

CHICAGO STATE UNIVERSITY



O
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Therapy



Program
Student Handbook

2021-2022

Department of Occupational Therapy/Douglas Hall/Rm. 132

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Introduction

History of the Department of Occupational Therapy

The Department of Occupational Therapy at Chicago State University started in 1982 under the leadership of Ms. Artice Harmon. The first class of four students graduated in 1984. The Department of Occupational Therapy provided an undergraduate degree in Occupational Therapy for 22 years and graduated over 400 students. Many of our alumni are in leadership positions at various levels in Illinois and elsewhere. In 2003, the Department of Occupational Therapy received approval for a combined Bachelor of Science in Health Sciences and Master in Occupational Therapy program (B.S./M.O.T.). The first class entered the new entry level Master of Occupational Therapy (MOT) professional program in the fall semester of 2004. In 2019, the occupational therapy profession determined entry level degree requirements to be a MOT or entry-level doctorate (OTD). The CSU program continues to provide the MOT degree at this time.

Accreditation

The program was initially accredited in 1984. The program was most recently reaccredited in 2016. Currently the program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (ACOTE, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, Tel. (301) 652-AOTA, www.acoteonline.org.) Graduates of the program will be eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR®) and will be fully qualified to practice professional occupational therapy, upon completion of application for license in any state, including Illinois.

University Mission Statement

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Core Values

Chicago State University values:

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice and entrepreneurship
- Pride in self, community and the university
- Lifelong learning

College of Health Sciences Mission

The College of Health Sciences at CSU educates a caring and competent, non-traditional student body, many of whom are underrepresented in the healthcare professions. Through innovative teaching strategies and interdisciplinary educational experiences, we empower our graduates to be critical thinkers, life-long learners, advocates for reducing health disparities and providers of quality health career services.

Core Values

Chicago State University (CSU) College of Health Sciences faculty and staff values:

- Student Learning and Development
- Life-long learning
- Diversity
- Accountability and Responsibility
- Community Service
- Critical Thinking
- Interdisciplinary Education
- Empowerment and Social Justice
- Transformative Leadership
- Professional Integrity

AOTA's Philosophy of Occupational Therapy Education

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

What are the Fundamental Beliefs of Occupational Therapy Education?

Students are viewed as occupational beings, in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys

a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation as a fundamental right. Education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics and skills. This will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2014). Occupational therapy education is the process by which practitioners acquire their professional identity.

What Are the Values Within Occupational Therapy Education?

- Enacting the above beliefs to facilitate the development of a sound reasoning process that is client-centered, occupation-based, theory-driven, while encouraging the use of best evidence and outcomes data to inform the teaching learning experience may include supporting:
- Active and diverse learning within and beyond the classroom environment;
- A collaborative process that builds on prior knowledge and experience;
- Continuous professional judgment, evaluation, and self-reflection; and
- Lifelong learning.

Reference:

American Occupational Therapy Association. (2015). Philosophy of Occupational Therapy Education. *American Journal of Occupational Therapy*, 69 (Suppl. 3), 691341005. <http://dx.doi.org/10.5014/2.ajot.2015.696S17>

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**Adopted by the Representative Assembly
2014NovCO49**

Philosophy and Mission of the Occupational Therapy Program

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

The mission of the Chicago State University Occupational Therapy Program is to prepare a diverse student body to become competent occupational therapists who are skilled in and effective at meeting the needs of clients within rapidly changing service delivery systems. The program is designed to provide a transformative educational experience that develops entry-level therapists who possess foundational skills in the principles of the occupational therapy profession. We strive to produce graduates who exhibit the ability to integrate knowledge into practice while using evidence, critical thinking, and reflective abilities necessary to take on a variety of roles (i.e., practitioner, consultant, educator, manager, researcher and advocate) within traditional and emerging service delivery systems.

The Department of Occupational Therapy mission is consistent with the University and College of Health Sciences mission and upholds the commitment to the recruitment and education of candidates from diverse backgrounds underrepresented in the practice of occupational therapy. The program's purpose is to develop graduates that are compassionate and dedicated to implementing contextually relevant occupation centered services that promote and enhance the health, participation and quality of life for individuals and populations.

Revised 2015

Educational Philosophy of the CSU Occupational Therapy Program

The Occupational Therapy Program at Chicago State University has adopted an educational philosophy that encompasses a view of learning and teaching wherein knowledge and learning are products of students' active engagement with internal and external environments during the process of learning/instruction. In this view of learning, students adapt as they build on previous knowledge and beliefs to formulate new knowledge and skills. Therefore, three main principles shape our curriculum: (a) a developmental perspective on teaching, (b) apprenticeship as key for learning competence and professional identity and (c) critical thinking based on evidence as essential for best practice and developing scholarship.

The developmental perspective on teaching states that learning is a search for meaning and association and that prior knowledge influences that search (Pratt, Arseneau, Collins 2001). The faculty help students adapt by building on their knowledge and experience in ways that develop, refine, reinforce student's understanding of humans as occupational beings, participation as a fundamental right, and occupation as a determinant of health across the lifespan. Faculty and students become active collaborators through the educational process. Faculty helps students formulate their own understanding of materials and information. This belief has influenced the organization of course sequences and organization of content within courses each semester.

Apprenticeship as key to fostering the growth of competence and development of a professional identity emphasizes that learning occurs in the process of doing authentic tasks in real settings under the guidance of a skilled practitioner. This process of ongoing growth is influenced by the interactive nature of individuals within their environments while performing real, meaningful tasks. Therefore, the interaction between students and academic faculty and fieldwork educators in a variety of contexts enables the exchange of knowledge while promoting the development of professional behaviors and the integration of professional values, ethics, theories, evidence, and skills. This exchange allows students to develop, connect and use both explicit and implicit knowledge to support their ability to think about and reflect upon events as they take place (Schon, 1987). Active instructional strategies as well as multiple venues are used in the curriculum to engage students in their own learning.

The final construct emphasizes the need for skills in critical thinking based on evidence and resourcefulness to provide best practice, develop in scholarship, and assume multiple roles as an entry level therapist. Students will be challenged to employ numerous modes of reasoning necessary to explore ways to improve human occupation and promote quality of life. Because we recognize students as occupational beings, students are encouraged to examine their own occupational performance early in the learning process. The curriculum sequence then requires students to use increasingly more complex reasoning to address the occupational needs of a wide range of individuals, populations and communities. Students are also encouraged to be resourceful in addressing their own needs and those of others.

Reasoning based on evidence and resourcefulness also help to prepare students to thrive in an ever-evolving health care environment and in dynamic, multicultural communities where occupational therapists are faced with the need to collaborate with clients, care partners, and diverse interprofessional teams, while communicating the evidence and reasoning that supports their practice (Bethea, Castillo, & Harvison, 2014). Throughout the curriculum, students explore methods of organizing, evaluating, and communicating best and current evidence in order to use it to make appropriate decisions about services and supports for individuals, populations and communities.

The educational philosophy of the Occupational Therapy Program thus enhances the mission of the university and college to create a collaborative and transformative learning community that promotes partnerships that facilitate personal and professional growth. We use this philosophy to guide our planning for what, how and when we teach content within the curriculum. This philosophy also helps to shape how we evaluate student learning and faculty and program effectiveness.

References:

Bethea, D. P., Castillo, D. C., & Harvison, N. (2014). Use of Simulation in Occupational Therapy Education: Way of the Future? *American Journal of Occupational Therapy*, 68, S32–S39.

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

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

Occupational Therapy Program Outcomes

After completion of the MOT program, the graduates will:

1. Utilize the principles supporting the theories of occupation and human development in planning, evaluation and intervention to achieve health and wellness.
2. Integrate evidence-based practice and ethical decision making into all aspects of the occupational therapy process to assist individuals and populations in achieving optimal occupational performance within diverse physical, social and cultural environments.
3. Appraise opportunities to deliver best practice that meet the needs of individuals and groups through occupationally centered interventions within a variety of service delivery systems.

4. Defend the right to engage in occupation and intervene on behalf of diverse individuals, organizations, communities and social systems through advocacy.
5. Appreciate and relate to the roles required by the profession through professional development planning and participation in and support of American Occupational Therapy Association (AOTA), Illinois Occupational Therapy Association (ILOTA) and other professional organizations.

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In addition to faculty and staff listed here, the department employs part-time faculty as needed, and has students and volunteers working in the office.

Bachelor of Science in Health Sciences (Pre-Occupational Therapy) Program Outcomes

The graduates of the Bachelor of Science in Health Sciences (Pre-Occupational Therapy) will:

1. Use theory to support reasoning and ethical decision making in determining the health needs of individuals, organizations and communities.
2. Summarize published research related to healthcare.
3. Describe the diverse health care needs of individuals and communities and the variety of systems available to address these needs.
4. Compare the influence of social, cultural, economic, political and occupational factors on participation and health.
5. Analyze the psychological and biological factors that influence health and wellness.
6. Value interdisciplinary collaboration, service and life-long learning.

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Curriculum Design for the Master of Occupational Therapy

The conceptual framework of the Masters of Occupational Therapy degree has three major threads: the wellness-disability continuum; the evaluation-intervention-discharge-advocacy process; and the concept of occupation. As a multidimensional health discipline, occupational therapy's central concern is occupation, those everyday activities in which humans engage, such as work, play, leisure, self-care and social participation (AOTA, 2014). The CSU occupational therapy curriculum is designed to focus on occupational development and the role that occupation plays in maintaining and enhancing the health, function, and well-being of individuals, groups and populations throughout the life span (Christian, Bass & Baum, 2011). Each semester the student examines the occupational performance of individuals across the life span.

Students are provided repeated opportunities to apply the occupational therapy evaluation-intervention-discharge-advocacy process (OT Process) to a wide range of individuals, groups and populations in order to develop their clinical reasoning skills within this process across physical, mental or developmental conditions. They apply the OT process to individuals across physical, mental or developmental conditions while focusing on the interrelated nature of these factors. Addressing these interrelated factors helps students emphasize their use of the OT process rather than a medical model focus on a person's diagnosis. Students are guided in using a wide range of evidence to guide the decisions that they make within the process including evidence gained directly from the individual(s) they are working with, current and best research evidence, and evidence from their own experience.

The curriculum requires students to examine the role of occupational performance and the OT process across the wellness-disability continuum. It emphasizes occupational therapy's concern with all people who could benefit from maintaining or improving occupational performance in order to contribute and achieve

satisfaction in their daily lives, whether or not they have impairments (Yerxa, 1998).

Though occupation serves as an independent thread, it is interwoven as core to the evaluation-intervention-discharge-advocacy process along the wellness-disability continuum. Students come to understand the nature of the client as a bio-psycho-social-spiritual being, the level of his performance of occupation and his/her efficiency in fulfilling life roles and the quality of his/her interactions within multiple contexts. It is essential to understand how intrinsic and extrinsic factors act as barriers and facilitators to the occupational performance of individuals, groups and populations which, in turn, affect lifestyle and well-being. Each major thread is introduced in the first semester of the curriculum and is carried through to the final semester. Students begin examining individuals and progress to considering these threads when working with groups and populations.

We have drawn from the theoretical principles of two models to guide our curriculum: The Person-Environment-Occupational Performance Model (PEOP; Christiansen & Baum) and the Person-Environment-Occupation Model (PEO; Law). These models complement one other in that they provide a client/student-centered perspective of person-environment interactions, are based on spirituality, and are grounded in a clear focus on the concepts of occupation and participation. The major threads of the curriculum provide knowledge and skills that enable the students to apply and critique the effectiveness of their judgments. As a professional program, the emphasis is on developing a repertoire of thinking strategies that enable the student to evaluate and synthesize knowledge. Critical thinking and self-reflection are fundamental components of each course and all semesters. Faculty facilitates critical thinking and problem solving through active learning experiences, role modeling and open discussions of thinking processes. Students examine themselves as occupational beings as well as continually evaluating their own thinking and knowledge through reflective papers, classroom assessments of their understanding and discussions of their own life experiences.

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

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

The initial semesters provide the necessary background in theoretical constructs of occupational therapy and occupation to develop evaluation and intervention planning abilities as a practitioner and advocate. Subsequent semesters build students theoretical base, sharpen skills and develop roles as a researcher and manager. The research course sequence challenges students to seek evidence to formulate and answer questions and to support their conclusions and decisions. The courses in management and contexts provide students with knowledge of dynamic systems and how systems (individual and organizations) respond to challenges in the environment. The curriculum supports the reframing of occupational therapy from a biomedical model to a socio-medical context in order to take an active role in

building healthy communities (Christianson, Bass & Baum, 2011).

Year 1

In the first year of the professional program, students are introduced to the foundation principles and concepts of the profession in the Foundation Principles of Occupational Therapy course. To support the understanding of humans and health-disability, the Health Conditions I course provides a framework for examining the impact of injury, disease and the environment on occupational performance and begins to examine the health conditions primarily influenced by lifestyle choices. Students are introduced to case studies and problem based learning strategies as a means to evaluating the impact of the condition on participation. Students examine the wellness-disability continuum and begin the process of evaluation-intervention-discharge-advocacy for well populations in Evaluation and Intervention I. The Human Occupation I course explores occupational roles across the life span and personal and public meanings of occupation. The relationships among occupation, health, well-being and satisfaction is examined in the level I fieldwork which is part of the Evaluation and Intervention I course. Fieldwork at this level is provided in community settings that do not provide occupational therapy services and faculty serve as fieldwork educators and foster the students' growth of competence and development of a professional identity.

The spring semester introduces students to the wide variety of contexts in which occupational therapy services can be delivered in the Contexts of OT Service Delivery course. Students apply the OT process to examine community-based populations in need of service and at risk through Evaluation and Intervention II; faculty provide supervision for students in these community settings, as well. Students explore the role of group dynamics in the OT process in Occupation II and continue to examine health conditions typically seen in community settings in Health Conditions II.

In summer year one, students take a Research Methods course to build the foundation for scholarship. They learn basic research design and how to evaluate and critique research studies. By

the end of the summer, students select the research project of a faculty mentor and begin to evaluate evidence related to the collaborative research project they will complete in year two. Students also begin the development of population-based planning and intervention in the Program Planning for Populations course in this first summer, which provides students with specific management skills needed to evaluate services and contexts.

Year 2

In the second year of the professional program, students continue to examine the impact of health conditions on disability and wellbeing. Students continue the process of problem based learning regarding conditions to increase knowledge of the wide range of health conditions impacting occupational performance in Health Conditions III and IV. The Client Factors I: Sensory Motor course focuses on body functions and structures impacting occupational performance and establishes a foundation for exploring evaluation and intervention of clients with complex dysfunction. The Evaluation and Intervention III and IV courses consider the impact of injury, disease and developmental issues with increasing complexity. These courses assist students to gradually build a repertoire of theories, models and frames of reference used in occupational therapy practice. Level I fieldwork continues to be an integral part of Evaluation and Intervention III and IV. Students are provided with interactive experiences with a variety of age groups, a variety of disorders and in diverse settings. Clinical educators serve as role models and assist students to critically examine their learning experiences.

In year two, students design and implement a research study in Research Project I and II courses.

Faculty mentorship occurs from designing research question, writing a literature review, and methodology, performing data collection though analysis. Students disseminate their research findings and demonstrate an understanding of research concepts and principles and to communicate the role and value of research in occupational therapy practice. The Occupation III course that ends the second year of study considers

environmental and technological adaptations used in promoting engagement in daily routines using a variety of adaptations and assistive technology.

Year 3

In the fall semester of final year of the program, the Practice Specialization course examines areas of specialization and emerging practice. Students are given an opportunity to explore areas of interests and further examine the trends influencing the evolution of occupational therapy practice.

Fieldwork

Fieldwork seminar examines the professional responsibilities required in fieldwork education, supervision, and strategies for ensuring ongoing professional competence.

Students further synthesize information about evaluation, intervention, discharge and advocacy processes through Level II Fieldwork. The fieldwork sites are varied to represent traditional and emerging practice areas. Level II fieldwork takes place the later portion of the fall semester and the beginning of the spring semester. The faculty assumes a liaison role with students and work closely with the clinical sites. Faculty takes an active role in assisting students to build the connection between academic content and the variations in practice. In addition, the faculty liaison(s) serves as a support and resource to the fieldwork educator to enhance best practice experiences for the student. Program faculty may serve as onsite supervisors in community settings where occupational therapists are not currently available in compliance with the Standards of

Education for Occupational Therapy Education. Faculty and/or fieldwork educators serve as active role models in sites to assist students as they continue to develop clinical reasoning and other practice skills.

The students return to campus after completing their second Level II Fieldwork experiences. The Graduate Symposium course is an integrative experience designed to assist students in evaluating their clinical experiences, integrating academic and

clinical experiences and reflecting on personal and professional competencies. Summative examinations are part of each year to evaluate student learning and a final comprehensive exit examination in the Graduate Symposium course is used to measure students integrated knowledge of the curriculum.

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Christiansen, C., Baum, C.M. & Bass, J. (2011). The Person-Environment-Occupational-Performance Model. In E.A.S. Duncan's (Ed.), *Foundations for Practice in Occupational Therapy*, 5th ed (93-104). London: Elsevier.

Yerxa, E. (1998). Health and The Human Spirit for Occupation. *American Journal of Occupational Therapy*, 52, 412-418.

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Occupational Therapy Professional Program

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

As of January 2007, occupational therapy educational programs are only accredited at the post baccalaureate degree level. In compliance with the accreditation requirement, the Department of Occupational Therapy offers a combined

Bachelor of Science in Health Sciences and a Master of Occupational Therapy degree. The B.S. in Health Sciences is a pre-professional degree designed to prepare students to enter the Master of Occupational Therapy (M.O.T.) program at Chicago State University. The combined B.S./M.O.T. curriculum allows students to begin professional study in occupational therapy as an undergraduate student and supports the transition to a post-baccalaureate degree in occupational therapy. Students who have a bachelor's degree and the required pre-requisites can apply directly to the M.O.T. Program.

Admission as an Undergraduate Student

1. Meet the general admission requirements of the University.
2. Declare Health Sciences: Pre-Occupational Therapy as a major.
3. The grade point average for the required **ten** pre-requisites must be above 3.0 consideration. The anatomy and physiology courses must be taken within five years of admission to the program.
4. Complete all 92 credit hours of pre-requisite courses with a grade of "C" or higher before beginning professional coursework. Prerequisite courses required for admission can be repeated only **once** when the original grade is D or F.
5. Completion of pre-requisite courses (Anthropology or Sociology, Statistics, Developmental Psychology, Abnormal Psychology, Medical Terminology, Human Anatomy, Human Physiology, Cadaver Lab and Introduction to O.T.) with a minimum grade of "C" or better before beginning professional coursework.
6. Have a minimum **cumulative** grade point average (G.P.A.) of 3.0 on a 4.0 scale. better in the professional occupational therapy program.
7. The Occupational Therapy Program application and all related documents must be submitted to

the department office by the defined deadline.

Admission as a Graduate Student

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

The grade point average for the required **ten** prerequisites must be above 3.0 for consideration. The anatomy and physiology courses must be taken within five years of admission to the program.

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

Admission to the Professional Phase of the Program

- Admission to the professional program is based on acceptance to the university, completion of the department application packet and acceptance by the admissions committee. The application packet includes:
- Submission of a completed Occupational Therapy Department application. All

applicants are strongly encouraged to review admission eligibility with an advisor **before** applying.

- Proof of at least 40 hours of continuous work experience or community service that demonstrates human service skills. This work or community service should include significant interactions with individuals or groups. Experience is to be verified using the prescribed form and signed by an appropriate supervising individual. This experience is not limited to the field of occupational therapy.
- Two recommendations on the prescribed form. One of the recommendations must be from an upper division teacher. The other recommendation may be from another upper division teacher or an employer or community service supervisor. Relatives cannot submit recommendations.
- A typed essay of approximately 1000 words on the applicant's reasons for pursuing a career in occupational therapy and how the applicant's human service experience has enhanced or developed their human service skills.
- Interview with the members of the Occupational Therapy admission committee.

Students are enrolled into the professional program once a year in the fall semester. Class size is limited and admission is competitive. Full-time and part-time options for study are available. Dependent on

the number of qualified applicants a waiting list may be created. Applicants placed on the waiting list will be notified of their status and of their rank on this list. If slots become available, applicants on the waiting list will be offered admission in rank order.

Applications are accepted and reviewed throughout the year. The deadline for submission of application materials is February 1st each year. A limited number of students are accepted for part-time admission. Starting fall 2019, applicants must

submit all application materials and supporting documents online at <https://www.csu.edu/prospectivestudents/>. The application deadline may be extended to May 1st only if admission slots are available.

Advanced Standing for B.S. in Health Science Students

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

Advance standing students may be given up to 28 hours of credit for foundational OT courses. In all of these professional courses, student must earn a grade of “C” or better. In order to receive advanced standing, students must meet the GPA requirement of 3.0 or better for the last 60 hours of credit for admission into the graduate program.

Students with advanced standing will need to complete an additional 55 credit hours of graduate OT courses in order to complete the Master of Occupational Therapy program. No transfer credit will be given for professional coursework in the M.O.T. curriculum. No academic credit is given for work or life experiences in occupational therapy.

Advance standing courses are calculated in a student’s graduate grade point average (G.P.A.). Students must have a G.P.A. of 3.0 to graduate and no more than two letter grades of “C” are acceptable for graduation.

Graduation Requirements for B.S. in Health Sciences

In order to graduate with a health sciences degree, all students must complete the University, state and department requirements as mandated. Students must successfully complete all coursework with a grade of “C” or better in the first year of the OT professional sequence to be eligible to graduate with a Bachelor of Science degree in Health Sciences. Graduating seniors who

have maintained the required G.P.A. must apply to the School of Graduate and Professional Studies to continue in the M.O.T. program.

Graduation Requirements for the Master of Occupational Therapy Degree

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

Progression and Retention Policies

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

- The M.O.T. curriculum requires completion of 83 credit hours of course work that includes level I and level II fieldwork.
- Any interruptions or repetition of coursework will result in an extension of the total length of the program. To ensure timely completion of the program, course sequences must be followed. Students who drop or withdraw from a professional level course for any reason resign their status as a professional level student. Re- admission will be by consent of the program chairperson and the admissions committee.
- Progression of students is based on the successful completion of all courses with a grade of C or better and demonstration of

proficiency in identified performance competencies.

- A student who misses more than 20% of a scheduled course due to unexcused absences may receive a failing grade for the course.
- Student grade point averages are monitored each semester. A student who receives one grade of “C” will receive a warning letter. Only two grades of “C” are allowed on a student transcript for the graduate program. A student failing a course or receiving more than one grade of “C” will be placed on probation*. Students on probation for three consecutive semesters will be dismissed from the program.
- Since most professional courses are offered only once a year, a student needing to repeat a course to achieve a cumulative grade point average of 3.0 or to eliminate a grade of “C” or lower must repeat the course at the next scheduled offering. A student can earn no more than 4 letter grades of “C” or lower in the professional program. Professional courses may be repeated only one time for a grade of “B” or higher. Students may be required to assume part-time status when repeating courses. A student’s cumulative grade point average must be 3.0 or above to proceed to Level II Fieldwork.
- The fieldwork component of the M.O.T. curriculum is an integral part of the student’s overall educational experience. Placements are made in a variety of traditional settings and community-based settings. Students have four semesters of level I fieldwork experience. Students attend Level I fieldwork one day a week for ten weeks of each semester. Level II fieldwork experiences are completed during the last year of the M.O.T. Program. Level II fieldwork involves

two 12 week full-time affiliations. Completion of the graduate research project is required before beginning level II fieldwork. All level II fieldwork experiences must be completed within 24 months following the completion of 68 hours of professional course work.

- All students must successfully pass the end of year examinations at the end of year 1 and year 2 to proceed to the next year of courses. The comprehensive exit examination given in the Graduate Symposium course (OT 5395) must be passed prior to graduation.
- All degree requirements must be completed within 6 years from the date of initial enrollment in the M.O.T.

Probation and Dismissal Policies

Probation is defined as written notification that the student’s status in the professional program has been affected by performance below the defined requirements.

The following conditions are grounds for probation or dismissal.

- A student failing a course or receiving more than one grade of “C” will be placed on probation. Students on probation for three consecutive semesters will be dismissed from the OT program. A student receiving more than 4 grades of “C” or below will be dismissed from the program.
- Students must repeat any fieldwork in which they receive an unsatisfactory performance evaluation (less than 75% or less than the identified cut off score). Unsatisfactory performance on a repeated fieldwork will result in the student being dismissed from the OT program.
- Any course with a grade of “D” or “F” must be repeated. Students needing to repeat a course will be placed on probation. Repeated failure of the

same course will result in dismissal from the program.

- Failure of two or more professional courses with a grade of “D” or “F” will result in dismissal from the program.
- All students must successfully pass the end-of-the-year examinations to progress to the next semester. The comprehensive exit examination the Graduate Symposium course (OT 5395) must be passed prior to graduation. Only three opportunities will be given for an end-of the year examination and the comprehensive exit examination. Failure to pass any end-of-year exam will result in dismissal from the program.
- A student who fails to pass a cumulative end-of-year exam or the comprehensive exit examination on the second attempt must develop and complete a structured remediation program with a faculty member before the third and final retake. Only three opportunities will be given for an end-of year exam or the comprehensive examination.
- Students who have not passed a cumulative end-of-year examination after three trials will be dismissed from the program. Students who fail the comprehensive exit examination on the third trial will receive a “D” in OT 5395 Graduate Symposium and be dismissed from the program.
- Students who violate the standards of student conduct or ethical practice including repeated plagiarism in the academic and/or clinical education programs will result in the student being placed on probation. Repeated ethical violations or ethical/legal misconduct that endangers or creates potential harm to students, client, academic and clinical faculty are grounds for dismissal from the program. Standards of ethical and behavior are outlined in the AOTA Code of Ethics and the University Policy on Student Conduct.

Contracts are established for students placed on probation in consultation with the program director and their academic advisor. These contracts outline the requirements for successful progression in the professional program. Failure to meet the requirements of the contract at any time can result in dismissal from the program.

Occupational Therapy Courses

2010 Introduction to Occupational Therapy (3) Lecture/Field/4/

An overview of occupational therapy philosophy, principles, and practice is presented. May include experiential learning activities as well as field observation of community based occupational therapy programs.

4100/5100 Foundation Principles in Occupational Therapy (3)

Prerequisite: Admission to the professional program

Examines the philosophical base and historical development of Occupational Therapy and the impact on current OT practice. Establishes a foundation for how theory, frames of reference and models guide occupational therapy practice.

4110/5110 Contexts of Occupational Therapy Service Delivery (3)

Prerequisite: OT 4100/5100

Examines the contextual influences of service delivery models and systems on the practice of Occupational Therapy. Explore the occupational needs of populations within the context of their physical, social and cultural environments.

4140/5140 Evaluation & Intervention I: Occupational Performance Across the Life-span (5) / Lecture/Lab/Fieldwork Experience/10/

Prerequisite: Admission to the professional program and co-requisite OT 4160/5160

Introduction to client centered approaches to evaluation, intervention, discharge and advocacy directed towards restoring, maintaining and promoting occupational function in individuals and populations. Emphasizes the range of human performance across the life span and the influences of contexts in well populations. Includes level I fieldwork.

4141/5141 Evaluation & Intervention II: Developmental, Behavioral, and Cognitive Frames of Reference (5) / Lecture/Lab/Fieldwork Experience /10

Prerequisite: 4140/5140 and co-requisite OT 4161/5161

Continuation of Evaluation I. Emphasizes the use of developmental, behavioral and cognitive frames of reference within OT process to restore, maintain and promote occupational function in individuals and populations. Includes level I fieldwork.

4150/5150 Human Occupation I (3) Lecture/Laboratory

Prerequisite: Admission to the professional program

This course defines and explores occupation and how it is impacted across the life span. Emphasis on task analysis and how occupation creates meaning and influences health within various contexts.

4151/5151 Human Occupation II (3) Lecture/ Laboratory /4

Prerequisite: OT 4150/5150

Continuation of Human Occupation I. Course focus is on group process, leadership and planning occupation based interventions.

4160/5160 Health Conditions I (3)

Prerequisite: Admission to the professional program and co-requisite OT 4140/5140

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

4161/5161 Health Conditions II (3)

Prerequisite: OT 4140/5140, OT 4160/5160 and co-requisite OT 4141/5141

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

5230 Research Methods in Occupational Therapy (3)

Prerequisite: OT 4100/5100, OT 4140/5140 and OT 4150/5150

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

5220 Client Factors I: Sensory Motor (3) Lecture/Laboratory

Prerequisite: OT 4140/5140, OT 4150/5150 and 4160/5160

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

5221 Client Factors II: Perception and Cognition (3) Lecture/Laboratory

Prerequisite: OT 5220

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

5231 Research Project I: Project Definition (3)/ Independent Study

Prerequisite: OT 5230

Focuses on defining a researchable question, constructing a rationale, conducting an independent literature

review, formulating a hypothesis and implementing methodology of study in collaboration with a faculty member. May be repeated once for a total of six hours.

5232 Research Project II: Research Data Collection (3)/ Independent Study

Prerequisite: OT 5231

Continuation of Research Project I. Data collection, data analysis formulating conclusions and scholarly presentation of the research project.

5242 Evaluation & Intervention III: Biomechanical, Sensory Processing & Rehabilitative Frames of Reference (5) Lecture/Lab/ Fieldwork Experience / 7

Prerequisite: OT 4110/5110, OT 4141/5141, OT 4151/5151, OT 5220 and co requisite OT 5262

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

5243 Evaluation & Intervention IV: Neurodevelopmental, Motor Control, Motor Learning & Multicontext Treatment Frames of References (5)/ Lecture/Lab/Fieldwork Experience / 7

Prerequisite: OT 5242, OT 5262 and co requisite OT 5263 and OT 5221,

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

5262 Health Conditions III (3)

Prerequisite: OT 4141/5141, OT 4161/5161 and co-requisite OT 5242

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

5263 Health Conditions IV (3)

Prerequisite: OT 5242, OT 5262 and co-requisite OT 5243

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

5211 Program Planning for Populations (3)

Prerequisite: OT 4110/5110

Analysis of how management principles are applied to the development and delivery of occupational therapy services. Determine programmatic needs and resources necessary for effective occupational therapy service delivery and implement an occupation-centered programs for populations across the health and illness continuum.

5352 Human Occupation III: Technology (3) Lecture/Laboratory

Prerequisite: OT 4151/5151 and d OT 5243

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

5370 Level II Fieldwork – Rotation I (5)

Prerequisite: OT 5232, and OT 5352

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

5371 Level II Fieldwork – Rotation II (5)

Prerequisite: OT 5370

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

5372 Fieldwork Seminar (1)

Prerequisites: OT 5232 and OT 5352

Examination of the professional responsibilities required in fieldwork education, supervision and s strategies for insuring ongoing professional competence.

5380 Practice Specialization in Occupational Therapy (3) Lecture/Laboratory

Prerequisite: OT 5371 or consent of the program director

Introduces specialization and emerging areas of practice in occupational therapy

5395 Graduate Symposium (4)

Prerequisite: OT 5371

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

Masters of Occupational Therapy
Full-time Track

Fall Semester – Year 1

5100 Foundation Principles in OT	3 hrs
5140 Evaluation & Intervention I *	5 hrs
5150 Human Occupation I	3 hrs
5160 Health Conditions I	<u>3 hrs</u>
	14 hrs

Spring Semester – Year 1

5110 Contexts of OT Service Delivery	3 hrs
5141 Evaluation & Intervention II *	5 hrs
5151 Human Occupation II	3 hrs
5161 Health Conditions II	<u>3 hrs</u>
	14 hrs

Summer – Year 1

5230 Research Methods in OT	3 hrs
5211 Program Planning for Populations	<u>3 hrs</u>
	6 hrs

Fall Semester – Year 2

5231 Research Project I	3 hrs
5242 Evaluation & Intervention III *	5 hrs
5262 Health Conditions III	3 hrs
5220 Client Factors I: Sensory Motor	<u>3 hrs</u>
	14 hrs

Spring Semester – Year 2

5232 Research Project II	3hrs
5243 Evaluation & Intervention IV *	5hrs
5263 Health Conditions IV	3hrs
5221 Client Factors II: Perception & Cognition	<u>3hrs</u>
	14 hrs

Summer – Year 2

5352 Human Occupation III	3 hrs
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Fall Semester – Year 3

5380 Practice Specialization in OT	3 hrs
5372 Fieldwork Seminar	1 hrs
5370 Level II Fieldwork Rotation I	<u>5 hrs</u>
	9 hrs

Spring Semester – Year 3

5371 Level II Fieldwork Rotation II	5 hrs
5395 Graduate Symposium	<u>4 hrs</u>
	9 hrs

* Course includes Level I Fieldwork: One day a week during the day (Tuesday)

* Research Project I and II are independent study to complete research project. Time arranged with faculty advisor.

Master of Occupational Therapy
Part-time Option (12 Semesters)

Fall Semester – Year 1

5100 Foundation Principles in OT	3 hrs
5150 Human Occupation I	<u>3 hrs</u>
	6 hrs

Spring Semester – Year 1

5110 Contexts of OT Service Delivery	3 hrs
5151 Human Occupation II	<u>3 hrs</u>
	6 hrs

Fall Semester – Year 2

5140 Evaluation & Intervention I*	5 hrs
5160 Health Conditions I	<u>3 hrs</u>
	8 hrs

Spring Semester - Year 2

5141 Evaluation & Intervention II*	5 hrs
5161 Health Conditions II	<u>3 hrs</u>
	8 hrs

Summer Semester – Year 2

5211 Program Planning for Populations	3 hrs
5230 Research Methods in OT	<u>3 hrs</u>
	6 hrs

Fall Semester – Year 3

5220 Client Factors I: Sensory Motor	3 hrs
5231 Research Project I	<u>3 hrs</u>
	6 hrs

Spring Semester – Year 3

5232 Research Project II	3 hrs
5221 Client Factors II: Perceptions & Cognition	<u>3 hrs</u>
	6 hrs

Fall Session – Year 4

5242 Evaluation & Intervention III*	5 hrs
5262 Health Conditions III	<u>3 hrs</u>
	8 hrs

Spring Semester – Year 4

5243 Evaluation & Intervention IV*	5 hrs
5263 Health Conditions IV	<u>3 hrs</u>
	8 hrs

Summer Session – Year 4

5352 Human Occupation III	3 hrs
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Fall Semester – Year 5

5380 Practice Specialization in OT	3 hrs
5372 Fieldwork Seminar	1 hrs.
5370 Level II Fieldwork – Rotation I	<u>5 hrs</u>
	9 hrs

Spring Semester – Year 5

5371 Level II Fieldwork – Rotation II	5 hrs
5395 Graduate Symposium	<u>4 hrs</u>
	9 hrs

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

Student Retention Program

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

- Mentor programs: The Student Occupational Therapy Association offers a peer buddy program. Alumni and other occupational therapists are introduced to students at the professional level and may serve as mentors.
- Tutoring programs: Faculty and peer tutors are available for professional level students. Arrangements for tutoring by clinical faculty are made on an as-needed basis.
- Student Success Workshops: The department holds workshops throughout the semester in conjunction effective studies programs in the Counseling center on strategies for studying, test taking, APA writing and time management. These workshops address skills needed in a professional program and are considered a professional obligation.
- The Department's assessment plan is an integral part of the retention program. This plan includes explicit statements and measures about student learning outcomes, faculty and curriculum effectiveness. The data from the assessment plan is used to modify the curriculum and monitor the effectiveness of instruction. Data from the program assessments are shared at the student-faculty meetings each semester.

Advisement: All students receive one-on-one advising throughout the year. The advisor may

make recommendations to other resources both within and outside the university.

Department Support Systems / Resources

Advising

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

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

Department Activities

The Department of Occupational Therapy tries to celebrate and build a collaborative culture through a variety of social activities. Students are strongly encouraged to attend and invite others as appropriate.

New Student Orientation is held each August to introduce new students to the program.

An "Annual Family Night" is scheduled in early September to welcome new students and their families/significant others to the department.

A "Graduation celebration" is held each May to recognize both BS and MOT graduates.

Tutoring programs

Tutors can be made available for all professional level students for tutoring. Students need to make appointments with faculty and peer tutors. Faculty office hours and peer tutor schedules are posted in the OT office. It is the student's responsibility to take advantage of these tutorial sessions and to schedule additional ones if necessary. A student's probation contract can require mandatory tutoring sessions. Additional tutors from the community may be available if funds for such personnel are available. A student who is strong in any subject may request to be selected as a peer tutor by contacting the program director.

Computer Lab

Douglas Hall Room 130 is a computer lab and class room. The computer lab is open from 8:30AM to 4:30PM Monday through Friday unless scheduled for a class.

Students are not allowed to save information to the hard drive of the lab computers or download applications. The privacy screens are not to be removed from the computer monitors. Any problems with the computers and/or printer in the lab must be reported to the department secretary. University personnel must do all troubleshooting and repairs. The department provides a small supply of paper for the lab. Students printing more than 2 or 3 pages a day must supply their paper. **No food or drinks are allowed at the computer stations.**

Departmental Library/Resource Room

Douglas Hall room 126 is a library/resource room for student use. **Materials in this room cannot be removed from the room without permission.** All books and/or journals must be checked out through the department secretary. The resource room is monitored and inventoried on a regular basis. Misuse of the books or other materials can result in loss of room availability.

University Resources

Gwendolyn Brooks Library (GBL)

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

Academic Computing Center

The Academic Computing Center is comprised of open labs. These labs are located in the New Academic Library, and the Cordell Reed Student Union Building, Room 150. These labs are available to student and faculty for research. Remote access is available for off-campus access to electronic mail, Moodle and the Internet. All registered students are issued a user ID and password upon request to access these applications.

Academic Support Program (CRSUB

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

Counseling Center (CRSUB 190)

The counseling center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods, group workshops on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, addictions, self-esteem development, managing depression, test anxiety, and other issues and topics. Referrals for services outside the university are made when long term

psychotherapy or alcohol and substance abuse treatment is indicated. Students may contact the office directly at (773) 995-2383.

Learning Assistance Center (Library 4th floor)

Students may come to the center for free tutoring in a variety of subjects. Students must make appointments to receive tutoring services. The telephone number is (773) 995-2273.

Wellness/Health Center (ADM 131)

The Chicago State University Wellness/Health Center is a comprehensive health and educational resource for the campus community. The center provides primary health care and wellness programs, encourages students, faculty and staff to develop healthy lifestyles, serves as a health consultant and referral resource, and acts as a liaison for health issues that affect the university community. Students may be seen by a primary care provider by appointment for a nominal fee with a valid Chicago State University identification card. All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Immunizations needed to comply with registration and the immunization law is also available through the Wellness/Health Center. Handicapped or physically disabled persons may receive assistance in securing parking decals by having the appropriate medical documents in the Wellness/Health Center. The telephone number is (773) 995-2010.

Abilities Office (CRSUB 192)

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

Bookstore (BHS 102)

The bookstore is located in the Business and Health Sciences building on the ground floor. This bookstore carries texts for HSC and OT courses. Textbooks are also available in many private bookstores in the community or online.

Food Service

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

Cashiers Office (ADM 211)

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

Parking

Parking facilities on campus are \$5.00 per entrance to the university. Parking decals are available through CSU Cashier. Parking decals can be purchased by semester for \$100 per semester or for the year at \$200.

Student Activities (CRSUB 260)

Student activities are announced through Up to The Minute flyers and through CSU email blast. The Office of Student Activities is located in CRSUB Room 260.

Professional Associations

American Occupational Therapy Association (AOTA)

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

American Occupational Therapy Foundation (AOTF)

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

World Federation of Occupational Therapists (WFOT)

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

Illinois Occupational Therapy Association (ILOTA)

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

Links to the professional associations are located on the Department of Occupational Therapy's website located at:

<https://www.csu.edu/collegeofhealthsciences/OT/links.htm>

Student Associations

Student Occupational Therapy Association (SOTA)

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

Assembly of Student Delegates of the Occupational Therapy Association (ASD)

ASD provides a forum for student members of AOTA to give input into AOTA governance. Each educational program sends representatives to the ASD annual meeting and promotes their participation in various meetings of the organization. This is an excellent forum for developing leadership skills and becoming more involved with professional issues. All students are encouraged to part-take in ASD activities (see <https://www.aota.org/AboutAOTA/Get-Involved/ASD.aspx> for more information on ASD).

Professional Requirements for the Practice of Occupational Therapy

Certification

Graduates of the program will be eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Detailed information about the certification examination may be obtained from NBCOT and applications to take the examination can be completed online. The NBCOT telephone number and address is 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150; Telephone (301) 990-7979; Fax (301) 869-8492. The website is www.nbcot.org.

As part of the application, students must submit an official transcript that confirms their graduation from the Occupational Therapy Program which can be requested at the Office of Records and Registration in Cook Administration Room 128. A student who completed all requirements for graduation mid-semester may apply to take the certification exam by submitting an Academic Verification document form. Official transcripts must be submitted at the end of the semester.

A felony conviction may affect a graduate's ability to sit for the NBCOT examination. Individuals can now have their backgrounds reviewed before entering and completing an educational program by requesting an early determination review from NBCOT. It is recommended that the NBCOT website be reviewed for more information.

Licensure

After successful completion of the certification examination, the individual will be an Occupational Therapist, Registered (OTR®) and will be fully qualified to practice professional occupational therapy, upon completion of application for license in selected states, including Illinois. A felony conviction may affect a graduate's ability to obtain a license to practice

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

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

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

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

Candidates with Criminal Records

Candidates applying for the NBCOT certification examination must answer each of the following questions on the application: 1) Have you ever been charged with or convicted of a felony? 2) Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board? and 3) Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another? If the answer to any of the above questions is “yes”, the candidate must submit detailed information to NBCOT’s Regulatory Affairs Department for review. NBCOT will review all information submitted on an individual basis before eligibility to take the certification examination is determined. An “early determination” program is available for candidates prior to applying for the examination. Please see the NBCOT website (www.nbcot.org) for details.

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

Department Policies and Procedures

Professional Development

At the beginning of the program, each student will develop a professional development plan using the program’s form. Please see Appendix II for a copy of the professional development plan. The professional development is to assist each student to develop the knowledge and behavior necessary to function as a competent and caring professional.

A faculty advisor will meet with each student at least twice a semester to discuss progress on their professional development plan and areas of concern raised by the faculty with the student. Students also use the professional development plan as a self-assessment tool.

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

Attendance

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

It is the responsibility of the student to seek and obtain all course materials and other necessary information missed due to absence or any other reason. It is recommended that students have a “buddy” who can pick up copies of handouts. Excused absences must be substantiated with appropriate documentation. Failure to attend a minimum of 80% of all classes will result in a failing grade for the course. Students who miss fieldwork will be required to make up the time. The faculty or clinical instructor will determine the make-up arrangements for fieldwork. Any required change in scheduled FW days must be approved by the Academic FW Coordinator before initiating a change.

Absences and tardiness can affect your grade. It is departmental policy that all assignments are due at the beginning of the class session. Two percent (2%)

of the assignment points will be deducted from assignments handed in after class begins. Five percent (5%) of the assignment points will be deducted for each day an assignment is late. All late assignments must be date stamped and placed in faculty mailboxes or submitted via Moodle. Zero points will be given for any assignment handed in after 7 days unless an extension is given due to excused absence. All assignments must be completed for fulfillment of the learning process and to receive feedback.

Students with Disabilities

Students with disabilities who require reasonable accommodations to fully participate in a course should notify the Abilities Office. Students must be registered with the Abilities Office of Disabled Student Services, CRSUB Room 190, (773) 995-4401 in order to receive accommodations. Student-specific reasonable accommodations are determined by the Abilities office.

Communication Protocol

All students are to stop at the secretaries' desk prior to entering faculty offices. Students need to schedule appointments with individual faculty or the secretary for advisement meetings.

All students should follow the appropriate channels of communication to address concerns and issues while in the program. Concerns regarding a specific course should first be addressed with the course instructor(s). If concerns continue, they should be brought to the attention of the program director. If you feel your concerns are not addressed by the program director, the student can speak to the Dean of the College of Health Sciences located in BHS 607. The Office of Dean can be reached by telephone at (773) 995-3987. Faculty advisors and the program director are available when necessary to discuss concerns and issues related to education and professional growth.

Email Accounts

Each student receives a CSU email account after being admitted to the university. Students are

responsible for checking their email on a regular basis. University business is conducted through your CSU account. The CSU email address will be the official form of communication for program matters. Students can merge their CSU account with their private email account through preference commands. Your email username and password is required to log into the University internet system. Assignments can be emailed only with permission of the instructor.

Mailboxes

All students and faculty have a mailbox. Student mailboxes are located in the Library/Resource Room (DH126) and the faculty mailboxes are located in the OT office (DH 132). Students are to check their mailboxes daily and are responsible for information placed in the boxes. Any documents left for faculty in their mailboxes must be date stamped. The date stamp machine is located on top of the faculty mailboxes.

Bulletin Boards

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

Dress Code

Students are expected to be well groomed and neatly dressed at all times. The following information defines the dress code:

On Campus:

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

1. Revealing clothing will not be allowed. This includes very low cut tops, tight provocative clothes, very short skirts or very short shorts.
2. Revealing sleeveless shirts, blouses or dresses will not be allowed.

3. Shorts and skirts must be at least mid-thigh length when standing.
4. Sweatshirts, sweat pants, T-shirts and jeans are allowed when neat and clean without holes and/or tears.
5. Fingernails should be trimmed close to fingertips for lab activities.
6. Shirts or clothing with profanity or obscene statements are not allowed.
7. During classroom and campus presentations, students are expected to dress professionally.

Off-Campus/On Fieldwork

Includes off-campus class activities and is used at the discretion of the fieldwork educators. The default fieldwork policy for dress code is as follows:

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

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

Lab Coats

Each student is required to acquire a short white lab coat with the college patch and occupational therapy label. Lab coats are to be worn at all College and University events, such as Health Fairs, Induction Ceremony and Honors Convocation, and may be required for fieldwork. The OT department covers the cost of the lab coat.

Electronic Devices

The telephones in the department offices and the lab areas are for official use only. Students can be contacted on campus in case of emergency through the department secretary at (773) 995- 2366. Electronic devices (telephones, Bluetooth, etc.) **MUST BE** turned off or on a non-audible setting during class times, fieldwork, and meetings. Use of laptops and tablets in the classroom are the discretion of the individual course instructor. Students cannot record (audio or video recordings) without permission of the individual instructor.

Grading Scale

The grading scale for the professional program is as follows:

A = 90 – 100%

B = 80 – 89%

C = 75 – 79%

D = 70 – 74%

F = 69% and below

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

Examinations

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

All professional students are required to pass two cumulative end-of-year examinations. Students take the end of year 1 examination after completing all first-year courses and they take the end of year 2 examination after completing all second year courses. Students must pass these examinations with a minimum score of 75% in order to progress in the program. Students are ineligible to take further courses in the program until they have successfully completed each end of year examination. For each exam, students who do not pass on their second attempt must develop and complete a structured remediation program with a faculty member before the third and final retake. The comprehensive exit examination is a course requirement in the Graduate Symposium OT 5395 and for graduation from the MOT program. Students who do not pass on their second attempt must develop and completed a structured remediation program with a faculty member before the third and final retake. Students will be assigned an “I” (Incomplete) grade for OT 5395 until the exam is successfully completed. Students who fail the comprehensive exit examination on the third trial will receive a “D” for OT 5395 Graduate Symposium. Students only have three opportunities to pass the comprehensive exit examination. Students who have not passed after three trials will be dismissed from the program.

Moodle Online

The OT department uses the Moodle distance learning system to supplement classroom instruction. The Moodle system can be accessed through the Moodle link on the CSU homepage. A tutorial is available in Moodle and students are oriented to the system during new student orientation.

Exam Soft

Exam Soft is an educational software company which uses an online assessment technology. The OT department utilizes the Exam Soft platform to deliver course exams and the end of-year examinations. Students will be introduced to the platform in their first year courses.

Research

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

Program Physical Facilities and Resources

The majority of classes and lab experiences will be conducted in DH Rooms 125,129 and 130. Student lockers are available for student use close to the classrooms. The department secretary assigns lockers. Students are responsible for providing their own locks and removing them before leaving for Level II Fieldwork. The department secretary has a key for all classrooms and rooms open from 8:00am to 5:00pm. The use of classroom space is prioritized based on university and department need. Additional study space is located in the Academic Library.

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

Use of Equipment and Supplies

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

Housekeeping

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

Students are responsible for cleaning the kitchen area after each use. Individual faculty members will develop and implement plans for student involvement in appropriate responsibilities related to the use of the classrooms including housekeeping tasks.

Health Policies

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

These policies include:

1. **Yearly check-ups and completed medical forms signed and dated by a physician.**
2. **Proof of Tuberculosis Test:**
 - a. A 2 step Tuberculin (TB) test is needed in the past 12 months. Some fieldwork sites require a test within six months of beginning fieldwork.
 - b. If PPD is positive (+), result of chest x-ray (CXR) must be provided. Initial CXR must have been done within the past 12 months and subsequent ones done every two years.

3. Immunizations

- a. Measles, Mumps and Rubella (MMR): At least **TWO** doses **OR** blood titer demonstrating proof of immunity.
- b. Tetanus (TD): Proof of one booster in the last **TEN** years.
- c. Chicken Pox (Varicella): Blood titer showing proof of immunity or proof of immunization.
- d. Current Flu Shot
- e. Hepatitis B: Some fieldwork sites require that students have immunization against hepatitis. It is good to plan ahead and make sure that you meet this requirement. It requires a three shot series. Consult with your doctor when you go for your physical examination and/or immunization.
- f. It is possible that some fieldwork sites may require additional stipulations regarding health status, before they accept students such as drug screenings.

Each student will upload their health records to Castlebranch per department and college requirements. Access to these documents is limited to the fieldwork coordinator and college contract specialist. For health information to be made available to a fieldwork site, students must sign a release of information agreement. Health documents needed by fieldwork sites are mailed and cannot be faxed. In addition, students must provide health information to the CSU Wellness/Health Center (go to <https://www.csu.edu/collegeofhealthsciences/wellnesshealthcenter/index.htm> for more information).

Criminal Background Check and Drug Screen

Many fieldwork sites require a criminal background check and drug screen. Background checks will be initially conducted during the first semester of the

OT professional program. College of Health Sciences contracts with an outside agency to complete the criminal background check. The student completes a release of information to the department. To maintain confidentiality only, the program director and student has access to the file electronically. The student may be required to provide the results of the criminal background check to any fieldwork site that requests such documents as part of their affiliation agreement. Additional checks maybe conducted if dictated by the educational site requirements.

Other Program Requirements

Malpractice Insurance

The OT department provides group malpractice insurance for students during their duration of the educational program including fieldwork.

Meetings and ILOTA Conference

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

Miscellaneous Expenses

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

- A current CSU medical and dental form completed with immunization and TB test/ X-ray by the end of the second week of August each year.
- Proof of health insurance.
- Required texts, test instruments and supplies including course packages.
- Yearly subscription to the American Journal of Occupational Therapy (AJOT).
- Transportation to fieldwork experiences and field trips.

Plagiarism

According to Merriam-Webster's Online Dictionary (2014), to plagiarize is "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source <https://www.merriam-webster.com/>. The Department of Occupational Therapy has a progressive consequence policy for any student found plagiarizing from a student or any other source including using material without proper citation. The sanctions are based on the severity and frequency of such infractions. For minor offenses five percent will be deducted from the assignment grade on the first incident and the assignment must be rewritten. A repeat incidence of plagiarism will result in zero for the assignment and academic probation. For major offenses, a student will receive a zero for the assignment and be placed on academic probation. Repeated incidence of plagiarism will result in failure of the course. A student can be dismissed from the program due to academic misconduct. Please review the definition of plagiarism and types of plagiarism at the following website, <https://www.plagiarism.org>.

FIELDWORK

Fieldwork (FW) experiences are an integral component of the educational experiences for an occupational therapy student. These experiences are intended to provide the student with an opportunity to integrate academic knowledge with practice competencies and allow him/her to practice and refine skills in all components of the occupational therapy process, including evaluation, intervention planning and implementation, documentation, communication and professional development. There are two levels of fieldwork experience, Fieldwork I and Fieldwork II.

Fieldwork I (Level I)

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

FW I experiences are incorporated in the Evaluation and Intervention course sequence - OT 4140/5140, OT 4141/5141, OT 5242 and OT 5243 (see description under OT Courses) – and are offered in conjunction with occupational therapy process and theory content. Students are scheduled one day/week for each course for a minimum of ten weeks of the semester. The times for the experiences will vary with each site but each student must plan to be available a full day. The experience is designed to parallel the rigor, intensity, and appropriateness in terms of the students’ professional development. The type of settings will vary, but the intent is to grade the experiences with people of all ages and varying health status. Some examples of the sites are day care centers, retirement homes, childcare centers, schools, hospitals, outpatient clinics, nursing homes, community treatment centers. Level I experiences can be supervised by a variety of qualified personnel such as but not limited to occupational therapy practitioners, OT faculty, nurses, social workers, and teachers.

Fieldwork II (Level II)

The purpose of Level II Fieldwork (FW II) is to provide an in-depth experience in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. It is recommended that the student is exposed to a variety of clients across the life span and to a variety of settings. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice and to develop professionalism and competence as career responsibilities. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. A minimum 24 weeks of full-time Level II Fieldwork is required.

Level II Fieldwork provides a synthesizing experience in the delivery of occupational therapy services. Students are scheduled on a full-time basis according to the site requirements. All fieldwork experiences must be completed no later than 24 months following the completion of 69

hours of professional coursework. The fieldwork experiences take place in a variety of traditional and non-traditional settings with clients across the life span. The settings provide an opportunity for evaluation and intervention implementation, encourage professional and personal growth and provide experiences that promote occupation based practice. Students in Level II fieldwork are supervised by certified occupational therapists with a minimum of one-year experience and initial certification.

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

Fieldwork Responsibilities

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

Academic Fieldwork Coordinator

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

Fieldwork Educator

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

Faculty Supervisor

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

Faculty Liaison

The academic fieldwork coordinator is the primary faculty liaison to Level II fieldwork sites. Depending on the number of students and site locations, other faculty may be designated as a faculty liaison for Level II fieldwork. The faculty liaison maintains contact with the student and the site supervisor. A minimum of one onsite visit is made within a twelve-week rotation; however, the liaison will contact the supervisor at least once before and once after midterm by telephone or

email. The number of contacts and visits will be based on student needs. The faculty liaison helps the student and clinical educator to address issues regarding the learning experiences and provides feedback to the academic fieldwork coordinator and program faculty about student performance and the site. If there are significant issues that arise in fieldwork, the academic fieldwork coordinator must become involved.

Fieldwork Specialist

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

Academic Faculty

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

Assignment of Students to Fieldwork

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

Students are responsible for keeping the program informed of individual circumstances.

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

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

Fieldwork Coordinator's Role in Student Academic Assignment

The fieldwork coordinator, in consultation with the faculty and the program chair determine the appropriate placement for each student. The major factors that are the basis for site selection for each student include but are not limited to maximizing learning experiences, availability of site, and minimizing extreme hardship, if any, for a student. Attempts will be made to notify students of their fieldwork assignment, at least 6 weeks before the start of Level II fieldwork. Students are notified regarding a Level I assignment during the second week of class. Student assignments are distributed in writing by the fieldwork coordinator.

Requests for changes in fieldwork placements must be submitted on the Fieldwork Petition form

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

Reassigning Students:

All students must successfully complete their Level I and Level II Fieldwork experiences. Failure to successfully complete Level I Fieldwork will result in failure of the course no matter what other grades the student may have. The program requires that all Level II fieldwork experiences must be completed no later than 24 months following the completion of 68 hours of professional course work. Therefore, reassignments of students who do not complete original fieldwork assignments according the planned sequence are rescheduled on the following priority basis:

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

Student Responsibilities after Receiving Fieldwork Placement

All Fieldwork students must:

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

Absence from Fieldwork

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

influence a student's grade and successful completion of fieldwork. All missed time must be made up before progressing to another fieldwork placement.

Evaluation of Fieldwork

Evaluation of a student's performance on fieldwork is a joint responsibility between the Academic Fieldwork Coordinator and Fieldwork Educator/Faculty Supervisor. Level I Fieldwork will be a portion of the grade for the assigned course and uses the Chicago State University Level I Fieldwork Evaluation Form. The AOTA Fieldwork Performance Form (see Appendix VII) is used for evaluating Level II Fieldwork as well as the completion of any assignments designated by the department such as a fieldwork portfolio, and Moodle discussion forums.

Level II Fieldwork is graded on a pass/fail scale. To receive a passing grade a student must receive a minimum score of 122 on the evaluation form, successfully complete all assignments and have completed all the required time on site. Any student who receives a failing score from their fieldwork evaluation, is terminated for specific reasons, or self terminates a fieldwork experience will receive a failing grade for that course. The student must repeat the course, which requires re-registering and paying for the course. The probationary/dismissal policy described previously also applies to fieldwork courses.

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

Grievance Policies

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

Department Level Student Grievance Procedure

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

Step 1. Conference between student and instructor.

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

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

Step 2. Conference between student and program director/chair

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

Step 3. Hearing before program level Grievance Committee.

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

The members of the program level grievance committee will include:

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

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

Step 4. Hearing before college level Ad Hoc Grievance Committee.

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

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

College Level Student Grievance Procedure

The programs in the College of Health Sciences provide professional level students with a written copy of procedures for grievances and the student and instructor responsibilities. Causes for grievances include:

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

Steps Prior to Hearing:

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

Composition of College-Level Grievance Committee

1. The Dean of the College or his/her representative from the College of Health Sciences.

2. One faculty member from the program involved.
3. One College of Health Sciences faculty member not from the program involved.
4. One College of Health Sciences student not from the program.
5. One student from the program involved.

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

University Level Grievance Procedure

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

1. Students who receive failing grades because of nonattendance are required to submit medical evidence documenting their incapacity to complete the course during the period in question. Such petitions are forwarded to the Appeals Committee in the Registrar's Office for review. The decision of the Appeals Committee will be final.
2. When a grade or evaluation dispute occurs, students should discuss with the instructor how the grade or evaluation was determined. This conference should be held as soon as possible after the grade has been rendered. As far as possible, the student and the instructor should attempt to resolve the issue among themselves. Many times questions about grades can best be resolved through communication with the instructor.
3. If questions still remain following the

- conference with the instructor, the issue should be referred first to the department chairperson or program director. The department chairperson or program director will arrange a meeting with the student and the instructor and attempt to resolve the issue. In accordance with established departmental procedures, the chairperson or program director may appoint a committee to hear the student complaint and provide recommendations. Nearly all student complaints should be resolved at this level.
4. If the department chairperson or program director is unable to arrive at a resolution that is satisfactory to both the student and the instructor, the issue may be referred to the appropriate academic dean. The dean will appoint a grievance committee to hear the complaint and provide advice. The committee shall consist of three faculty members and two students appointed by the dean in accordance with established college procedures. The ordinary rights of parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing, together with legal counsel; and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee. Following the hearing, the committee will present its advice to the dean and communicate its recommendations to the department chairperson or program director, to the instructor, and to the student. The decision of the dean will be final.
 5. If the student requests and the instructor does not object, the dean may resolve the problem without the intervention of a grievance committee.
 6. Complaints, grievances, and appeals relating to
 7. Financial assistance, faculty oral English proficiency, student conduct, and other issues that are not covered in the catalog or in the Student Handbook are referred to the University Ombudsperson.

**CHICAGO STATE UNIVERSITY
STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)
CONSTITUTION**

Preamble:

We the students of Chicago State University Student Occupational Therapy Association ("SOTA"), do hereby form this organization in order to promote a spirit of cooperation in University activities; to afford development through self-expression, and leadership; to maintain high standards of scholarship and academic life; to create a governing structure elected by students to act as an intermediary between the American Occupational Therapy Association ("AOTA"), the Illinois Occupational Therapy Association ("ILOTA"), the Administration of Chicago State University, the Dean and Assistant Dean of the College of Health Sciences, the Occupational Therapy Department, the Student Government Association (SGA), and the University community; to work independently and autonomously when necessary; to provide membership to all professional and pre-professional Occupational Therapy students regardless of racial or ethnic background, sex, religion, disability, social or economic circumstance.

Article I. Name

Section 1:

The name of the Occupational Therapy student

organization at Chicago State University shall be the Student Occupational Therapy Association, hereinafter referred to as ("SOTA").

Article II. Purpose

Section 1:

The purpose of SOTA shall be:

- a. To coordinate and facilitate the activities of SOTA and to assure its accountability to AOTA and SGA.
- b. To provide a means whereby student members of the program may effectively give input into the process of decision-making in accordance with established American Occupational Therapy Association (AOTA) policy and decision-making procedures.
- c. To promote the wellbeing of students involved in occupational therapy educational programs and enhance their knowledge of the profession and participation in the affairs of AOTA, and the Illinois Occupational Therapy Association (ILOTA).
- d. To facilitate sharing of plans and ideas, to serve as a forum for discussion of relevant and current issues, to serve as a centralized source of information

and materials which may be utilized by all student members.

- e. To cooperate with staff and faculty in the development, implementation and promotion of activities in the best interest of all students, the University and the community.

Article III. General Functions

Section 1.

1. Shall prepare reports for presentation to the General Assembly and/or the Executive Board.
2. Shall monitor the expenditures of the budgeted funds.
3. Shall coordinate SOTA activities with other Association groups.
4. Shall provide assistance in the interpretation of Association policies and procedures for disseminating to SOTA membership.
5. Shall discuss and formulate objectives and activities of SOTA in response to SOTA member-expressed views.
6. Shall act on all issues presented by the members, the General Assembly and AOTA.
7. Shall serve as a centralized source of information and materials that may be utilized by all student members.
8. Shall provide a means for students to acquire leadership experience.
9. Shall provide a means for increased student participation and membership in the Association.

10. Shall promote recognition of outstanding student contributions and scholarship.

Article IV. Composition

Section 1. Officers

1. The officers shall be President, Vice President, Treasurer, Recording Secretary, Corresponding Secretary, and Student Government Association Representative.

Section 2. Election

- a) The officers shall be elected by the student members of the association.
- b) The election process shall be as follows:
 1. The presiding officers shall provide the nomination list the 3rd week of September.
 2. Interested students will place their name on the nomination list. Then the candidates will be presented to the members.
 3. Campaigning for positions will take place the third & fourth week of September.
 4. Elections will be held by September 30 (unless this date falls on a weekend then it will be the last class day in September).
 5. Results of election will be tallied and posted by the SOTA Advisor(s) along with the Executive Officers within 48 hours of voting.
 6. After the election, a two-week transitional period of the executive officers will be held to associate new officers to their duties.

Section 3. Term of Office

1. The officers shall be elected for a one-year term (September to September) or until a successor has been elected.
2. Officers shall maintain good academic standing (according to university guidelines) in order to continue to serve.

Section 4. Qualifications

1. Candidates for office shall be members of the AOTA and ILOTA.
 2. Candidates for office of President, Vice President, Treasurer, Recording Secretary, Corresponding Secretary, and Student Government Association Representative shall be enrolled full-time in the professional phase of the Occupational Therapy program.

Section 5. Vacancies

1. In case of a vacancy in the position of President, the Vice President shall assume the position of President for the duration of the term.
2. In the event of a vacancy in the position of Vice President, the President shall appoint a Vice President to fill the remainder of the term, with the approval of the SOTA Executive Board.
3. In the event of a vacancy in the position of Treasurer, the President shall appoint a Treasurer to fill the remainder of the term, with the approval of the SOTA Executive Board.
4. In the event of a vacancy in the position of Recording Secretary, the President shall appoint a Recording Secretary to fill the

remainder of the term, with the approval of the SOTA Executive Board.

5. In the event of a vacancy in the position of Corresponding Secretary, the President shall appoint a Corresponding Secretary to fill the remainder of the term, with the approval of the SOTA Executive Board.
6. In the event of a vacancy in the position of SGA Representative, the President shall appoint a SGA Representative to fill the remainder of the term, with the approval of the SOTA Executive Board.
7. In the event of a vacancy in the position of Fundraising Chairperson the President shall appoint a Fundraising Chairperson to fill the remainder of the term, with the approval of the SOTA Executive Board.
8. In the event of a vacancy in the position of Philanthropy Chairperson, the President shall appoint a Philanthropy Chairperson to fill the remainder of the term, with the approval of the SOTA Executive Board.
9. In the event of a vacancy in the position of AOTA Representative, the President shall appoint an AOTA Representative to fill the remainder of the term, with the approval of the SOTA Executive Board.

Section 6. Absences

1. In the absence of the President from a meeting, the Vice President shall conduct meetings.
2. In the absence of the Vice President

from a meeting, the report of the Vice President may be given by the Recording Secretary.

3. In the absence of the President and the Vice President, **NO** meetings shall be conducted.
4. In the absence of the Treasurer, the report of the Treasurer shall be given by the Recording Secretary.

In the absence of the Student Representative, the report shall be given by the President.

Section 7. Resignation

1. The President, Vice President, Treasurer, Recording Secretary, Corresponding Secretary, and SGA Representative shall submit a written request for resignation to the Recording Secretary.
2. The Secretary shall submit a written request for resignation to the President.
3. The Executive Board shall receive and act upon the request for resignation.
4. The President shall act on filling the office as defined.
5. Any Executive member may be removed from his/her position for misconduct, neglect of duty, or failure to perform in good faith in fulfilling any duty assigned to that office. A hearing would have to take place according to the rules and regulations of the SGA constitution.
6. Any Executive member has the right to appeal according to the SGA

constitution rules and regulations.

Section 8. Delegates

The President and the Vice President are the official delegate representatives for the SOTA. (For University functions, forums, conferences, and any activity that requires a delegate from the association, unless, otherwise appointed by the President of SOTA).

Article V. Membership

Section 1.

1. All Executive officers must be financial members of the American Occupational Therapy Association (AOTA).
2. All student members are required to be members of the national organization (American Occupational Therapy Association and the Illinois Occupational Therapy Association).

Article VI. Responsibilities

Section 1. Officers

1. Accountability -- the officers are accountable to the National Executive Board, and the Student Government Association.
2. Duties

A) President

1. Shall preside at all meetings.
2. Shall prepare an annual report to the General Assembly as per established schedule and any other, as requested.
3. Shall call for reports from officers, committees and sub-committees for

presentation to the (SOTA) for approval or recommendation for action.

4. Shall inform the (SOTA) of current issues in collaboration with the Student Representative.
5. Shall forward resolutions originating with SOTA to the General Assembly.
6. Shall be responsible for transfer of all records of office to the new Chairman at the Annual Conference of AOTA.

B) Vice-President

1. Shall assist the President in carrying out duties, as requested.
2. Shall serve as SOTA historian.
3. Shall assist the President in preparing resolutions for submission to the General Assembly.
4. Shall coordinate all SOTA awards with approval of the President.
5. Shall perform all duties of the President in his/her absence.
6. Shall assist in the orientation of new officers through written and oral communication.
7. Shall be responsible for transfer of records of office to new officer.

C) Recording Secretary

1. Shall be responsible for keeping the minutes of each meeting.
2. Shall be responsible for preparing a copy of the minutes for reproduction and distribution to officers and delegates, the National Office and Executive Board liaisons.

3. Shall notify participants of all meetings and events two weeks prior to the event.
4. Shall maintain a roster of all student members.
5. Shall assist in the orientation of new officers through written and oral communication.

D) Corresponding Secretary

1. Shall be responsible for sending correspondence to all affiliate organizations.
2. Shall perform the duties of the Recording Secretary in his/her absence.
3. Shall assist in the orientation of new officers through written and oral communication.

E) Treasurer

1. Shall supervise expenditures and accounting of funding allocations.
2. Shall collaborate with officers in preparing annual budgets for (SOTA).
4. Shall present a monthly report to the SOTA as to the status of the budget.
5. Shall prepare an annual budget in consultation with the President and Vice President for submission to the Student Activity Fees Committee of the Student Government Association.
6. Shall be responsible for the transfer of all working records of office to successor.

F) Student Government Representative

1. Shall represent student concerns in the General Assembly and Executive Board.
2. Shall assist officers in preparing resolutions for submission to the General Assembly.
3. Shall prepare reports and other materials charged to the (SOTA) by the General Assembly.
4. Shall answer all correspondence requested by the General assembly which requires the student viewpoint.
5. Shall collaborate with delegates to obtain student viewpoints on resolutions before the General Assembly.

Article VII.

Section 1. Rules of Order

- A. Robert Rules of Order, Revised Edition, shall govern parliamentary procedure.
- B. In the event of a dispute with respect to (SOTA) the decision of the (SOTA) President shall be final.
- C. All officers shall communicate directly with the President.
- D. All communication requiring action shall be in writing.
- E. All communication which is for information only and require no action shall be written. This information may also be given orally and then confirmed in writing for later reference.
- F. All officers shall submit monthly reports to each officer of the Steering Committee

- G. of the SGA and the President of (SOTA).
- G. The President shall compile pertinent information and monthly reports for forwarding to the SGA and the official files for (SOTA).
- H. Motions submitted for action shall be voted on by all members in attendance at the meeting.
- I. The quorum shall be fifty percent plus one (50% + 1) of the membership.

Article VIII.

Section 1. Reporting Procedure

- A. All officers shall prepare written and verbal reports to be presented at each meeting.
- B. All reports shall contain new or amended responsibilities of the officer, which have been incurred since the previous meeting, and should state recommendations for action, if needed. If the officer has not been involved in any new or amended responsibilities and no change has been made on prior activities, and officer may state that no report is needed.
- C. The Secretary shall keep the minutes of all meetings and shall disseminate them no later than one week before the scheduled meeting dates.

Article IX.

Section 1. Meetings

- A. There shall be a monthly (SOTA) meeting with the exception of December

- and May.
- B. There shall be a bi-monthly Executive Board meeting with the exception of December and May.
 - C. The specific day and time of the meetings shall be set by the President.
 - D. The meetings of the (SOTA) shall be open to all Professional Occupational Therapy students.
 - E. Three (3) unexcused absences from the Executive Board and/or the general meetings of the (SOTA) shall automatically terminate his/her membership.

Section 2. Conduct of Meetings

- A. Roberts Rules of Order, revised edition, shall govern parliamentary procedure.
- B. Voting at all meetings shall be by voice vote or majority rule, unless otherwise announced or required by parliamentary procedure. If a vote is unclear, any member may challenge the vote and the vote shall be retaken. A roll call vote requires a majority vote.

Section 3. Attendance

- A. All student members are required to attend each meeting.
- B. All officers are required to attend all meetings.

Section 4. Privileges

- A. Each member is entitled to one vote.

- B. The officers may vote, however, the President shall cast a vote only in the case of a tie.
- C. Guest may, upon written request two weeks prior to the scheduled meeting, request to be on the agenda.

Article X.

Section 1. Procedure for Review, Amendment, or Revision of Constitution

- A. Prior to the end of term of office, all officers, shall review their role with the constitution to insure their compliance with current practices.
- B. The (SOTA) body reserves the right to amend or revise its constitution. The amendment or revision will be submitted to the Executive Board and Advisors for review. Once the revision has been passed it will then be presented to the membership and there will be a vote regarding the amendment.

Appendix II - Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel,

including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. Altruism involves demonstrating concern for the welfare of others. Equality refers to treating all people impartially and free of bias. Freedom and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and Dignity of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (Truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (Prudence).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services. Beneficence includes all forms of action intended to benefit other persons. The term beneficence connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments,
- D. and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- E. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- F. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.
- G. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.

- H. Maintain competency by ongoing participation in education relevant to one's practice area.
- I. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- J. Refer to other providers when indicated by the needs of the client.
- K. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence "obligates us to abstain from causing harm to others" (Beauchamp & Childress, 2013, p. 150). The Principle of Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care "requires that the goals pursued justify the risks that must be imposed to achieve those goals" (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants,

or employees.

- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent. The Principle of Autonomy expresses the concept that practitioners have a duty to treat the client

according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the self-determination principle. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto

(e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).

- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational

therapy services.

- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons, errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are

truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when
- K. utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and

researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.

- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

Reference

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Ethics Commission (EC)

Yvette Hachtel, JD, OTR/L, EC Chair (2013-2014)

Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014-2015)

Ann Moodey Ashe, MHS, OTR/L (2011-

2014) Joanne Estes, PhD, OTR/L (2012-

2015) Loretta Jean Foster, MS, COTA/L (2011-2014)

Wayne L. Winistorfer, MPA, OTR (2014-2017)

Linda Scheirton, PhD, RDH (2012-2015)

Kate Payne, JD, RN (2013-2014)

Margaret R. Moon, MD, MPH, FAAP (2014-2016)

Kimberly S. Erler, MS, OTR/L (2014-2017)

Kathleen McCracken, MHA, COTA/L (2014-2017)

Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager

**Adopted by the Representative Assembly
2015 April C3.**

Appendix III

**CHICAGO STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
Professional Development Tool (PDT)**

Name: _____

Date: _____

In your role as an occupational therapy student, it is important that you reflect on your skills and understanding of concepts in a variety of areas necessary for success as a student and an occupational therapist. The Professional Development Tool (PDT) is a means of evaluating and tracking your development as you move through the OT curriculum. Each semester, you are expected to use this tool to: (a) check your current level of knowledge and competency and (b) to develop goals to improve your knowledge and skills based on identified areas of need/weakness. Additionally, the PDT needs to be reviewed with your advisor at the beginning of each semester and at least one additional time during the semester or as often as needed.

Preparation and Study Habits	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I read my material before class and identified areas that I have further questions.				
I have a variety of strategies for helping me to understand or practice skills.				
I am timely to class and in submitting assignments.				
I seek clarification on assignments prior to their submission when unsure.				
I have dedicated time to complete homework and to study.				
I seek out resources to assist me in my learning and practice.				
I engage in effective strategies to reduce my stress and balance responsibilities.				

Communication and Professionalism	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I take initiative to interact with faculty, peers, fieldwork educators, clients, and others in my practice setting.				
I have a variety of strategies to communicate with and respond to others and can assume different roles within a group situation.				
I demonstrate respectful verbal and non-verbal behaviors when interacting with others.				
I am able to provide constructive feedback to others.				
I am able to receive feedback and acknowledge areas for potential growth.				
I present as a professional in my dress and appearance.				
I take initiative to modify my behavior in response to feedback or self-assessment.				
I understand and maintain ethical behavior in my interactions with others.				
I seek resources and opportunities to enhance my professional development.				
I express emotions appropriately in a variety of situations.				
Evaluation (Not completed by semester 1 students)	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I am able to initiate interactions with a variety of clients and develop rapport.				
I can apply specific occupational therapy models to the evaluation process.				
I can utilize a variety of methods to gather data for a clear occupational profile.				
I can prioritize the types of evaluation methods necessary to thoroughly analysis occupational performance.				
I can objectively use evaluation data to identify strengths and weaknesses related to the domain of occupational therapy.				
I can clearly explain how illness, injury of other factors influence occupational performance.				
I can document a clear occupational therapy evaluation with defined occupational therapy problem statements.				

Intervention Planning (Not completed by semester 1 students)	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I can initiate collaboration with clients, family members, and team members in order to develop an intervention plan.				
I can apply specific occupational therapy models and frames of reference to intervention planning.				
I can identify and write clear long term and short-term goals for different settings.				
I can define appropriate intervention approaches for specific clients.				
I can select appropriate preparatory, purposeful and occupation based intervention activities to address specific goals and problems.				
I can demonstrate grading and modification of intervention activities.				
I can select appropriate assistive technology to address specific problems in performance.				
I can identify risks and determine relevant treatment precautions and/or contraindications.				
I understand the contextual issues that influence treatment planning and implementation.				
I am able to locate, analyze, and apply current evidence available on treatment for specific problems.				
Intervention Implementation (Not completed by semester 1 students)	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I can apply specific occupational therapy models and frames of reference to intervention planning for clients and populations.				
I am able to instruct clients or groups effectively on specific intervention techniques.				
I can define a sequence of activities for one or more intervention session.				
I demonstrate safety precautions when interacting with clients.				
I can modify activities as appropriate during a treatment session.				

Intervention Re-evaluation (Not completed by semester 1 students)	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I can accurately describe client status in a progress note.				
I can clearly explain to others the intervention plan and the outcomes of intervention.				
I can appropriately modify interventions according to the client's status.				
I can self-evaluate my skills and approaches as a therapist.				

Outcomes (Not completed by semester 1 students)	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I can establish appropriate discharge/termination recommendations for clients and populations.				
I can explain to others the outcomes of occupational therapy intervention.				
I can define areas of advocacy for clients and demonstrate appropriate advocacy strategies.				

Date	Semester goals	Action Steps	Review of Progress

Student Signature

Advisor Signature

Semester _____

APPENDIX IV

CHICAGO STATE UNIVERSITY OCCUPATIONAL THERAPY PROGRAM FIELDWORK PLACEMENT INFORMATION FORM

The majority of CSU fieldwork sites are in the Chicago metropolitan area, with a handful in Northwest Indiana and a limited number of sites outside of Illinois. Site selection depends on multiple factors including, but not limited to, the type of experience needed by the student, site demand and availability, client population and setting mix, child care needs, transportation options, medical/health limitations, and other personal family needs (on a case-by-case basis). In order to achieve an appropriate student-site "fit," we cannot guarantee that you will be placed in any of your preferred settings.

Student Name: _____

Mailing Address: _____

City, State, Zip: _____

Preferred Phone: _____

CSU Email: _____

Emergency Contact (Name, Phone): _____

Relationship: _____

How will you get to/from Fieldwork? _____

Do you have child care or elder care responsibilities that may interfere with

work?

hours? (e.g., you have to pick up a child from the babysitter by 6 pm): _____

Areas of Interest

Types of Settings: _____

Population or Age group: _____

Area of Practice/Diagnoses: _____

Interest in out-of-state placement: Yes ___ No ___ . If yes, what state? _____

(If yes, please provide a list of possible sites, with contact information, to the Academic Fieldwork Coordinator)

Level I Settings/Populations: _____

APPENDIX V

CHICAGO STATE UNIVERSITY

**College of Health Sciences
Occupational Therapy Program**

Fieldwork Petition Form

Student Name: _____ Date: _____

Fieldwork Assignment: _____ Term: _____

Please state below briefly and clearly your reasons for requesting a change in your fieldwork assignment:

I understand that my fieldwork petition will be reviewed by the Department of Occupational Therapy faculty. A written decision will be given to me within 10 working days. I understand that if I relinquish my assigned placement I am not guaranteed immediate placement and that this may delay my fieldwork placement.

Student Signature: _____

APPENDIX VI

CHICAGO STATE UNIVERSITY

**College of Health Sciences
Student Grievance Form**

PETITION FOR HEARING

This form is to be completed by the student and returned to the instructor along with any supporting documentation.

Instructor: _____ Program: _____

Course No./Title: _____ Term/Year: _____

Grievance: State in specific terms your grievance(s). If you have more than one grievance, number and state each one as a separate item. Attach additional sheets if necessary.

I hereby request that a formal grievance procedure be initiated.

Signature of Student _____ Date _____

APPENDIX VII

CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES GRIEVANCE PROCEDURE
ROUTING SHEET

Step 1.
Conference between student and instructor.

Date of Conference Signature of Student

Signature of Instructor

Step 2.
Conference between student and program director/chair.

Date of Conference Signature of Student

Signature of Program Director/Chair

Step 3.
Hearing before program level grievance committee.

Date of Hearing Signature of Student

Signature of Committee Chair

Step 4.
Hearing before college level grievance committee.

Date of Hearing Signature of Student

Signature of **Committee Chair**

