as a health care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer. In addition the program seeks to improve patient access and quality care for rural and underserved populations through interprofessional education.

In achieving its mission, and that of the University, the School of Occupational Therapy will:

- Demonstrate the responsiveness of Indiana State University to the needs of the community (local, regional, national, international). The Western Indiana Health Professions Task Force identified the need for occupational therapy in the Wabash Valley and beyond. The ISU OT program will empower students to become the highly skilled evidence and occupation-based professionals.
- Reinforce the universities commitment to service. A facet of the curricular theme, professional responsibility facilitates the students' involvement with the needs of the community. The theme reinforces the attitudes of caring and respect that are consistent with the Code of Ethics and Standards of Practice for the American Occupational Therapy Association.
- Provide experiences in the classroom, laboratory, and therapeutic environments that provide exposure to traditional and emerging practice areas. Thus, expanding their knowledge and encouraging students to engage in creative and innovative thinking.
- In preparation for future practice, provide opportunities for interprofessional collaboration.

SECTION 2

Curriculum

Statement of Learning Philosophy

The learning philosophy of the Indiana State University Occupational Therapy Program is consistent with the published philosophical base of the profession:

Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. 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 influence by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through educational experiences that foster the occupational therapists' and occupational therapy assistants' practice potential and scholarship development. Occupational therapy educators use active learning that engages the learning in a collaborative process that builds on prior knowledge and experience and integrates professional 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 education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion. (AOTA, 2007, p.511)

At Indiana State University, the occupation of learning is a complex adaptive response comprised of infinite interactions between student abilities and the context in which learning occurs. Students enrolled in the ISU OT program are viewed as occupational beings with a desire to master the requirements of becoming entry level occupational therapists. ISU OT Faculty is charged with developing learning environments that engage students in goal attainment. In meeting this charge, the ISU OT faculty must address the breadth of services (domain) as well as the processes of occupational therapy practice.

The ideal learning environment provides a graded contextual challenge that facilitates mastery as indicated by Bloom's Taxonomy. An environment consisting of the delivery of content and evaluation of knowledge is an important aspect of learning. However, solely relying on learning about occupational therapy is limiting. We believe that students become invested in the process when they are allowed to engage in opportunities. The ability to "do" facilitates the adaptive response and integration of what they have learned. Over time, a transformation in thinking and processing occurs with the accumulation of constructive learning opportunities.

ISU has incorporated a learning philosophy that uses Bloom's taxonomy as the basis for teaching foundational knowledge through high-order thinking by addressing the cognitive, affective and psychomotor domains. To accomplish this educational task, we have incorporated numerous learning theories to address Bloom's domains, as well as differing types of course content, learner focus and desired outcomes. Our objective in teaching is to empower students to become life-long learners and good citizens by enforcing educational accountability, learning to learn and how to access information. Students in our classes are not passive learners and are required to engage in activities. Our teaching philosophy blends cognitive learning theories (Smith & Ragan) constructivist (Kolb), social cognitive (Bandura), cognitive dissonance (Bruner, Festinger) and cognitive flexibility (Spiro) theories.

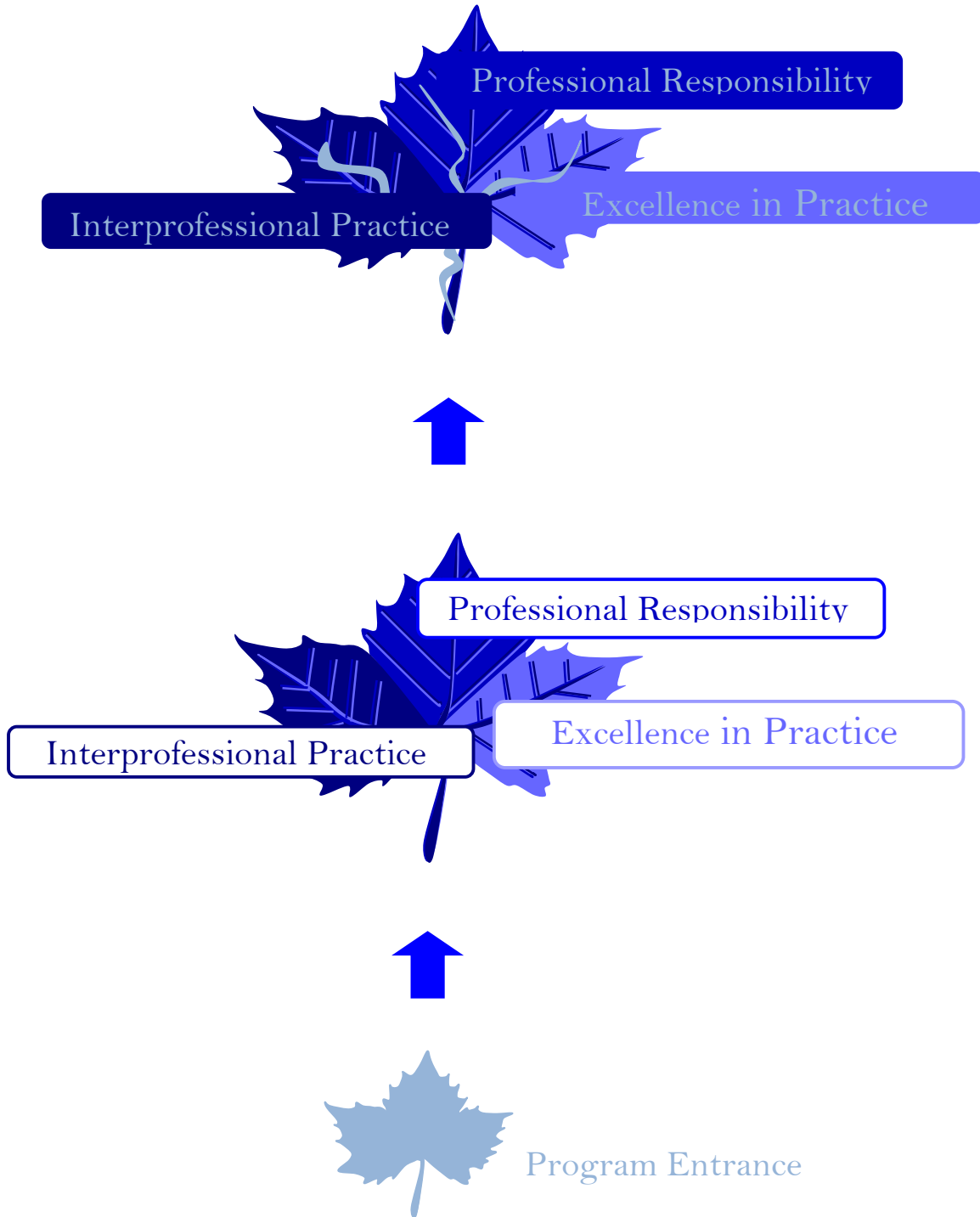
In order to affect change or growth experiences and knowledge accrual, an emotional relationship must be present to connect the experience to the information (Behaviorist: Skinner, Watson and Thorndike). To provide those emotional relationships with information and knowledge we enact all the theories mentioned above to facilitate activities such as games (jeopardy, life, aggravation, monopoly etc...), group learning, hands-on experiences, real life case reports/study and experiences and student directed learning. Ready access to information via the web for today's millennial students means that creating a value for retaining information for immediate recall may be difficult. Combining real life situations with self-accountable classroom activities, such as using the lap top classroom to have students answer their own questions, provides a basis for student directed learning and resonance of information through an emotional connection.

Student engagement and excitement in the classroom is a good barometer of educational awareness and knowledge transition. The desired outcome of the interactions between the learner and the deliberate learning environment is that ISU students attain their goal of becoming entry level occupational therapists. In the process of attaining their goals, students become professionals who are collaborative with individual's seeking services as well as with other professional disciplines who deliver care. Students/future professionals are intrinsically challenged to excel in therapeutic practice demonstrating the responsibilities associated with the emerging role of an occupational therapist.

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Curricular Design



Curricular Themes

Interprofessional Collaboration: *Collaboration with others strengthens the quality of our work.* The curriculum embeds collaboration with other professional students through engagement in common foundational coursework, case studies, shared intentional experiences, and research projects. This supports a common language as well as a common experience on which to build future professional relationships. Occupational therapy students will introduce and apply the concept of occupation as an intervention either as a means or an end during these interprofessional experiences.

Excellence in Practice: *From here to anywhere.* We view Excellence in Practice as a process that leads to success in any environment. First we instill the importance of inquiry, the student must possess the skills and knowledge to search for and understand evidence. Critical reasoning skills then determine the level of relevance and application of the evidence. The client's occupational profile combined with evidence force students to think holistically when developing innovative occupation-based and client-centered interventions. Finally, the student must consider their skills and the capacity of the environment to carry out interventions. This process prepares students for practice in diverse settings including the rural and underserved populations.

Professional Responsibility: *Taking care of self and others.* The privilege of entering into a therapeutic relationship is earned. Not only does one need to possess the knowledge and skills to provide therapeutic interventions they must act responsibly. Optimal performance in occupational therapy practice can only be gained when one is physically and emotionally healthy. Students learn self-discipline through a healthy lifestyle balance. Responsibility to the profession is also important with students learning how to apply regulatory as well as ethical principles to practice. Students also develop advocacy skills for the profession and those whom we serve. Engagement and an appreciation for the needs of the community is another form of responsibility. Students demonstrate this by engaging in population based activities.

Professional responsibility includes being responsible to self by developing professional and healthy behaviors; becoming advocates for those in need of services, advocates for the profession; developing leadership skills; and participating in the professional as well as the geographic community.

OT Educational Outcomes

1. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision-making. (*Excellence in Practice and Interprofessional Collaboration*)
2. Demonstrate ethical behavior consistent with professional and legal standards. (*Professional Responsibility*)
3. Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community. (*Interprofessional Collaboration, Excellence in Practice, and Professional Responsibility*)
4. Provide safe and effective standards of care for a diverse client population. (*Excellence in Practice and Professional Responsibility*)
5. Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing. (*Excellence in Practice and Professional Responsibility*)
6. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice. (*Interprofessional Collaboration, Excellence in Practice and Professional Responsibility*)
7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession. (*Excellence in practice and Professional Responsibility*)
8. Analyze trends in health care and advocate for community-based initiatives related to health and well-being. (*Excellence in practice and Professional Responsibility*)

Curriculum Design Scope

The breadth and depth of the program is based on AOTA's *Centennial Vision* and the *Occupational Therapy Practice Framework: Domain & Process (2nd ed)*. The *Centennial Vision* describes future practice by placing occupational therapy in a variety of "settings, populations, diagnoses, specialties, and concerns – with issues and needs that can be met by occupational therapy practitioners." The practice areas include mental health, productive aging, children and youth, health and wellness, work and industry, and rehabilitation, disability and participation. The ISU program developed courses devoted to these areas. Embedded in these courses are the depths of content as described in the *Occupational Therapy Practice Framework: Domain & Process (2nd ed)*.

American Occupational Therapy Association. (n.d.). *AOTA's centennial vision. What is it? Why it's right.*

Retrieved from <http://www.aota.org/News/Centennial/Updates.aspx>.

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Year 1								
SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
PHTH 601	Advanced Human Anatomy (8)		OCTH 612	Skills I (2)		PE 685	Biomechanics (3)	
OCTH 600	Occupational Therapy Intro (2)		PHTH 606	Applied Neuroscience (3)		OCTH 622	Skills II (2)	
ATTR 691	Research Methods in AMR (3)		OCTH 611	OT Process and Theory (3)		OCTH 743	Participatory Outcome/Research (1)	
			OCTH 743	Participatory Outcome/Research (1)		OCTH 624	OT Rehab (4)	
						PHTH 623	Life span Development (3)	
						AHS 617	Health Behavior Theory (3)	
	Term Total	13		Term Total	9		Term Total	16
				Running Total	22		Running Total	38
Year 2								
SUMMER SESSION II			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
OCTH 770	FW I A (1)		OCTH 731	Older Adult & Aging (3)		OCTH 750	Reasoning & Complex Clients (3)	
OCTH 740	OT Mental Health Advocacy (4)		OCTH 741	OT with Children and Youth (5)		OCTH 798	Research Project (3)	
OCTH 623	Assistive Technology (2)		OCTH 743	Participatory Outcome/Research (1)		OCTH 751	Management and Leadership (3)	
			OCTH 771	FW I B (1)		OCTH 772	FW I C (1)	
			OCTH 742	Skills III (2)		OTCH 752	Adv UE Conditions (3)	
			OCTH 625	OT Work and Industry (2)				
	Total Term	7		Total Term	14		Total Term	13
	Running Total	45		Running Total	59		Running Total	72
Year 3								
SUMMER SESSION III			FALL SEMESTER					
Number	Course Title	Credits	Number	Course Title	Credits			
OCTH 773	Level II FW (6)		OCTH 774	Level II FW (6)				
	Total Term	6		Total Term	6			
	Running Total	78		Running Total	84			

Required OT Course Descriptions

ATTR 691 - Research Methods in Applied Medicine and Rehabilitation (3 Credits)

Evaluation of the quantitative and clinical approaches to research in applied medical fields, including identifying problems, and designing, conducting, and reporting research.

OCTH 600 - Occupational Therapy Intro (2 Credits)

Introduction to the profession of occupational therapy, covering the history, philosophy, practice settings, and emerging trends in occupational therapy. The students are introduced to what it means to be a professional, including therapeutic sense of self, understanding the professional code of ethics, and communicating as a professional.

OCTH 611 - OT Process and Theory (3 Credits)

Introduction to critical thinking skills used in the OT process for individuals and groups. Skills in activity analysis, synthesis and reasoning are developed through the examination of activity demands, performance patterns, client factors, performance skills and contextual differences. The teaching and learning process as it relates to OT intervention examined.

OCTH 612 - Skills I (2 Credits)

This is the first of three Skills courses which provides hands-on experience with identified psychomotor skills needed to become an occupational therapy practitioner. Goniometry, gross manual muscle testing, individual manual muscle testing, transfers and lifting are addressed.

OCTH 622 - Skills II (2 Credits)

This is the second of three Skills courses which provides hands-on experience with identified psychomotor skills needed to become a competent occupational therapy practitioner. Positioning, wheelchair mobility, wheelchair positioning and measuring, ergonomic assessments, and home modifications are addressed in this course.

OCTH 623 - Assistive Technology (2 Credits)

This course introduces the evidenced-based theories and frames of references used in the provision of assistive technology. Documentation and reimbursement of assistive technology will be explored. Students gain hands-on experience in the fabrication of low and high technology solutions to problems encountered in daily life activities.

OCTH 624 - OT Rehab Disability Participation (4 Credits)

This course is the first in the series of intervention courses. This course introduces the evidenced-based theories and frames of references used in adult and older adult physical rehabilitation. Particular emphasis on interventions that enable individuals with disability to participate in the occupations of their choice.

OCTH 625 - Occupational Therapy in Work and Industry (2 Credits)

The course introduces the theories and frames of references used in work and industry with particular emphasis on interventions that enable individuals with disability to participate in the occupations of their choice. Practice settings that affect the delivery of OT services are explored including service in rural farming areas.

OCTH 731 - Older Adults & Aging (3 Credits)

This course introduces the theories and frames of references used with older adults across the continuum of care. Students analyze the impact that normal aging, disease, and disability have on this population and learn assessments and intervention to promote productive aging.

OCTH 740 - OT Mental Health & Advocacy (4 Credits)

This course is one of six of the intervention courses. This course addresses the OT process from the referral to discontinuation of services for persons with mental illness. A particular focus of this course is on advocacy for persons with mental illness in the community, particularly in rural areas.

OCTH 741 - OT with Children and Youth (5 Credits)

This course introduces the theories and frames of references used in pediatric occupational therapy. The OT process from the referral, assessment, intervention to discontinuation of services is addressed. Practice settings that affect the delivery of pediatric OT are explored including the service in rural and underserved areas.

OCTH 742 - Skills III (2 Credits)

This is the third of three Skills courses which provides hands-on experience with identified psychomotor skills needed to become a competent occupational therapy practitioner. Activities of daily living, instrumental activities of daily living, leisure activities, driving; and use of preparatory physical agent modalities are addressed in this course.

OCTH 743 - Participatory Outcome/Research (3 Credits)

The student begins the research process including identification of a topic and methodology, literature search, institutional and facility approval and complete a manuscript including title page, abstract, statement of purpose, literature review, method: sample, instrumentation, procedures, and references. First of a three-part research series.

OCTH 750 - Reasoning & Complex Clients (3 Credits)

This capstone course requires clinical reasoning to identify critical issues in the delivery of occupational therapy services with the complex client. This course consists of analysis and discussion of clinical reasoning forms, ethical decision making processes, methods for facilitating change, and methods of collaborating with other health care personnel.

OCTH 751 - Management and Leadership (3 Credits)

The student develops skills required to become a manager of an occupational therapy service as well as a leader and change agent in the occupational therapy profession. The MSOT student develops knowledge of health care trends and legal issues and models of service delivery and program management.

OCTH 752 - Advanced Upper Extremity Conditions (3 Credits)

The course explores common upper extremity and hand injuries and the role of Occupational Therapy to address the needs of this population. Study includes clinical evaluation of the UE/hand and treatment interventions as appropriate to each injury.

OCTH 770 - Fieldwork IA (1 Credit)

Students are placed in occupational therapy settings that focus on rehabilitation and work. The students will observe and interact with individuals and with groups. In the didactic portion of this class, students will reflect and synthesize their experiences.

OCTH 771 - Fieldwork IB (1 Credit)

Students are placed in occupational therapy settings that focus on the client in pediatric and mental health settings. The students will observe and interact with individuals and with groups. Students will reflect and synthesize their experiences.

OCTH 772 - Fieldwork IC (1 Credit)

Students are placed in occupational therapy settings that focus on older adults and community settings. The students will observe and interact with individuals and with groups. Students will reflect and synthesize their experiences.

OCTH 773 - Fieldwork IIA (6 Credits)

This is the first Fieldwork II experience which enables the student to impact the health of clients through the application of purposeful and meaningful occupation, research, administration, and management of OT services. The student is expected to demonstrate entry-level competency as an occupational therapy practitioner upon completion.

OCTH 774 - Fieldwork IIB (6 Credits)

This is the second Fieldwork II experience which enables the student to impact the health of clients through the application of purposeful and meaningful occupation, research, administration, and management of OT services. The student is expected to demonstrate entry-level competency as an occupational therapy practitioner upon completion.

OCTH 798 - Research Project (3 Credits)

This course focuses on creating a scholarly project using evidence-based independent clinical practice model. Students work with an advisor to complete the scholarly project.

PE 685 - Biomechanics of Sports Techniques (3 Credits)

An analysis of the internal and external forces which act on a human body and the effects produced by these forces.

PHTH 601 - Advanced Human Anatomy (8 Credits)

This course introduces the student to advanced concepts of human anatomy and physiology of the body systems in preparation for clinical practice as a physical therapist. Included are theory and laboratory components.

PHTH 620 - Applied Neuroscience I (3 Credits)

This course focuses on the study of the structure, organization, and function of the nervous system. Emphasis is on the sensory and motor systems involved in motor control and on the basic knowledge required for clinical practice as a physical therapist.

PHTH 623 - Life Span Development (3 Credits)

This course covers the physiological, neurological and psychological factors that contribute to control of voluntary movement and learning of motor skills over the life span. The development of functional skills related to activities of daily living and instrumental activities of daily living are discussed. Typical and atypical development are explained.

Occupational Therapy Program Skills, Competencies, Attitudes

The Occupational Therapy program remaining consistent with our curricular design has developed learning opportunities in the following categories: Professional Responsibility, Excellence in Practice, and Interprofessional Collaboration. Instructional learning activities have been designed to have overlapping themes. For example, Values and Ethics Competencies listed under Interprofessional Collaboration could also fall under Professional Responsibility and Excellence in Practice.

Pinning Ceremony

The Pinning ceremony is an event held by many Occupational Therapy Programs. The ceremony celebrates the accomplishments that have been achieved during the didactic phase of the program and marks the beginning of the fieldwork phase. This gathering allows a time for the entire class to be together as a whole; a time for farewells and a time for well wishes.

Fieldwork

Fieldwork is an integral part of the educational program at ISU. Please refer to the ISU Occupational Therapy Program Fieldwork Manual for specific details regarding this learning experience. There are two levels of fieldwork, Level I and Level II. Students must complete one experience in an underserved or rural area.

Level I Fieldwork: are designed to provide observation and hands-on practical experience for students in an authentic environment. Level I experiences are scheduled during the second year of the program and are designed to provide opportunities that reinforce or extend content gained in the classroom setting. Professionals from varying backgrounds may serve as Level I Fieldwork supervisors reinforcing the theme of *Interprofessional Collaboration*. Time commitments for Level I Fieldwork vary with some experiences requiring an immersion in the environment whereas others may involve brief exposure scheduled over a longer period of time. While completing Level I Fieldwork the student will also complete assignments designed to enhance the experience. The Fieldwork Educator may dismiss the student at any time during the experience for professional behavior infractions or substandard performance. Level I Fieldwork grades will take into consideration the students' performance on site and with assignments. Students will be provided with constructive criticism regarding their performance from the Fieldwork educator in the form of an evaluation. Students will provide feedback to the Academic Fieldwork Coordinator regarding their experience. Students that have **difficulties with Fieldwork will be required to meet with their Academic Advisor and the Academic Fieldwork Coordinator** to develop a remediation plan. Students who **fail a Level I FW experience will be required to meet with the Fieldwork Coordinator and successfully complete another Level I FW at another site with a different Fieldwork Educator. This opportunity will only be offered once.**

Level I Fieldwork cannot be substituted for Level II Fieldwork requirements.

Level II Fieldwork: are carefully crafted opportunities for the student to practice in an authentic OT environment while supervised by an Occupational Therapist with at least one year of professional experience at the Fieldwork Site. Students are scheduled in different contexts and service delivery systems to provide a broad educational experience. The Academic Fieldwork Coordinator works with students to meet personal and educational needs while at the same time meeting the needs of the Fieldwork Site and the standards set forth by the Accrediting Council for Occupational Therapy Education. Students begin Level II Fieldwork upon completion of didactic coursework and **must complete the Level II Fieldwork within 12 months.** The Fieldwork Educator will evaluate Fieldwork Performance (FWPE) and provide constructive criticism to the student. The Fieldwork Educator may dismiss the student at any time during the experience for professional behavior infractions or substandard performance. The Student will also provide constructive criticism to the site by completing the Student Evaluation of Fieldwork Experience (SEFWE). **Students who fail a Level II FW experience will be allowed one opportunity to retake and successfully another Level II FW pending a successful remediation plan.**

Outstanding Student Award

Each year a graduating OT student is honored for personal attributes that they demonstrated while attending ISU. The recipient of the award is nominated by fellow classmates and chosen by the OT Faculty. Criterion for the selection of this award includes: Professional Responsibility, Excellence in Practice, and Interprofessional Collaboration.

Graduation and Educational Requirements

Graduation is dependent upon the successful completion of all required courses (84 hours) and OT Program requirements (knowledge, skills, competencies, attitudes, and service). The OT Program and Registrar will review all student records prior to verifying that Graduation Requirements have been met. **Successful completion the ISU Occupational Therapy Program entails:**

- Successful Completion of Didactic Coursework
- Successful Completion of Level I and Level II Fieldwork

- Successful Completion of Competencies
- Successful Completion of Service Requirements

Students must apply to the College of Graduate and Professional Studies for graduation. Please following link describes the process: <http://www.indstate.edu/gradexpress/graduation-application.pdf> Students will plan to graduate in December requiring an October 1 application deadline.

Length of Study

The length of study and course hour distribution is reviewed on an annual basis by the OT faculty. Course evaluations, student comments, and faculty reflection on the course contribute to identify changes to the program. If changes are indicated, the OT faculty will follow the process outlined by the College of Nursing, Health, and Human Services <http://www.indstate.edu/nhhs/organization/governance-committees/caac/caac.htm>

SECTION 3

Accreditation & Regulatory Requirements

Indiana State University is accredited by The Higher Learning Commission of North Central Association of Colleges and Schools, located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 606602-2504. North Central Association may be contacted by phone at (800) 621-7440 by email inquiry@hlcommission.org. Their website is <http://www.ncahlc.org/>. Indiana State was last accredited in 2011 and scheduled for routine comprehensive evaluation in 2020-2021.

The Occupational Therapy Program is an accredited program at the Masters Entry level by the Accreditation Council for Occupational Therapy Education (ACOTE) <http://www.acoteonline.org> of the American Occupational Therapy Association (AOTA) <http://www.aota.org>.

Accreditation Council for Occupational Therapy Education (ACOTE) may be contacted:

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

They may be contacted via a link on the AOTA website: <http://www.acoteonline.org> or by one of the following: phone: 301-652-2682; TDD 800-377-8555; Fax 301-652-7711.

National Certification Exam

Graduates of this program will be eligible to take the national certification examination for the occupational therapist. This examination is administered by the National Board for Certification in Occupational Therapy (NBCOT) <http://www.nbcot.org>. After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure to practice, and state licenses are usually based on the results of the NBCOT Certification Examination. Please note that in order to take the national certification examination the following questions will be asked:

1. *Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)*
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?*
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?*
4. *Have you ever been suspended and/or expelled from a college or university?*

As an applicant to this program, you were required to complete a background check. You received a positive (good) report in order to matriculate into the program. Or, you completed the Early Determination Review and provide documentation that you are eligible to take the NBCOT examination. Additional Background Checks may be required by the Program and /or by Fieldwork Sites.

State Regulation

Most states regulate the practice of occupational therapy. Legislation regarding scope of practice varies from state to state. Therefore it is important that you become aware of State laws addressing occupational therapy. For

example, some states may require additional certifications in order to use physical agent modalities. Application procedures also vary; however, most states require successful completion of an accredited academic program in occupational therapy and the NBCOT examination. The Professional Licensing Agency is the regulatory body for the State of Indiana and may be accessed via this link: <http://www.in.gov/pla/ot.htm> The Indiana Occupational Therapy Law is located at <http://www.in.gov/legislative/iac/T08440/A00100.PDF> State Occupational Therapy Associations also provide information regarding practice regulations. The Indiana State Occupational Therapy Association website: <http://www.inota.com/>

Credentials

Credential	Occupational Therapist (OT) or Occupational Therapy Assistant (OTA)?	Successful completion of NBCOT Exam? (yes / no)	Maintenance of national registration with NBCOT? (yes / no)	Licensed to practice in the state? (yes / no)	Enrolled in an ACOTE recognized occupational therapy program (yes / no)
OTR or OTR/L	OT Registered	Yes	Yes	Yes	
OT or OTR/L	OT	Yes	No	Yes	
COTA or COTA/L	Certified OTA	Yes	Yes	Yes	
OTA or OTA/L	OTA	Yes	No	Yes	
OTDS	Student	No	No	No	Doctorate
OTS	Student	No	No	No	Entry Level Masters
OTAS	Student	No	No	No	Entry Level Associate

*States vary regarding the use of "L" to indicate licensure.

SECTION 4

Expenses & Financial Aid

Expenses

The following is a list of projected expenses the student will incur while enrolled in the Occupational Therapy Program.

All expenses are subject to change without notice.

Academic Fees (tuition)

Information regarding fees may be obtained on the following website:

<http://www.indstate.edu/gradexpress/fees.htm>

Additional Fees:

One time seat fee to enter the program \$500

Parking Permit is approximately \$125 per year

Distance Education fee is \$30 per course

Department of Applied Medicine and Rehabilitation OT Program Fees are \$1,000 per semester

All Fees are non-refundable and subject to change.

Membership Requirements:

Students are required to be Members of the American Occupational Therapy Association.

and the Indiana Occupational Therapy Association. Membership dues can be found on the following websites:

www.aota.org

<http://inota.com/>

Other Expenses: (costs vary depending on the provider)

CPR / First Aid (annual)(A course is planned during the Fall semester of the 1st year of the program)

Immunizations

Tuberculosis (require two step/series tests)

Flu Shot (annual)

Hepatitis B

Personal Health Insurance (continuous throughout the program)

Background Check (may be required multiple times due to individual fieldwork requirements)

Drug Screen (10 Panel) (Additional Drug screens may be required by individual fieldwork sites)

Professional Liability Insurance

Professional Dress required by Fieldwork sites

Transportation (Fieldwork sites and Off-campus Fieldtrips)

Transportation:

Students will need to have access to some form of transportation. Most Level I and Level II Fieldwork sites are located off campus and require personal transportation. When on Fieldwork, students may also be required to commute or use public transportation dependent on the location of housing. **Transportation costs are the responsibility of the student.**

Housing:

The OT program develops Fieldwork sites that are local and at a distance (nationwide). Depending on the location, students may need to obtain short term housing to meet Fieldwork requirements. **Housing costs are the responsibility of the student.**

Text Books & Educational Resources:

Students are required to purchase the **current edition** of required textbook(s) and educational resources. Students must abide by copyright laws. Textbook lists can be found when you register for courses. The OT program does not regulate where you purchase textbooks. The online textbook list contains ISBN numbers to correctly identify the textbook. For convenience, the Barnes and Noble ISU Bookstore also stocks textbooks for purchase. The ISU Bookstore supports ISU students by returning some of the profits from textbook sales to the University for Student Activities and Scholarships.

Financial Aid

Information regarding Financial Aid for Graduate Studies is located at <http://www.indstate.edu/finaid/graduate/>.

Seat Fee

Seat fees were established to identify students that are truly interested in matriculating into the OT program.

Money raised from the seat fee will be used for the following:

- Clinical polo shirts (embroidered ISU OT)
- Name tags / Lanyards
- NBCOT Practice Exam
- AOTA Student Membership (1 year)
- IOTA Student Membership (1 Year)
- Support towards for Phi Theta Epsilon (OT Honor Society) Support
- Support towards for the Student Occupational Therapy Association at ISU
- Community Projects
- Support towards attendance at Professional Meetings (ASD, AOTA conference, Student Conclave)
- Support towards Student Missions Projects
- OT Class Meetings
- Support towards OT Pinning

TECHNOLOGY REQUIREMENTS:

For this course, you will need access to a reliable computer with high-speed internet access. To access the course, please log into <http://blackboard.indstate.edu> using your Sycamore ID and password. Do not access Blackboard through the MyISU Portal; if you do, your access may get timed out, and you will likely lose some of your work! You are expected to log in to Blackboard at least three times a week, and you must check your Sycamore email daily at <http://webmail.indstate.edu> in order to keep up with class updates.

Your computer should meet the following MINIMUM requirements:

- 2.0 GHz Processor or higher
- 4 GB Memory
- 120 GB Hard Drive or higher
- Wireless Connectivity (802.11 b/g minimum)
- Updated Windows or Mac Operating System
 - Windows
 - Windows XP SP2 or higher
 - Update: Start > All Programs > Windows Update
 - Mac
 - Update: Apple > Software Update

You must also have access to the following software and hardware:

- Antivirus Software (free download at <http://downloads.indstate.edu>)
- Firefox (free download at <http://www.mozilla.org/en-US/firefox/new/>) – Blackboard generally prefers this browser.
- Internet Explorer (free download at <http://windows.microsoft.com/IE>) – This is a backup browser for Blackboard. If you cannot access something in Firefox, try IE (or another browser) before contacting your professor or Indiana State’s OIT Help Desk.
- Java (free download at <http://www.java.com/getjava>)
- Adobe Flash Player (free download at <http://get.adobe.com/flashplayer/>)
- Microsoft Office (free download at <http://downloads.indstate.edu>)
- Video editing program (such as [Windows Movie Maker](#) or iMovie)
- Noise-cancelling headphones/microphone (external, not one built into your computer)

SECTION 5

Essential Functions

The purpose of the essential functions document is to identify basic functions required for successful completion of an occupational therapy program (didactic and fieldwork components). Applicants and students who are unable to complete these functions are encouraged to contact the **Disability Services offices at Indiana State University** <http://www.indstate.edu/admissions/disability-services.htm>.

Upon successful completion of this program, a Master of Science Degree in Occupational Therapy signifies that the holder is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination and signifies that the holder is prepared for entry into the profession of occupational therapy. Graduates must have knowledge and skills to function in a broad variety of clinical, community, or school based situations and to render a wide spectrum of occupational therapy services. Therefore, the following abilities and expectations must be met by all students admitted to the Occupational Therapy Program at Indiana State University.

- I. **Sensory Processing Demands:** Participating as a student requires functional use of vision, hearing, and touch along with awareness of body position and movement. Specific visual skills required include near and far vision, peripheral vision, color vision, and depth perception. Information from the sensory systems must be accurately perceived and interpreted to provide quality of client care.
- II. **Cognitive Demands:** The successful occupational therapy student maintains a high level of alertness and responsiveness during classroom and fieldwork situations. The student must possess the ability to focus on a task for a prolonged period of time to allow for successful learning to take place. In addition, the occupational therapist must be able to recall information and organize information in an efficient and useful manner. This included the ability to acquire, retain, and prioritize informational data, conceptualize and integrate abstract information, apply theoretical knowledge to specific client populations and justify a rationale for therapeutic interventions, and problem-solve to create innovative and practical solutions.
- III. **Physical Demands:** The successful occupational therapy student must possess sufficient motor abilities to allow for treatment intervention with a variety of clients. This includes functional use of all four extremities which would allow the student to carry out assessments and to provide therapeutic interventions. Quick reactions are necessary not only for safety, but for one to respond therapeutically, in most clinical situations. The student also needs to demonstrate good mobility skills including the ability to walk, climb, stoop, kneel, crouch, and crawl to allow for one to complete therapeutic interventions on all types of surfaces. The student is regularly required to maintain positions for extended periods of time such as sitting, standing, and writing. The student frequently is required to demonstrate good arm placement to allow for reaching and positioning of hands to successfully manipulate large and small objects. Students must regularly lift and / or move up to 10 pounds. The student must occasionally lift and / or move more than 100 pounds. Physical endurance must be sufficient for the provision of direct, hands-on client treatments for 6 or more hours per day.
- IV. **Psychosocial Demands:** The student must display the emotional maturity to interact with a variety of individuals with diverse age, diagnoses, culture, and socioeconomic backgrounds. The student frequently needs to address multiple, demanding tasks simultaneously and therefore needs to have established strategies for stress management.
- V. **Communication Demands:**
Written: The student must be able to effectively communicate in written English. The format can range from a brief note with appropriate use of abbreviations to a descriptive narrative.

Verbal and Nonverbal: The student must be able to produce the spoken word and to interpret factual information along with nonverbal cues of mood, temperament, and social responses from clients, supervisors, and peers. Response to emergencies / crisis situations, as well as more routine communication must be appropriate to the situation. Communication must be accurate, sensitive, and effective.

Reading: The student must be able to read and comprehend information in English from a variety of written sources (e.g. textbooks, professional journals, medical/school records, and government regulations).

- VI. **Environmental Demands:** The occupational therapy student must be able to negotiate and successfully achieve access to multiple environmental situations. These environmental situations may be physical, social, or cultural.

The physical environment would consist of nonhuman aspects. The student is occasionally exposed to wet or humid conditions (non-weather); work near moving mechanical parts, fumes or airborne particles, hazardous materials, blood-borne pathogens, outdoor weather conditions, risk of electrical shock, risk of radiation, and vibration. The noise level in the work environment will range from a classroom situation in which the noise level is low to an industrial or clinical environment where then noise level may be high.

The social environment would consist of norms, expectations, and routines of different environments. The occupational therapy student will be exposed to multiple treatment environments which have implicit and explicit rules for behavior.

The occupational therapy student must demonstrate multicultural competency skills to allow for one to function within multiple client populations. Multicultural competency skills as outlined by the American Occupational Therapy Association include awareness of one's culture, willingness to explore and become knowledgeable about another culture, being respectful to individual diversities, and being able to select culturally sensitive therapeutic interventions.

- VII. **Professional Behaviors:** The student is expected to demonstrate professional behaviors and attitudes during his/her participation in the classroom and practice settings. This includes, but is not limited to: commitment to learning, dependability, written and verbal communication, interpersonal skills, professionalism, cooperation, clinical reasoning, and intrapersonal coping skills. The student will be rated routinely and mentored by occupational therapy faculty on professional behaviors. Students must be able to give and receive constructive criticism. Responsiveness to criticism from faculty, clinical instructors, and peers is essential for success.

Comments: The description above is intended to reflect the essential functions in a general manner. It is not all-inclusive, and is not a contract, expressed or implied. The description also attempts to describe functions in multiple contexts from the didactic experience to the fieldwork experience. Keeping this in mind some essential functions may increase or decrease depending on the context.

Student(s) having concerns regarding their ability to meet these essential functions are encouraged to contact Disability Services at Indiana State University <http://www.indstate.edu/admissions/disability-services.htm>. Accommodations may be arranged through this office.

Section 6

Professional Organizations & Honor Society

Professional Organizations

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

Current AOTA membership is nearly 42,000, including occupational therapists, occupational therapy assistants, and occupational therapy students. Members reside in all 50 states, the District of Columbia, Puerto Rico, and internationally.

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

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

Mission Statement

The American Occupational Therapy Association advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.

Vision Statement

AOTA advances occupational therapy as the preeminent profession in promoting the health, productivity, and quality of life of individuals and society through the therapeutic application of occupation.

Centennial Vision

We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs. <http://www.aota.org/About.aspx>

Membership in the American Occupational Therapy Association is **required** of students in the Occupational Therapy Program. OT classes utilize the resources made available by the association. The **American Student Committee of the Occupational Therapy Association (ASCOTA)** represents student members of the American Occupational Therapy Association.

American Occupational Therapy Foundation (AOTF) is a 501(c)(3) charitable, scientific and educational organization founded in 1965. It serves the public interest by supporting occupational therapy research and increasing public understanding of the important relationship between everyday activities (occupations) and health. It accomplishes its aims primarily through grants and scholarships, through programs, and through publications.

The Vision of AOTF

Enhancing health for all people through meaningful participation in everyday life.

The Mission of AOTF

AOTF advances research, education and public awareness for occupational therapy so that all people may participate fully in life regardless of their physical, social, mental or developmental circumstances.

The Goals or Strategic Ends of AOTF

Leadership Development

To facilitate the development of current and potential leaders in occupational therapy.

Financial Stability

To grow the foundation's capacity to pursue its mission.

Public Awareness

To increase public and professional knowledge and understanding of:

- *The health benefits of participation in everyday activities.*
- *The unique contribution of occupational therapy to health and quality of life.*

Research

To support research initiatives that grow capacity and advance best practices in occupational therapy

Education

To support educational initiatives that strengthen the profession of occupational therapy.

Technology

To foster the use of technology to improve practice and enhance quality of life.

<http://www.aotf.org/aboutaotf.aspx>

Indiana Occupational Therapy Association (IOTA) is a professional association, with an all-volunteer Board of Directors, organized to provide professional support for members in their use of purposeful and meaningful occupations to promote health, prevent disability, and to enhance quality of life and life satisfaction in the community at large. <http://www.inota.com/displaycommon.cfm?an=9>

Students enrolled in the Occupational Therapy Program at ISU are **required** to become members of IOTA.

World Federation of Occupational Therapy (WFOT) believes that:

- *Occupational therapy has a valuable contribution to make to occupational performance as it affects the health and well-being of people.*
- *It can positively influence health, welfare, education and vocation at an international level.*
- *The effectiveness of the Federation depends on its contribution and collaboration with other international organizations.*
- *It can positively influence the development of excellence within the profession.*
- *The effectiveness of the Federation depends on it being responsive to the professional needs, issues and requirements of members.*
- *It must be built on co-operation, high ethical standard and mutual respect at all levels.*
- *It engages in political activities and advocacy in matters directly related to its purposes. It will not take a position on a political agenda of any particular national or international party, or of any nation(s), unless it relates to the WFOT's purpose.*
- *The success of the Federation is dependent on the development and maintenance of a strong unified leadership of the WFOT Council.*
- *Its members are the most important asset.*

WFOT Mission

WFOT promotes occupational therapy as an art and science internationally. The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society. <http://www.wfot.org/AboutUs/FundamentalBeliefs.aspx>

Membership to WFOT is not required of students enrolled in the Occupational Therapy Program.

Student Organizations

Student Occupational Therapy Association of ISU (SOTA) is ISU's organization for students studying occupational therapy. Membership is required for first year occupational therapy students. While membership will be voluntary in the second year, it is encouraged as a means of engaging fellow students while participating in advocacy professional leadership. Students will work closely with the Office of Student Activities and Organizations to develop SOTA. http://www.indstate.edu/sao/student_org.htm

National Honor Society

Pi Theta Epsilon (PTE) *The purpose of PTE is to:*

- *Recognize and encourage scholastic excellence of occupational therapy students*
- *Contribute to the advancement of the field of occupational therapy through scholarly activities, such as research development, continuing education, and information exchange between student and alumni members; and*

- *Provide a vehicle for students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities.*
<http://www.aotf.org/pithetaepsilon/purposeshistory.aspx>

Indiana State University has applied and been accepted as a new chapter of Pi Theta Epsilon as the Delta Rho chapter. PTE is an invitation only society with specific requirements for membership.
<http://www.aotf.org/pithetaepsilon/membershipdocuments.aspx>

Section 7

Program Policies

Commitment

The occupational therapy program is an 8-5 pm Monday through Friday program. There will be activities, events, competencies, fieldwork, etc that will occur outside of scheduled times. Attendance is required for these activities. Occasionally, the faculty may require attendance at weekend events. The OT faculty will make every effort to adhere to class schedules; however, when significant learning opportunities become available or when additional time is required to address content time outside of class may be assigned.

Communication

Please understand that your professor will not be able to assist you 24/7. The following guidelines may assist to facilitate communication:

- **Check ISU email daily** to stay current and avoid missing important announcements or correspondence. Missing important communications may jeopardize success in the course.
- **Consult the course syllabus, Blackboard, textbook, and other available resources** before emailing your instructor. Emails or phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.
- Emails to the instructor will be **answered in 48 business hours**; emails are not likely to be answered during the weekend or on holidays. Please do not expect your instructor to return your email at 10 p.m.; just because you work late, does not mean that he or she will be available then. Be patient. Be assured, your instructor *will* respond to your inquiries.
- Emails must be sent **using your ISU email account** (associated with Blackboard). Emails that are sent using non-ISU accounts are automatically funneled by the email program into the junk folder, which is very rarely checked.
- **Emails must contain at least the following information:** your name, which class you are in (OCTH 600), and the subject of your message in the subject line of the email (e.g. Question about Homework Assignment). Emails that do not contain the above identifying information may be deemed spam/junk and may be inadvertently deleted.

Communication

Communication is an essential skill for Occupational Therapy Practitioners. Students in a professional program will develop skills that facilitate direct and honest transfer of information.

Verbal and Nonverbal

- Consider the context; is this an appropriate conversation or does the environment need to be more conducive?
- Make eye contact
- Look for feedback (verbal and nonverbal)
- Consider altering the speed at which you talk. You may want to slow down if it is a complex subject.
- Assess your body language, what can you do to facilitate understanding
- Monitor the tone of your voice, you may consider altering it to make a point and use pauses and silence
- Check your assumptions regarding level of understanding by asking questions

Email

When you use your ISU email account you are representing yourself and the Program and the University please respect for all who may potentially view the email.

- Use context appropriate greetings and closings. Use appropriate level of formality.
- Keep messages brief and to the point. If the message becomes lengthy or complicated direct face to face / phone conversations may be the best option.
- If you are requesting more than one response; consider using numbers. Otherwise, send additional emails separating the requests. Please provide options “if-then” statements (if these times work, then please let me know).
- Consider the tone, at times you may want to wait a period of time before sending the email. Reading the email out loud also helps when determining the appropriate tone to use. Emoticons are not used in professional email consider the level of formality.
- Avoid using sarcasm and “jokes” for these may be misinterpreted.
- The format may also convey tone and level of formality. Consider when if ever to use ALL CAPS or special font.
- Type in complete sentences and check for spelling errors.
- Acknowledge emails and if possible reply in a timely manner.
- Re-read emails before you send them.
- Ask permission before forwarding emails.
- Don’t forget to complete the subject line
- Signatures need to include contact information

Social Media

Social media is local and global. Consider how you present yourself on private, professional and departmental websites. Students are advised to use sound judgment when blogging or using their personal websites. Students should establish boundaries by considering the use of two social media accounts, personal and professional. It is important to keep in mind that students should not post anything that they would not want parents, **clients**, **bosses**, or colleagues to view.

Social Media Policy and Procedure

PURPOSE: The purpose of this policy is to set forth guidelines for students concerning blogging and personal websites relating to their student experience with the Occupational therapy program at Indiana State University. Nothing contained herein shall be used to interfere with students’ right to discuss with each other the terms and conditions of their experience or otherwise engage in any activity protected by state or federal law.

The OT Program recognizes that blogs, other types of self-published online journals, collaborative web-based discussion forums, and personal websites can be a highly effective tool for sharing ideas and exchanging information. The OT Program, however, is also concerned with ensuring that use of such communications serves the Program’s need to maintain integrity, reputation, brand identify, and to minimize actual or potential legal risks. For the purpose of this policy, the definition of Blog is a Website that contains an online personal journal with reflections, comments and often, hyperlinks, provided by the writer. Examples would include: Facebook, Twitter, and Instagram.

PROCEDURE:

1. Students may not discuss confidential matters, as outlined in this policy, outside of official community and fieldwork environments unless they are authorized communications by the academic fieldwork instructor. Unauthorized, communications include internet chat rooms, students' personal blogs and similar forms of online journals or diaries, personal newsletters and websites on the internet, and blogs on websites not affiliated with, sponsored by, or maintained by the university, fieldwork or community sites.

2. Students are expected to follow the guidelines outlined in Health Insurance and Portability Accountability Act (HIPAA). <http://www.hhs.gov/ocr/privacy/Communications> with or about patients must be kept confidential and not referred to in blogs and/or website communications.
 - <http://ireport.cnn.com/docs/DOC-311690>
 - <http://www.aao.org/yo/newsletter/201201/article02.cfm>
3. Students have a duty to protect other students' home addresses and personal information as well as protect the confidentiality of University, Fieldwork and Community site proprietary information, trade secrets, strategic business plans, financial information, business contracts, patient information, and any other non-public information that students can access.
4. Students cannot use blogs or websites to harass, threaten, or discriminate against colleagues, instructors, clients, any organizations or businesses associated or doing business with the University, Fieldwork or Community sites, or any member of the public, including website visitors who post comments about blog contents.
5. Students are expected to comply with the University policy pertaining to harassment <http://www.indstate.edu/adminaff/docs/923%20Discrimination%20and%20Harrasment%20Policy.pdf> If a student feels they have been a victim of internet harassment he /she should follow the reporting requirements: <http://www.indstate.edu/adminaff/docs/Discrimination%20and%20Harassment%20Complaints.pdf>
6. Students who maintain blogs or websites and choose to identify themselves as students in the Occupational Therapy Program must state explicitly, clearly, and in a prominent place on the site that views expressed in their blogs or websites are the student's own and not those of the OT Program or of any person or organization affiliated or doing business with the Program.
7. Students cannot use the University's logo or trademarks or the name, logo, or trademarks of any affiliate, on any personal blogs or websites or other online sites unless their use is sponsored or otherwise sanctioned, approved, or maintained by the OT Program.
8. Permission must be obtained to take photographic images in the classroom, community experiences, and fieldwork.
9. Students who violate this policy may receive corrective action up to and including termination.
 - HFAP: Healthcare Facilities Accreditation Program: Requirements for Healthcare Facilities, 2009.
 - HFAP: Healthcare Facilities Accreditation Program: Critical Access Hospitals, 2008.

Avenues of Communication / Conflict Resolution

Effective communication is essential between students, as well as, members of the faculty and students. Open communication between faculty - student(s) and student - student is a prerequisite to prevent or resolve differences. At times you may be hesitant to approach a faculty member or a colleague to express a difference in opinion. However, this is where effective resolution to any problem must occur. We consider this to be part of your professional development.

The following steps are designed to facilitate conflict resolution:

1. Whenever possible go directly to the person(s) involved. Rarely is this not a viable option, however if needed please follow the chain of command within the Program, Department, College, and University. **Failure to follow the chain of command is considered unprofessional.**
2. **First seek understanding.** Ask non-judgmental clarification questions.
3. Utilize "I" statements.
4. Then utilize a DESC or and DISC format.

- Describe the situation
- Explain the impact of the situation **OR** Inform then how it made you feel
- Statement regarding how you would like to see the situation resolved (if x then y)
- Consequences (Plan to go to the next level in the chain of command.)

Advising

Each student is assigned an academic advisor upon admission to the program. Students and advisors meet a minimum of one time per fall and spring semester. Students may meet with their advisor more regularly (i.e., case of declining academic performance). The main purpose of academic advisement is to help students achieve their professional and educational goals. The student will schedule advising appointments as directed by the program. OT Faculty maintain office hours and are also available by appointment. Office hours are posted outside the Faculty member's office. To assist us in advising you, please come prepared to advising sessions with questions and concerns. We encourage **open communication during these meetings**. Students will be asked to develop **Advisement Plans** that facilitate success in the program and future success in practice. To facilitate communication, an advising form will be utilized to document student progress towards obtaining academic requirements and professional responsibility.

During Level II Fieldwork, the Academic Fieldwork Coordinator (AFWC) assumes the role of academic advisor. During this time the AFWC may confer with the student's didactic academic advisor as needed.

As stated above, additional advising session may be necessary. We request that students be **proactive** by contacting their advisors when issues arise. Please do not wait; issues are usually easier to resolve early in the course of study. Plus, your advisor may have knowledge of resources available at the program or university level.

The role of the occupational therapy faculty / advisor is directly related to academic success. For other issues, the OT faculty are required to refer students to services available on campus.

To insure a quality of student experience, students are required to evaluate their Academic Advisor. Students will be given access to a link which will allow anonymous responses.

Student Support Services

OT students at Indiana State University have access to student support services. The following contains a list of student services and website addresses:

Center for Student Success <http://www.indstate.edu/cfss/programs/main.htm>

Writing Center http://libguides.indstate.edu/content.php?pid=18359&search_terms=writing+center

Student Counseling Center <http://www.indstate.edu/cns/index.htm>

Student Health Center <http://www.indstate.edu/shc/>

Technology Support (Office of Information Technology) <http://www.indstate.edu/oit/students/scsc.php>

Student Resources Cunningham Library: <http://lib.indstate.edu/services/students.htm>

Schedule of Classes and External Events

The OT faculty try very hard to plan the schedule as far in advance as possible. However, when excellent learning opportunities arise, attendance at these events will be required. It is often the case that the Faculty are unable to provide the dates and times of many of these events at the start of the semester. Understand that the schedule for this program is fluid and that there will be occasions in which students will be required to attend events that were

not scheduled at the start of the semester. Faculty will attempt to inform the students of any schedule changes as soon as these are available to the Faculty.

Attendance/Tardiness

As adult learners in a professional program, students are responsible for their own behavior regarding attendance. Be advised that the OT Program requires on-time attendance to **all** sessions (on campus and fieldwork experiences). In the event that an absence occurs, students are required to complete the “Occupational Therapy Program – Absence Form” as well as an additional assignment of a 5 page, APA paper covering a topic to be chosen by the Instructor at the time of the absence. Should the student accumulate more than 2 absences in a class the final grade for that class will be dropped a full letter for each absence after the 2nd absence. However, since we are all human, the OT Faculty realizes that there will be times when one may be late or unable to attend class. When this occurs we request the following professional behaviors:

- **Utilize professional judgment regarding the absence.** Justifiable reasons for being absent from class include, serious illness of oneself or a significant other, or the funeral of a close friend or relative. A student truly committed to becoming a competent health care professional will not attempt to contrive excuses. Students who have frequent excused absences will be referred to their academic advisor and a remediation plan will be developed. Students arriving late for an evaluation with an acceptable excuse must complete the evaluation within the allotted period of time. Students that do not have an acceptable excuse will not be allowed to take the exam, test, or competency. **Unexcused absences during evaluations including in class assignments** may result in a grade of F or zero. Special arrangements may be granted for excused absences at the discretion of the instructor. The student will be responsible for arranging with the instructor any missed evaluations (tests, quizzes, checkouts etc.). The course instructor reserves the right to penalize the student for any absence with a reduction in points towards the course / assignment grade.
- Examples of **unexcused absences or tardiness**:
 - Scheduling non-emergency medical appointment
 - Meetings with instructors or academic advisors
 - Leaving early for Level I Fieldwork
 - Picking a friend up from the airport
 - Leaving early for scheduled breaks during the semester
 - Family reunions and vacations
 - Friend’s weddings
- For didactic coursework, Instructor contact information may be found on the syllabus any may be contacted by **office phone or email**. Instructors have the authority to contact students regarding absence. In cases of unexpected emergency, please contact the instructor as soon as possible. **The OT Program is required to keep documentation of all absences. The student will report absences to the OT Faculty. Failure to notify OT Faculty and Fieldwork Educators of an absence will result in a 10% drop in the total points available in all courses infringed on by the absence.**
- **Course Content.** Responsible students will make arrangements with colleagues to obtain content and assignment information missed during their absence.

Absence (Extended)

Absences that are in excess of one week are considered extended. These absences may be expected or unexpected with the student expected to return and complete coursework for that semester. Utilize professional judgment regarding the absence and respond appropriately by following these procedures:

Unexpected Extended Absence (Student is expected to return that semester and complete coursework)

1. Notify your Academic Advisor and / or Program Director of circumstances surrounding the need for the absence.
2. The Academic Advisor and / or Program Director will verify the need and notify the appropriate course instructors. Referral to appropriate University Officials and Programs will be made.
3. The student is responsible for content and assignments missed during their absence. The student will need to collaborate with individual course instructors and devise a plan for completion of the course. However, the extended absence may impair the student's ability to attain an adequate level of knowledge and skills resulting in substandard grades or possible failure.

Expected Extended Absence (Student is expected to return that semester and complete coursework)

1. Notify your Academic Advisor and / or Program Director of the need to leave the program as soon as the need becomes apparent.
2. Submit a letter to the Program Director requesting the leave. Include in this letter documentation to verify the need for the leave (e.g., physician's statement, obituary, etc.). Also include dates of the leave and classes that will be missed.
3. The Program Director will evaluate and verify the significance and accuracy of the information. In doing so, the Program Director may request additional information and may request input from the OT faculty when considering the request.
4. The Program Director will notify the student as to the decision regarding the request for a leave. If the leave has been approved, the Program Director will then notify the OT Faculty. Students may be required to withdraw from non-OCTH courses and discuss options with these instructors.
5. Upon approval of the leave, the student is responsible for collaborating with the individual instructors as to how the content and assignments may best be completed. However, the extended absence may impair the student's ability to attain an adequate level of knowledge and skills resulting in substandard grades or possible failure.

Student Leave from the Program

A student may request a leave of absence from the program by submitting a written request to the Program Director. The request is then reviewed by the faculty. Reasons for a leave of absence include, but are not limited to: pregnancy, exacerbation of a chronic condition, active military duty, and personal / family difficulties. Leave of absences are granted in increments **of one year periods of time**. Students must **re-enter the program in the same semester** in which they were granted the leave of absence. The leave may be extended over one year but **cannot exceed the time restriction for completion of program** requirements or fieldwork. Students granted a Leave of Absence may be asked to complete or repeat coursework to reinforce knowledge and skills needed for successful completion of the program. Please follow the procedure outlined in the extended leave policy.

http://www.indstate.edu/academicaffairs/military_activation_policy.htm

Assignments

Instructors in the Occupational Therapy Program are dedicated to providing educational opportunities (assignments) that empower students to think critically and grow professionally. Therefore, **all assignments are deemed beneficial and must be successfully completed prior to the end of the course**. The OT Program requires the individual course instructors to take **10% off the total grade** for any late assignment. Failure to successfully complete an assignment will result in a **grade of incomplete**. A grade of incomplete results in a

student not being able to enroll in subsequent coursework until requirements is fulfilled. We request students be proactive and assume an active role in asking questions or seeking clarification regarding the assignment.

<http://www.indstate.edu/academicaffairs/grading.htm>

Assignment Format

Follow the required **formatting** for all coursework:

- a. **Word-process** all submitted work using Microsoft Word (downloadable at <http://downloads.indstate.edu>).
- b. When completing written assignments, students are required to follow the guidelines set forth in the most recent edition of the *Publication Manual of the American Psychological Association*. Plagiarism will not be tolerated. The Cunningham Library houses the ISU Writing Center for those seeking help with writing skills. The following resources may be helpful:
 - i. http://libguides.indstate.edu/content.php?pid=18359&search_terms=writing+center
 - ii. <http://library.indstate.edu/tools/tutorials/plagiarism/>
 - iii. <http://owl.english.purdue.edu/owl/resource/589/01/>
- c. Save all documents as the following: LastName_AssignmentName_Draft#. For example, Smith_ArguetoInquire_2.

Turn in all work on time. Work turned in after the posted due date and time is considered late. **Late work on projects and class activities will be penalized one letter grade for each late day** (including turning it in one minute past the deadline, on weekends, and on holidays). After four days, late work will no longer be accepted for credit, as it will have automatically earned a failing grade. It is always possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a valid excuse for late work. Due to the nature of online assessments, all quizzes and tests will only be available for three days and make-up work is *not* permitted.

Extensions for papers are granted only in exceptional circumstances and must be *made in advance*. The decision to accept a late paper is at the instructor's discretion.

Extra Credit

Extra credit is not allowed due to equity issues. We prefer that you earn credit when it is assigned. This is a professional program and it is deemed unprofessional to ask for extra credit.

Grades

The Occupational Therapy Program maintains consistency with other programs in the Department of Applied Medicine and Rehabilitation. The following scale has been adopted:

A+ = 98%
A = 93%
A- = 90%
B+ = 87%
B = 83%
B- = 80%
C+ = 78%
C = 75%
F = < 75%

Review of Examinations

OT faculty **do not** allow students to keep their examinations. Students may access their exam by making an appointment with the course instructor.

Sharing information regarding OT Program examinations is considered unethical. The practice of copying or maintaining old test files for classmates and future students is prohibited. Knowledge of such actions may result in the administration of new tests to said students, invalidation of prior scores, and/or dismissal/sanctions based on the OT Faculty Committee action.

Competency and Exam Accommodations

The Office of Student Success will be utilized to accommodate students that have a documented need for exam accommodations. It is the student's responsibility to notify faculty and the office of student success to make arrangements prior to needing the accommodation. All Testing Accommodations must go through the Office of Student Success. No accommodations will be allowed for skill-based competencies.

OT Testing Procedure

The ultimate outcome of this program is that students become successful practitioners. The NBCOT Exam is a major milestone in this process. To better prepare students for exam testing conditions we will follow the following:

- Once the exam starts you will not be allowed to leave the testing situation. Please come early and take restroom breaks prior to the beginning of the test. For extended testing situations, breaks will be planned between test sections.
- No food or beverages will be allowed during the testing period.
- Personal belongings must be placed in a designated area. Cell phones must be turned off and placed with personal belongings.
- The course instructor will provide blank pieces of paper at the request of the student.

Failure to adhere to the Testing Procedure will result in a grade of F or zero on the exam. The disciplinary report may also be filed if the Office of Student Conduct.

Adherence to the testing procedure will be determined by the faculty member for short quizzes.

Student Identification

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

- Examinations taken using an online format require proctoring.
- Plagiarism Software
 - Indiana State University has contracted with Turnitin.com for plagiarism detection services. Required papers may be subject to submission for review to Turnitin.com.

Plagiarism

The [ISU Code of Student Conduct](#) defines plagiarism as follows:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented. (4)

Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The [Student Guide to Academic Integrity](#) describes appropriate academic conduct in research, writing, assessment, and ethics.

Academic dishonesty is not tolerated at Indiana State. **The penalties can be severe and include: failing the assignment, failing the course, and referral to Student Judicial Programs to face form conduct charges.** Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the academic deans.

Please note that even if you paraphrase another's work, you must also cite your source in the text, just as you would a direct quote. Additionally, submitting a paper you have written for another course is also a form of plagiarism known as multiple submissions.

You will be turning in papers through Turnitin, an online tool that assists in discovering plagiarism. A great resource to help you avoid plagiarism is the [Plagiarism Tutorial](#) offered by Indiana State's Cunningham Memorial Library.

If you intentionally or blatantly plagiarize , you will fail the class, and the case will be reported to Student Judiciary.

For this program you will be using either MLA or APA formatting, depending on the topic of your paper. Projects focused on the fields of English, literature, languages, or culture will use MLA; projects focused on the social sciences, business, or nursing will use APA. See Course Documents > Research and Writing Resources for specific resources for each. Generally, the following principles apply:

1. All quotes, summaries, paraphrases, and facts must have two types of documentation. The first is a parenthetical or in-text citation inserted in the text where the referenced content appears. The second is a bibliographic entry or endnote on a References/Works Cited page at the end of the paper.
2. Anything cited word-for-word is a quote and must appear in quotation marks. Quotes must be documented.
3. Any source cited in the paper should have a corresponding bibliographic entry/endnote at the end of the document.
4. Only sources cited in the paper should appear in the References/Works Cited. Sources you read but do not cite may be cited in a separate Works Consulted.
5. All quotes, paraphrases, and summaries must have page numbers as they are identified in the original source. Many internet sites do *not* have page numbers listed online (it does not count if they appear when you print out the document), although some do (such as pdfs and online journals). Only site a page number if it is identified in the original source.

Sexual Misconduct

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report or the Title IX Coordinator, visit the Equal Opportunity and Title IX website: <http://www.indstate.edu/equalopportunity-titleix/titleix>.

The ISU Student Counseling Center – HMSU 7th Floor; 812-237-3939;
www.indstate.edu/cns<<http://www.indstate.edu/cns>>

The ISU Victim Advocate – Trista Gibbons; HMSU 7th Floor; 812-237-3939(office); 812-230-3803 (cell);
trista.gibbons@indstate.edu<<mailto:trista.gibbons@indstate.edu>>
Campus Ministries - <http://www2.indstate.edu/sao/campusministries.htm>;
United Campus Ministries

812-232-0186 www.unitedcampusministries.org<<http://www.unitedcampusministries.org/>>
ucmminister2@gmail.com<<mailto:ucmminister2@gmail.com>>
321 N 7th St., Terre Haute, IN 47807

For more information on your rights and available resources:
<http://www.indstate.edu/equalopportunity-titleix/titleix>

Class Meetings and Student Representation

The Program Director, Academic Fieldwork Coordinator, or Class Representative may call a meeting of the entire class outside of scheduled class times. In general, these meetings are held for the purpose of disseminating specific information that impacts the OT student body. **Attendance is mandatory.**

Each cohort class will elect two members to represent the OT student body. The **representatives will meet on a routine or as needed basis** with the OT Faculty. Representatives may also be invited to attend OT faculty meetings to provide input on specific issues.

Printing Copies

The University has multiple sites that allow students to print copies of papers. The Sycamore Center for Wellness and Applied Medicine second floor student lounge is one of these locations. Please use the following website to assist you with your printing needs.

<http://www.indstate.edu/express/withdrawal.htm>

Dress Code

Students in a professional program must discern appropriate dress for participation in activities and for exposures to different environments. The dress code is designed to help assure safety, infection control, and a professional demeanor in classroom, laboratory, community and fieldwork experiences. Students must exhibit good judgment regarding personal hygiene, attire, and accessories. The following guidelines are a starting point and cannot cover every situation. Please note that asking appropriate dress questions ahead of time is encouraged.

Guidelines:

1. Good personal hygiene includes daily routine of shaving, hairstyling, nail care, and control of body odor. Hair should not obstruct eye contact and may need to be secured depending on facility and activity requirements. Makeup should not distract from the situation. Facial and body hair should be shaved daily or groomed for an attractive appearance. Finger nail length should be short and not interfere with normal dexterity. Artificial finger nails are not allowed for infection control reasons. Conservative use of fragrances is expected in consideration of others with sensory, allergic, and respiratory restrictions. Please be advised that if you smoke, this too may interfere with the therapeutic relationship.
2. Lower Body Dressing: Dress slacks or jeans should be properly fitted for the body type without holes or disfiguring markings. For safety reasons and infection control, slacks or jeans should not drag along the floor. Low riding pants should not expose underwear. Jeans are not to be worn for fieldwork unless specifically requested by the fieldwork supervisor.

- The bottom of the hem for dresses and skirts must be no more than 2" above the top of the patella in standing. Leggings or meggings are not a substitute for pants.
3. Upper Body Dressing: shirts, blouses, or polo shirts should be properly fitted, suitably pressed and should not reveal body structure. All shirts must have sleeves. Clothing should not expose midriff, cleavage, or lower back. T-shirts and sweatshirts may be worn for classroom and laboratory experiences but are not suitable for fieldwork or when guest lecturers are present for classroom presentations.
 4. Undergarments must be worn. See-through fabric garments are not appropriate. Exposure of undergarments is deemed unprofessional and may make others uncomfortable. Strapped shirts that can be viewed externally are not allowed.
 5. Shorts and workout clothing are limited to specific laboratory classroom experiences. Faculty responsible for the learning activity will determine appropriate attire.
 6. Foot attire may include closed toed shoes such as dress shoes or tennis shoes in good repair. High heels, sandals, flip flops pose risks to the student during specific laboratory assignments and are not allowed. Students should have appropriate shoes available for all classroom, fieldwork, and laboratory experiences.
 7. Tattoos and body piercing should not be visible on fieldwork and for guest lecturers. Please remove body piercings. Your fieldwork site will determine whether you will be required to cover your tattoo(s). Earrings up to 2 per ear are acceptable. Dangling earrings are restricted in labs and during fieldwork due to potential damage to the earlobe. Rings should be limited to one per hand. At times you may be requested to remove rings for infection control reasons.
 8. Additional requirements may be set by individual fieldwork sites and must be adhered to by the assigned students. Required clothing for fieldwork is the responsibility of the student. Sites may require white lab jackets or scrubs.
 9. Official ISU name tags with the student's picture are required for Fieldwork and for off campus classroom activities.

The student's safety and appearance is paramount to the development of professional behaviors and to positive representation of occupational therapy to our constituents. This policy reflects trends in fashion and is to be used as a guide to determine professional suitability in the classroom and practice environment. Faculty, administration, or the fieldwork supervisor has the right to refuse student participation in class or fieldwork based on the student's unprofessional attire regardless of items not specifically listed in the policy. **Coursework missed due to inappropriate attire cannot be made up.** If you are unsure about your attire, we recommend that you dress conservatively. Repeated violations of professional dress will be addressed by the student's advisor and a remediation plan will be developed.

For additional information regarding safety and infection control risks, please review these articles:

Koh, K.C., Husni, S., Tan, J.E., Tan, C.W., Kunaseelan, S., Nuriah, S., Ong, K.H., & Morad, Z. (2009). High prevalence of methicillin-resistant staphylococcus aureus (MRSA) on doctors' neckties. *Med J Malaysia*, 64(3). 233-5.

Moolenaar, R.L., Crutcher, J.M., San Joaquin, V. H., Sewell, L.V., Hutwagner, L.C., Caron, L.A., Robison, D.A., Smithee, L.M.K, & Jarvis, W.R. (2000). A prolonged outbreak of pseudomonas aeruginosa in a neonatal intensive care unit. Did staff fingernails play a role in disease transmission? *Infection Control and Hospital Epidemiology*, 21(2), 80-85.

Drug and Alcohol Policy

The OT faculty supports professional standards of care. If an occupational therapy student is impaired by chemicals, illegal or legal, the client's care along with others in the environment can be jeopardized. The faculty defines chemicals as alcohol, over-the-counter medications, illegal drugs, prescription medications, inhalants, or synthetic designer drugs.

Once a student is admitted to the occupational therapy program, the student is expected to remain alcohol and drug free while in the classroom, laboratory, learning community and fieldwork setting.

a. If a faculty member suspects that a student is impaired by chemicals, then the student will be directed to leave the learning environment, and the faculty will report the incident to the Program Director. The faculty will find suitable transportation for the student. The student will pay for any transportation fees.

b. The student will be required to go for a drug screen as designated by the instructor, program director, or fieldwork supervisor.

c. Drug screening results must be mailed or FAXed from a qualified clinical agency (physician's office, Certified Background, Granite Security, RightChoice...) to the following address:

Indiana State University
College of Nursing, Health, and Human Services
567 N. 5th Street
Occupational Therapy Program
Terre Haute, IN 47809
FAX: 812-237-3615
Attention OT Program Director

d. The program will pay for a one time drug screening test if the test is required by the course instructor, program director, or fieldwork supervisor.

e. Students may be required by Fieldwork and Community sites to complete additional drug screens. Typically this occurs the first day of fieldwork.

f. In the event of positive drug screening results:

- Student may request to complete another drug screen to rule out a false positive report. Any positive quick read 10 panel drug screen obtained at the testing facility is sent to the laboratory for negative or positive confirmation. A positive test is identified as such by substance or substances.
- If the student has a legitimate medical need for any drug tested in the ten-panel drug screening, then the student must provide the following information to the Program Director:
 - A verifiable, documented need for the drug. (e.g. physician's letter justifying the need for the drug or verifiable physician's prescription)
- Failure of the student to complete a drug screening, or refusal to submit urine specimen, will result in the student's removal from the program.
- Failure of the student to complete a clean drug screen will also result in the student's removal from the program.
- If the student is removed from the program:
 - The student must apply for re-admission.
 - The student will be required to drop out of the sequence of courses for one year.

g. This information will be treated confidentially.

Progression, Retention, and Dismissal Policies

The goal of the occupational therapy faculty is for each student enrolled in the OT Program to successfully complete his or her course of study. The following policy outlines how a student may successfully complete the Program. A student may be dismissed for academic and non-academic reasons. The OT program works with the College of Graduate and Professional Studies and the Applied Medicine and Rehabilitation Department policies regarding retention and dismissal.

The College of Graduate and Professional Studies and the Applied Medicine and Rehabilitation Department will be consulted before any formal action is taken at the program level.

Academic

1. Students with an overall cumulative GPA below a 3.0 and who have had at-least two term GPAs (Fall, Spring, or Summer) below a 3.0 will be removed from the program. Additionally, students who earn a course grade below a 3.0 (B) will be required to meet with their academic advisor and may be asked to develop a remediation plan. A student who earns 2 course grades below a 3.0 (or a B) regardless of semester will be required to work with the program director to develop a remediation plan consisting of an Academic Probation Contract for the subsequent term. If after implementing a remediation plan / Academic Probation Contract a student earns an additional course grade below a 3.0 (or a B) the student will be removed from the program. Finally, students are required to meet all requirements of the College of Graduate & Professional Studies with respect to maintaining good academic standing.
2. Students must achieve **a minimum grade of C (2.0) in any course**. An earned grade below a C (2.0) is considered failure and the student will be dismissed from the program. The OT program works with the College of Graduate and Professional Studies regarding dismissal from the program when a student is dismissed (see #1).
3. Students must also demonstrate satisfactory performance in Fieldwork courses. An unsatisfactory performance report in any Fieldwork course is considered failure and the student will be dismissed from the program. More information regarding Fieldwork Coursework and what constitutes an unsatisfactory report can be found in the Fieldwork Manual.
4. To successfully complete the OT program, **students must complete the courses in the sequence** that they are offered. **Students may not enroll for the next semester of course work if they have not successfully completed coursework from the previous semester.** Incomplete grades must be completed within one year of initiating the course before the student receives a failing grade for the course.
5. Students may petition for reinstatement into the OT Program, the **student may only retake a course one time.**
6. Students **dismissed from a Level II Fieldwork course are also dismissed from the program.** If the student seeks reinstatement, a remediation plan approved by the OT faculty will be part of the criteria for reinstatement. Prior to being assigned a new Level II Fieldwork site, the student must successfully complete the plan. **The student may only retake a Level II FW course one time.**
7. Students must complete competency testing throughout the program of study. **Failure to successfully complete a competency will result to advance in the program.**

8. A student must complete all components of the program within **Six (6) years** of matriculating into the program. **Level II FW must be completed within one year of completing didactic study.**
9. Throughout the program the student must maintain compliance with the following: CPR, First Aid, specified immunizations and annual TB testing, Background checks, Personal Health Insurance, Professional liability, Professional organization memberships, and Annual Health Examination.
10. A student convicted of a **Felony** while in the program must report this to the Program Director. Student must assume the cost and complete the NBCOT Early Determination Review. Student will be required to release the results of the review. The OT Faculty will review results to determine student's ability to remain in the program. Student will be dismissed from the program if the NBCOT Early Determination Review finds that they are not eligible to take the certification examination.

Grade Appeals

Please refer to the current University Catalog for policies and procedures related to grade appeals.

<http://www.indstate.edu/academics/catalogs.htm>

Non-Academic

Students are representatives of ISU and the occupational therapy program. Students are expected to conduct themselves in a manner consistent with the standards of professional organizations and the standards set forth by Indiana State University in and outside of the classroom.

Professional Behaviors are key to the development of an occupational therapy practitioner are outlined in the competency section of the Handbook and also include, but are not limited to:

- ISU Code of Conduct located at <http://www.indstate.edu/sci/code.htm>
- AOTA Code of Ethics and Ethics Standards (2010) located at <http://www.aota.org/Practitioners/Ethics/Docs/Standards/38527.aspx>
- NBCOT Code of Conduct located at <http://nbcot.org/pdf/Candidate-Certificant-Code-of-Conduct.pdf?phpMyAdmin=3710605fd34365e380b9ab41a5078545>

Procedures outlined by the **Office of Student Conduct and Integrity** will be utilized if problems arise.

<http://www.indstate.edu/sci/integrity.htm>

Remediation

Goals of Remediation:

- To assess the student in developing knowledge, skills, and attitudes essential to successfully completing the OT Program.

Guidelines for Remediation:

A student may be referred for remediation for academic and non-academic reasons.

Academic:

1. If a student receives a grade equivalent to a C + (78 %) or lower on an evaluation (assignment, exam, competency...). The Final Exam / Project is not included in this policy. The student will set up a mandatory meeting with the instructor in charge of that evaluation within 3 working days. The

student will need to come prepared to the meeting. The student must formulate questions that seek clarification regarding the content area

2. Students who are unable to attain and maintain grade point levels identified in the academic progression policy may be placed on probation or dismissed from the program. Once the student has been identified as having difficulty demonstrating achievement of a content area, they will be referred to their advisor. A collaborative remediation plan will be developed. We encourage students that are having academic difficulties to meet with their academic advisor as soon as issues become apparent.

Non-Academic:

1. OT students are required to collaboratively develop professional development plans with their academic advisor and to update these plans every semester.
2. Students who are in violation of ISU OT Program Policies, ISU Student Conduct, AOTA Code of Ethics, or NBCOT Code of Conduct will be required to develop a specific plan to address the specific areas of difficulty. We encourage students to collaborate with their academic advisor, the University Counseling Center <http://www.indstate.edu/cns/>, and the ISU Ombudsmen <http://www.indstate.edu/studentaffairs/ombuds.htm>. Students who fail to address the issue and meet the terms of the plan will be dismissed from the program. Severity of the unprofessional conduct may also lead to student dismissal.

Disciplinary Action (Probation, Suspension, Dismissal, and Expulsion)

Probation: The OT Program may place a student on probation for a period **no longer than one year**. The student may be placed on probation for academic and non-academic reasons. (See Progression Retention and Remediation Policy). At the end of one year, the student's status will be reviewed to determine if remediation has occurred and if they will be able to continue in the program. The University may place a student on **Judicial Probation** for one semester. <http://www.indstate.edu/sci/action.htm>

Suspension: The University identifies three types of suspension: deferred suspension, suspension, and interim suspension. Please refer to the University Policy regarding suspension found at <http://www.indstate.edu/sci/action.htm>

Dismissal: A student may be dismissed from the OT Program for reasons outlined in the Progression, Retention, and Remediation Policy.

Expulsion: The University may permanently terminate student status. <http://www.indstate.edu/sci/action.htm>

Reinstatement to the OT Program

Students that have been dismissed from the program may elect to petition the OT faculty for reinstatement. The student may do so by following this procedure:

1. Formulate a letter to the Program Director stating the reasons for dismissal.
2. The letter must contain a plausible remediation plan that directly addresses the reason for the dismissal along with a time frame for achieving the goals set forth in the plan.

3. The student must also consider a trajectory for completion of the program meeting fieldwork and program length requirements.
4. The Program Director will present the petition to the OT faculty. The OT faculty may request revisions to the plan and/or time frame. The OT Faculty will render a decision regarding the petition.
5. If the reinstatement is approved, the student will abide by the time frame set forth. Please be advised that immediate reinstatements rarely occur. The student must consider the time required for remediation.

Student Grievance

OT students may grieve decisions made by the OT faculty. All grievances should be formally filed following the College of Nursing, Health, and Human Services Student Grievance Policy or Policies set forth by the College of Graduate and Professional Studies

<http://www.indstate.edu/nhhs/pdfs/governance/governance-docs/student-docs/student-grievance-procedures.pdf> and / or <http://www.indstate.edu/graduate/>

Non-discriminatory Statement and Policy

The OT program follows the Indiana State University non-discriminatory statement and policy.

<http://www.indstate.edu/ao/policy-procedure.htm>

Harassment

The OT program follows the Indiana State University policy on Harassment.

<http://www.indstate.edu/ao/policy-procedure.htm>

Withdrawal

Circumstances may arise that withdrawal from the OT program is the best course of action. The OT Program follows the University policy regarding withdrawal. Information regarding refunds of tuition and fees may be found at this website. <http://www.indstate.edu/express/withdrawal.htm>

Research

Today's occupational therapy practitioners who demonstrate excellence in practice must be effective consumers of research. To facilitate students interpretation of current evidence they must search, locate, and then effectively apply evidence to the clinical reasoning process. Students will also complete a research project as part of their course of study. OT students will follow the Guidelines set forth by the Applied Medicine and Rehabilitation Department (<http://www.indstate.edu/amr/research.html>) and the ISU Institutional Review Board (<http://www.indstate.edu/irb/>). These policies include information on human-subject research protocol.

Request for References

The OT Faculty supports students who are seeking references for scholarships and employment. Faculty may only provide references at the student's request adherent to the Family Educational Rights and Privacy Act (FERPA) of 1974 (PL 93-380). In order for faculty to provide a reference the following must occur:

1. Student must request permission to use a faculty member as a reference. The faculty member may agree if they can provide a favorable reference. If the faculty member cannot provide a favorable reference then the student will be notified and provided rationale for this decision. The faculty member in this case will not provide a reference for the student.
2. If the faculty member agrees to provide a reference, the student must provide in writing the following:
 - a. Date of the Request
 - b. Agencies and institutions that they are requesting a reference(s).

- c. Information to be included in the references. For example, some scholarships are looking for specific attributes and past achievements.
- d. Each Faculty Member will keep their own records of requests.

Required Service Hours

At ISU we consider community service to be part of one's *professional responsibility*. To encourage service, the Occupational Therapy Program requires that you fulfill service hours per semester excluding Level II Fieldwork. Service hours are not course related assignments and experiences and must be approved by the student's advisor. If you are in doubt if something counts towards service hours please seek the opinion of your advisor before participating. Students will bring reports of service hours to their academic advising appointments. The Student OT Association will develop activities / opportunities to fulfill these requirements. SOTA will work with their Academic Advisor to verify that hours are consistent with the policy.

Service to the Profession (4 hours) (e.g., participation in IOTA and AOTA events; assisting in ISU OT program needs; advocating for the profession by visiting Jr. High and High Schools, holding an office in a student organization...)

Service to the Community (4 Hours) (e.g., participating in events or activities that are OT related or with groups that are served by the OT community. These must be preapproved approved by an OT Faculty member and must be therapeutic in nature.

Interprofessional Education and Practice

Select courses in the OT program **require participation** in Interprofessional Education (IPE) learning opportunities. Interprofessional Collaboration is a curricular theme of the occupational therapy program. These events / opportunities expose students in different disciplines to the dynamics of working in teams. At times, IPE opportunities **may occur outside the traditional class schedule**. When possible we will provide advanced notice of these learning experiences.

Employment

The Occupational Therapy Program is rigorous and places demands on the student's time. Employment over 20 hours a week during the didactic portion of the program is not recommended. **During the Fieldwork component, employment is not recommended.**

Academic Freedom

Indiana State follows the American Association of University Professors' guidelines for academic freedom as described on their website (<http://www.aaup.org/aaup/pubres/policydocs/content/1940statement>):

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

<http://www.indstate.edu/fs/docs/sycamoreStandard.pdf>

Student Safety

The OT program follows the policies and procedures outlined by the Department of Public Safety at ISU <http://www.indstate.edu/pubsafety/>

On this website you will locate information on:

- How to sign up for **RAVE text messages**
- Emergency Resources
- Pandemic Plan

- Inclement Weather
- Community Service Officer
 - Escort services
 - Building security
 - Motorist assistance (battery jumps, lock out...)

Fire:

Sycamore Center for Wellness and Applied Medicine evacuation plans are located on each floor. Procedure to follow in the event of a fire: 1. **Remove** those in immediate danger 2. Pull the nearest fire alarm. 3. Call 911 and provide them with the exact location. 3. **Close** doors and windows. 4. **Extinguish** the fire. Consider your safety, first. 5. **Evacuate** 6. **Assemble** on the north side of Hulman Memorial Student Union by the steps. **RACCEEA**

Tornado:

In case of a Tornado, please go to the **interior of the building away from the windows**. On the 2nd and 3rd floor please go to the **restrooms** or any room away from the windows. On the 1st floor, search for a room without windows, possible sites: **Treatment rooms 112-113, Copy room 142, and Nurse’s office 172.**

Medical Emergency:

Occupational Therapy Students are required to be maintain credentials in CPR and First-Aid. In the event of an emergency activate **EMS (911)** and then determine if you can **safely assist** the individual(s) in need. Then provide care as long as your safety is not compromised until EMS arrives.

Personal Safety:

As adult learners in a professional program, students are responsible for their behavior regarding attendance. Be advised that the OT Program requires on-time attendance to all sessions (on campus and fieldwork experiences). However, when personal safety is involved, excused absence(s) will be considered. Students must demonstrate sound judgment and be prepared to justify rationale for missing scheduled classes. A few examples of situations justifying an absence would be unsafe road conditions during inclement weather or declared weather emergencies, or an ISU RAVE Alert identifying a heightened safety risk on campus. It is expected if a student chooses to miss class he or she will notify the instructor of the absence. OT Faculty may also cancel classes and will notify students by email as soon as reasonably possible.

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. Students should provide for their own safety and the safety of their family and then contact their instructors by phone, private e-mail, or through alternately provided numbers. Every effort on the faculty’s part will be made to reasonably attempt to continue with the course and to meet the course objectives. If, for any reason, there is no internet or telephone communication available for an extended period of time, postal service will be used to continue; and in this instance students will be awarded incomplete grades until revised completion plans can be determined. The [Department of Public Safety](#) website can be accessed for the emergency response plan and other documents concerning student and faculty safety.

Use of AMR / ISU Classrooms and Labs

Students are provided the **privilege** of having access to state of the art equipment and materials located in the AMR labs and classrooms. The AMR Faculty and Staff have devoted time and energy in developing environments that are conducive to learning. Please respect this privilege by following these guidelines:

1. Food and Drink
 - a. At the discretion of the instructor, students may bring food and drink into learning environments. At times the instructor may limit food and drink depending on the

learning activity / experience. If food and drink are allowed, the student must remove wrappings, cans, plates from the classroom when they leave.

- b. Non-sponsored food or drink is not allowed when the Instructor has invited a guest to class / lab.
2. Equipment Care
 - a. Caring for equipment and supplies in the classroom and labs is an individual and a shared responsibility.
 - b. Labs and classrooms must be kept organized, clean and free from debris and personal articles to allow for maximal participation. Materials and equipment are utilized only for the purpose that they have been designed. Misuse of materials or equipment may result in the student being dismissed from the program. Materials and equipment used in labs will be cleaned, unplugged / turned off and appropriately stored.
 - c. ISU computers / technology in the classroom may only be used by students for learning experience directly related to an assignment (student presentation). Please make sure that these are turned off and appropriately stored when not in use.
 - d. When using mats / plinths, please take off shoes and avoid placing sharp objects, book bags, drinks, and other foreign objects on the surface. When possible please avoid using the plinths as a writing surface.
 - e. The ADL lab is to be used for learning experiences only. Break areas are located on the second floor. Students are encouraged to leave the building for meals.
 - f. Occupational Therapy Equipment are calibrated and inspected for safety on a routine basis.
Equipment in need of repair must be reported immediately to the faculty member or the program director.
 - g. Resources found in the labs may be reserved for student use (e.g., assessments) outside of class. Reservations will need to be made with individual faculty members. Student signatures will be required to access resources. If resources are not returned a hold will be placed on grades and registration until the resource was returned or monetary replacement value was received.
 3. Access
 - a. Access to AMR Labs and classrooms are at the discretion of individual faculty members. All access must be supervised. **University liability requires that a faculty member be in the building when students are accessing AMR Labs and classrooms.**
 4. Student Guest / Childcare
 - a. For public safety reasons the AMR labs and classroom cannot accommodate guests. This also includes children of students enrolled in the program. Administrative assistants cannot be used to supervise children.

Welcome to the Occupational Therapy Program at Indiana State University (ISU). Thank you for undergoing the rigorous application process and embarking on this journey with us. We have developed a curriculum to aid you in learning over time and focuses on the knowledge and skills needed for today's occupational therapy practitioner.

The following documents have been prepared for the purpose of defining, instituting, and establishing an effective OT program at ISU. The purpose of this handbook is to inform the OT Students and the Department of Applied Medicine and Rehabilitation Academic Faculty of the policies and procedures governing the program. This text will give direction to the OT Students and the Professional Faculty/Staff when carrying out the normal daily activities of the program, along with making executive decisions. The materials are fashioned to best dispense quality instruction for the OT Program.

I, _____, have read and understand the OT Student Handbook. I agree to abide by all policies found therein during my tenure in the program. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with program policy.

Student's Signature

Date

Please return to the Program Director each year and monitor the OT website for updates.



Occupational Therapy Program

Incident Report

Name _____ Birth Date _____

(name of person involved and filing report)

ISU ID# _____ OT Course _____

Address _____ Phone _____

Date and Time of Incident _____

Exact Location of Incident _____

Description of Incident:

Witness(es) to Incident:

Name _____ Name _____

Address _____ Address _____

Phone _____ Phone _____

For incidents involving students:

Was the Instructor or Fieldwork Educator notified immediately? Yes _____ No _____

(Comments) _____

person involved sent for medical evaluation? Yes ___ No ___

When: _____ Where: _____

Comments: _____

Signature: _____ Date / Time _____

(name of person involved and filing report)

(Report Day / Time)

Copies must be sent to the OT Program Director and the Applied Medicine and Rehabilitation 567 N. 5th Street, Terre Haute, IN 47809.

Was the