



Occupational Therapy

School of Health Professions

University of Missouri Health

**Class of 2020
Student Handbook
2018 - 2019**

Occupational Therapy Student Handbook

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Institutional Mission & Values

The mission of the University of Missouri “as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.” <http://missouri.edu/about/mission.php>

The faculty, staff, and students of the University of Missouri are expected to act in accordance with the following institutional values: <http://missouri.edu/about/statement-of-values.php>

- Respect
- Responsibility
- Discovery
- Excellence

Revised 2016

Program Philosophy

As a professional program situated within the context of a large, public research institution, the Department of Occupational therapy values the commitment of the University of Missouri to promote lifelong learning, support innovation, and advance the health, cultural, and social interests of all individuals (University of Missouri, 2013). Additionally, as one of six departments within the dynamic School of Health Professions (SHP), we recognize our role in addressing the mission of SHP “to improve the health and well-being of individuals and communities through excellence in teaching and learning, scholarship and discovery, health care, and service” (SHP, 2015, p. 1).

The Department of Occupational Therapy at the University of Missouri is dedicated to preparing future practitioners and scholars for the occupational therapy profession. Thus, our program is built upon the core concepts found in the *Philosophical Base of Occupational Therapy* (AOTA, 2017). We value the needs of all individuals to engage in meaningful occupations in diverse contexts. We view occupational engagement as the ultimate goal of occupational therapy as well as the means to achieving client-centered goals. Furthermore, we support the premise that “the use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy” (AOTA, 2017).

Finally, we understand that students develop knowledge, skills, and professional identities through their academic and fieldwork experiences. We recognize our responsibility as educators to stay

abreast of contemporary issues related to professional practice, education, and scholarship and to design learning experiences that prepare students to meet society's occupational needs. Consistent with the AOTA (2014) *Philosophy of Occupational Therapy Education*, we value active, collaborative, and reflective educational approaches that contribute to the development of lifelong learners.

Revised 2017

Mission

The mission of the Department of Occupational Therapy at the University of Missouri is to improve the health and well-being of society by assisting people to optimize their participation in everyday life occupations. We achieve this mission through the integration of: (1) our professional education of clinically innovative occupational therapists prepared to meet the dynamic occupational needs of people and communities across the lifespan; (2) our steadfast commitment to service to our community and our profession; (3) our evidence-based practice; and (4) our commitment to scholarship, discovery, and clinical research to advance our profession.

Revised 2017

Vision

We envision that the Department of Occupational Therapy at the University of Missouri will be a globally renowned leader in occupational therapy exemplified by innovation and excellence in clinical education, service, practice, and scholarship.

Revised 2017

Philosophical Frame for Learning

In developing a philosophical frame for learning to guide our curricular design, the faculty of the Department of Occupational Therapy at the University of Missouri reviewed scholarly work on teaching and learning in both the general higher education literature and the occupational therapy literature. We discovered a number of contemporary concepts that 1) were in alignment with the tacit beliefs we hold as educators, and 2) would serve as a foundation for continuous improvement in our educational approaches.

Fink's Taxonomy of Significant Learning

Fink (2003) suggested that "for learning to occur, there has to be some kind of change in the learner. No change, no learning. And significant learning requires that there be some kind of lasting change that is important in terms of the learner's life" (p. 30). Fink proposed the following taxonomy of significant learning:

- *Learning How to Learn* – Includes learning how to become a self-directed learner.
- *Foundational Knowledge* – Involves understanding and remembering information and ideas.
- *Application* – Focuses on use of skills and engagement in critical, creative, and practical thinking.
- *Integration* – Enables students to make connections between ideas, people, and contexts.
- *Human Dimension* – Gives students a new understanding about themselves and others.
- *Caring* – Changes or develops a student's feelings, interests, or values.

We believe that each of these six types of learning is relevant to occupational therapy education. We agree with Fink's (2003) belief that change is essential for significant learning to occur, and we understand the interactive nature of significant learning.

Transformational Teaching

Slavich and Zimbardo (2012) described a broad approach to instruction called *transformational teaching*, which is applied throughout the curricular design of our program and the pedagogical approaches employed by our faculty. "Transformational teaching involves creating dynamic relationships between teachers, students, and a shared body of knowledge to promote student learning and personal growth....Teachers assume the traditional role of facilitating students' acquisition of key course concepts, but do so while enhancing student's personal development and attitudes toward learning" (Slavich and Zimbardo, 2012, p. 569). Transformational teaching is based on five contemporary approaches to learning and teaching:

- Active learning – Students engage in reading, writing, discussing, and problem solving to analyze, synthesize, and evaluate information. Active learning strategies often involve students working together in pairs or small groups in order to promote articulation of their thoughts to others and consideration of alternative perspectives.
- Student-centered learning – In this approach, educators design learning experiences that take into consideration students' learning styles, interests, and abilities. Students have the opportunity and responsibility to help shape their own learning experiences. As with active learning, student-centered learning promotes collaborative discovery.
- Collaborative learning – This pedagogical approach is based on the premise that students learn best in groups. Working with others encourages students to synthesize multiple perspectives to solve problems and create new knowledge.
- Experiential learning – "Experiential learning involves engaging students in activities that enable them to experience course content. Although experiential activities can take place in the classroom, there is an expressed emphasis on assigning projects that occur outside the classroom, where concepts can be better integrated into students' lives" (Slavich & Zimbardo, 2012, p. 3)
- Problem-based learning – In this approach, students are presented with complex problems, both individually and in small groups. Instructors serve as facilitators or tutors who facilitate learning through modeling and scaffolding and emphasize students' responsibility for their own learning.

Ways of Thinking and Practicing

The framework of transformational teaching described above is relevant across higher education. However, "effective teaching results from core values and principles of our courses and of our disciplines, rather than from generic views of learning" (Chick, Haynie, & Gurung, 2009, p. 4). Chick et al. (2009) explained that disciplines should identify signature pedagogies "that invoke the core characteristics of a discipline to help students think like [a member of their respective profession], rather than simply expecting them to passively accept analysis or findings of an expert" within the profession (p. 4). Furthermore, Schaber (2014), emphasized that, as occupational therapy educators, we are not just teaching technical skills. "We are teaching a

process, ways of thinking, creative problem solving, and a method based on a science of occupation and occupation-based theory” (p. S43).

Consistent with Schaber’s (2014) belief that occupational therapy education is more than simply teaching students technical skills, Barradell and Kennedy-Jones (2015) introduced the concept of ways of thinking and practicing (WTP), which is “associated with meaningful student learning of the discipline” (p. 541). In this approach, the role of the faculty is “to create a curriculum comprising authentic learning scenarios that require students to develop WTP, and places and spaces where students can experiment, experience, explore, question, research, problem solve and connect essential constructs of importance to the profession and themselves” (Barradell & Kennedy-Jones, 2013, p. 543). In our program, these places and spaces include our classrooms, on-site educational clinics, research laboratories, home and community settings, and fieldwork sites.

Each of these contexts, along with the respective learning experiences designed by departmental faculty and fieldwork educators, provide students with opportunities for engagement with peers, faculty, clients, families, caregivers, occupational therapy practitioners and scholars, interdisciplinary professionals, and other community members and agencies that influence and benefit from the occupational therapy profession. WTP can be viewed as both the process and outcome of occupational therapy education. When educators implement concepts of the WTP approach to instruction, they change the focus from *what* is being learned to *how* and *why* those concepts and skills are being learned.

Summary

Each of the models and approaches described above provided us with concepts relevant to occupational therapy education that will allow us to design an effective curriculum to meet the learning needs of both our students and faculty. Just as our students are on a professional journey to entry-level practice, we as faculty are on a professional journey to advance our skills as practitioners, educators, and scholars. From Fink (2003), we gained an understanding of the types of significant learning that we should promote for our students. Significant learning can be achieved by a commitment of our faculty to transformational teaching (Slavich & Zimbardo, 2012). Schaber (2015) reminded us that occupational therapy education is about much more than learning technical skills. Finally, Barradell and Kennedy-Jones (2013) provided the framework for understanding that authentic learning and the development of professional identity occur should occur throughout our curriculum as students are introduced to the ways of thinking and practicing in occupational therapy.

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Revised 2017

Abilities-Based Outcomes

In the Philosophical Frame for Learning articulated above, we described our beliefs about teaching and learning. Using those beliefs and the underlying theoretical concepts as a guide, we next identified the ability-based outcomes that we want students in the Department of Occupational Therapy at the University of Missouri to achieve while in our program. At completion of their occupational therapy professional education at the University of Missouri, students will:

1. Appraise and **integrate evidence** into professional practice.
2. Demonstrate entry-level **clinical competence** to meet the demands of an ever-changing practice environment.
3. Contribute to the knowledge base of the profession through engagement in **scholarly activity**
4. Assess and address the occupational needs of individuals and communities in **diverse contexts** through evidence-based assessments, interventions, and outcome measures.
5. Exhibit self-directed **lifelong learning** behaviors inclusive of self-reflection, critical thinking, clinical reasoning, and evaluation of relevance to professional practice.
6. Develop a **professional identity** that reflects advocacy, leadership, cultural responsiveness, and commitment to client-centered, occupation-based practice.

Revised 2017

Curriculum Design

In designing our curriculum and developing a graphical representation of the curricular model, we were drawn to the scholarly work put forth by the Center for Occupational Therapy Education (COTE, n. d.), which focuses on expanding research, practice and theory development for occupational therapy education. COTE's conceptual framework for research and educational development is based on the overarching concepts of integrative learning and transformative learning, both of which fit well with our philosophical frame for learning. The graphical representation of our curricular model is based very loosely on the Integrative Learning Model proposed by Montgomery (1996) to serve as a starting point for educational design. Montgomery's model included inputs, a transforming process, outputs, and a continuous feedback loop to demonstrate that learning is a never-ending process. Although we started with the basic structure of that model, we made significant revisions to reflect our distinct philosophical frame for learning and curriculum design.

In our model (see attached figure), we recognize that students bring with them personal experiences, prior knowledge, unique and diverse learning styles, and personal values, beliefs, and attitudes. As they enter our professional education program, they encounter foundational knowledge, disciplinary perspectives, various pedagogical approaches, and guided academic and fieldwork experiences designed to promote significant lifelong learning.

At the center of our model lies the transformational process of authentic learning that occurs through interactive processes of observing, planning, and engaging with peers, faculty, clients, families, caregivers, practitioners, scholars, community members, fieldwork educators, and potential employers. Through this transformational process, students develop and utilize the professional skills of reflection, clinical reasoning, critical thinking, and evaluation of relevance to occupational therapy practice.

The learning outcome of this transformational process is the application and integration of concepts and theory related to clinical practice as reflected in our Abilities-based **Learning Outcomes**. Throughout our curriculum, the curricular threads of occupational needs of individuals and communities, clinical excellence, evidence-based practice and scholarly activity, and development of professional identity reflect more complex ideas as our students ready themselves for contemporary practice. We recognize that new authentic learning experiences subsequently build upon existing knowledge and experiences to create a cycle of significant lifelong learning.

Center for Occupational Therapy Education. (n.d.). *Conceptual framework*. Retrieved from <http://cote.chhs.colostate.edu/framework.aspx>

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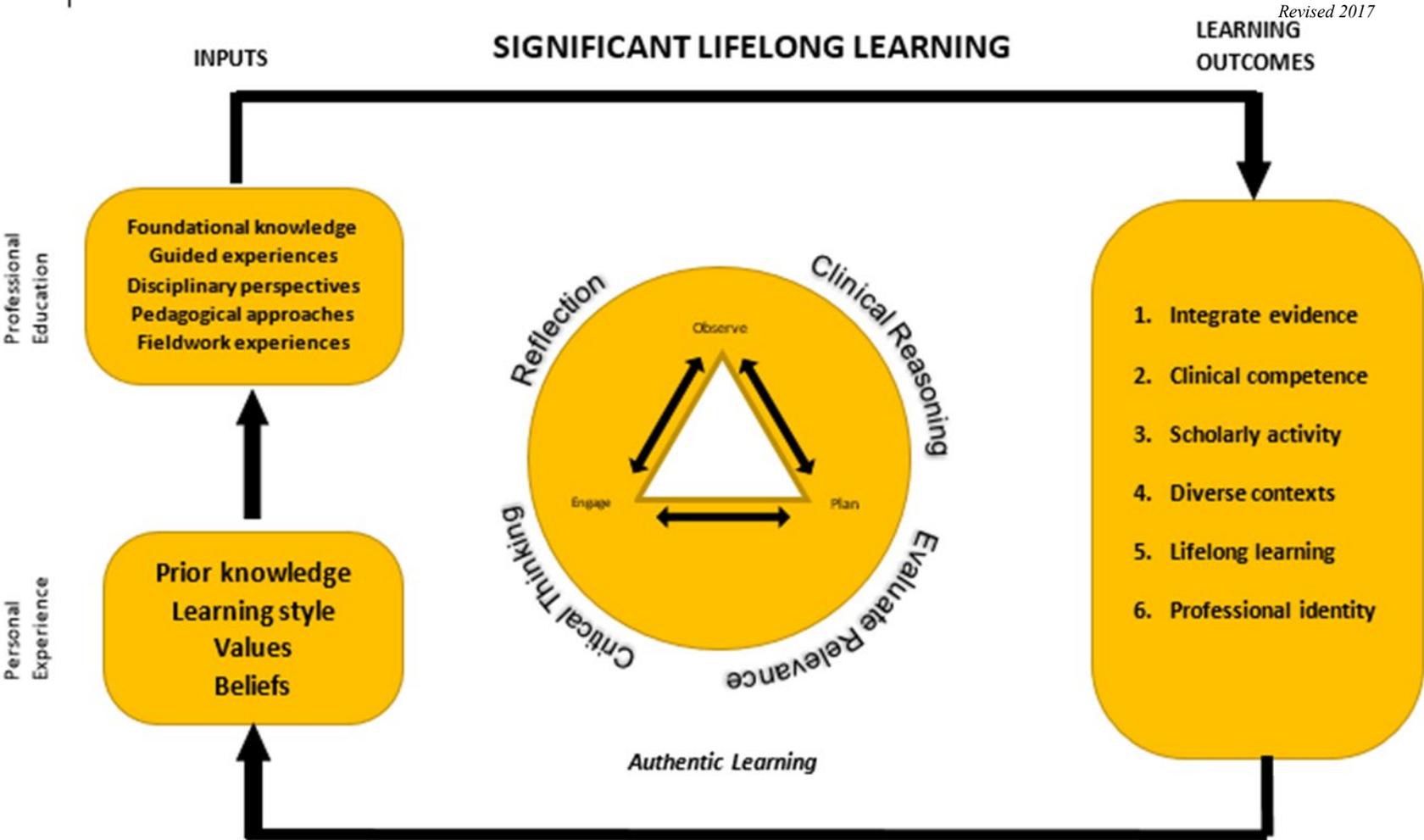
Revised 2017

Curriculum Threads

1. Occupational Needs of Individuals and Communities
2. Clinical Excellence
3. Evidence-Based Practice and Scholarly Activity
4. Development of Professional Identity

Revised 2017

Curriculum Design Model



Revised 2017

System & Rationale for Determining Length of Study for MU OT Degree Program

The MU Department of Occupational Therapy reviews the following information when making curriculum changes to determine that the length of study is appropriate to meet the expected learning objectives and competence of the graduate and comparable to other master's level programs within the profession and within our institution:

- ACOTE accreditation standards for master's level education program for OT
- Average length of study across other master's level OT programs (information obtained from ACOTE)
- Average length of study across other master's level programs at the University of Missouri (information obtained from Student Information Systems – Division of Enrollment Management)
- University of Missouri graduation requirements for master's programs

Important Addresses

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American Occupational Therapy Association, Inc.

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(301)652-2682

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<http://www.aota.org>

American Occupational Therapy Association, Inc. (professional association)

<http://www.aota.org>

American Occupational Therapy Foundation (research & scholarship)

<http://www.aotf.org>

National Board for Certification of Occupational Therapy, INC (national examination)

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www.nbcot.org

Missouri Board of Occupational Therapy (license board)

<http://pr.mo.gov/octherapy.asp>

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Missouri Occupational Therapy Association (professional association)

MOTA Membership

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Revised 2015

Occupational Therapy Student Performance, Critical Demands, and Academic Preparation & Professional Expectations

Occupational therapists work with persons with many different kinds of disabilities, and have a deep commitment to serving the needs of disabled persons of all ages, whether those disabilities are of mind or body, are acquired, or are developmental in character. Every effort will be made to meet the needs of occupational therapy students with disabilities, within the parameters of the academic educational program requirements and fieldwork availability.

This being said, the Occupational Therapy curriculum at the University of Missouri educates students as generalist practitioners, in keeping with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE). Thus, students are prepared for employment in all areas of practice, and for the certification exam that is required prior to practicing as a graduate of an accredited Occupational Therapy Program.

Students participating in the Occupational Therapy program must be able to:

1. Maintain professionalism as outlined in the handbook, including representation of self and information on social media.
2. Participate in lab activities that require hands on contact with classmates and instructors in various stages of moderate undress so as to prepare for clinical training.
3. Speak and understand the English language at a level consistent with competent professional practice.
4. Observe and interpret signs and symptoms through vision, audition and touch. Students must possess functional use of the senses that permit such observation.
5. Exhibit sufficient postural and neuromuscular control, sensory function and coordination to safely and accurately provide assessment and intervention.
6. Demonstrate the use of accepted techniques accurately and safely when using equipment and materials of the profession.
7. Participate in physical activity involving lifting of approximately 25-50lbs., bending, moving and supporting others in transfer.
8. Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds.
9. Communicate assessment and treatment information effectively, with appropriate confidentiality.
10. Complete clinical documentation, in both written and electronic format, under time constraints consistent with entry-level practice.
11. Demonstrate appropriate behaviors and skills in classroom and fieldwork in interactions with faculty, other students, fieldwork coordinator, fieldwork supervisors and professional colleagues.
12. Demonstrate the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessments and perform therapeutic interventions.

Students participating in the Occupational Therapy program must adhere to academic preparation and professional expectations, which include:

1. Student attends class which includes the following:
 - Lecture
 - Laboratory
 - Group process
 - Integrated clinical experience
 - Reading, studying and understanding classroom assignments.

2. Meets class standards for course completion
 - Participates in classroom discussions
 - Performs or instructs others in a timely manner in the following:
 - Transfers – transfers patient/client from bed to wheelchair.
 - Activities of daily living (dependent through independent status)
 - Documentation under time constraints
 - Fabrication of splints and orthotics
 - Therapeutic activities/procedures
 - Verbal group activities
 - Assessment procedures
 - Uses sound judgment and safety precautions

3. Applies critical thinking process to requirements of the academic learning experience:
 - Addresses problems or questions to the appropriate person at the appropriate time
 - Maintains personal appearance and hygiene conducive to professional setting.
 - Travels or relocates to various locations required class practicums and Level I and Level II Fieldwork
 - Maintains work area, equipment and supplies in a manner conducive to efficiency and safety
 - Models socially appropriate behaviors
 - Manages time effectively
 - Communicates with peers, faculty and staff effectively and professionally
 - Treats peers, faculty, staff, patient/clients with respect
 - Assumes responsibility for professional conduct
 - Is responsible for abiding by the rules and regulations of the department, facility and the profession.

*All students accepted to this program will have read and agreed to these terms upon acceptance of admission. This signed statement will be stored in each student's permanent record.

Revised 2017

Professional Academic Standards

The Department of Occupational Therapy faculty is responsible for preparing graduates at a level of competence consistent with professional and accreditation standards. Occupational therapists make an important contribution to health care and they must have professional skill sets, the ability to apply theory and to solve problems that affect participation in everyday activities. Students must demonstrate professional behavior and how to promote therapeutic relationships.

Students are encouraged to seek help from their instructors and their academic advisors when academic problems arise. Students must be made aware of problems that may lead to interference with progression in the professional program.

Department faculty is responsible for facilitating the students' academic, clinical performance and professional development. The progress of each student is reviewed at regular intervals. Faculty members are responsible for being aware of student conduct and discussing with the student inappropriate professional behavior. Faculty can offer academic assistance or recommend remedial strategies. This assistance may be offered when students exhibit unsatisfactory academic progress, display behavior that does not meet professional standards, or commit violations of the code of ethics. Unprofessional behavior or poor academic performance can result in dismissal from the professional program after the Occupational Therapy Academic and Professional Review Committee process is completed (page 31).

All students in the Department of Occupational Therapy of the School of Health Professions are subject to the rules of student conduct and academic regulations as published in the Rules and Regulations of the University of Missouri. Academic dishonesty and dismissal will be subject to University policy.

NOTE: Any changes in the University's Rules and Regulations and the policies of the School of Health Professions may supersede current information in this handbook.

Revised 2015

Academic Advising

Upon entering the professional curriculum, each student will be assigned to a faculty advisor within the Department of Occupational Therapy. The sequence of courses in the professional program is set upon a student's admission to the program. The role of the academic advisor within the professional phase of the program is to ensure that students are familiar and compliant with academic standards of the Department and professional behavior expectations of the Department and the profession. Furthermore, academic advisors serve as mentors for students as they explore their interests and future career paths within the occupational therapy profession.

All 1st-year students are required to meet with their assigned advisor at least once during the first Fall semester following entrance into the program. At the discretion of each academic advisor, the first introductory meeting may be held either individually or in group format.

All 2nd-year students are encouraged to meet with their advisors at least once per academic year. More frequent meetings are welcome as advising situations arise.

Invitations to schedule advising appointments will be sent out at the beginning of each semester by a member of the Department's office support staff. It is the responsibility of each student to schedule advising meetings through the office support staff member.

Academic Standing

Students selected into the professional program are expected to adhere to the University's minimum standards for academic standing and satisfactory progress, as outlined in the MU Graduate Catalog.

Additional regulations have been adopted by the Department of Occupational Therapy. These include:

1. Students are expected to maintain a 3.0 MU OT Program CUM GPA to sustain a good academic standing in the Department of Occupational Therapy.
2. The student must maintain the following standards:
 - a. A grade of "3.0" (>80%) or better must be earned in all MU OT coursework.
 - b. A term and cumulative GPA of 3.0 or above must be maintained to meet minimum professional standards.

Remediation will be offered at the discretion of the instructor. Failure to meet the above standards will result in an academic and professional behavior review committee meeting; which is subject to the potential outcomes as stated in that policy, page 31.

Revised 8-3-16

Remediation Policy

Remediation will be offered at the discretion of the course instructor; a written plan in the form of an advisement record will be provided and agreed upon between the student and the instructor as well as the student’s assigned advisor. Failure to complete the plan may result in dismissal from the program after the Occupational Therapy Academic and Professional Review Committee process is completed (page 31).

- Second occurrence of remediation will be voted upon by the faculty
- Third occurrence of remediation may result in dismissal from the program.

Incomplete Grade Policy

If a student is receiving an incomplete grade for a course; an advisement record detailing the plan for completion will be formulated and agreed upon by the student, course instructor and the student’s assigned advisor. Failure to complete the agreed upon plan may result in dismissal from the program after the Occupational Therapy Academic and Professional Review Committee process is completed (page 31).

Grading Scales

Letter grades should reflect the degree to which the student has achieved the learning outcomes specified in the course syllabi. The grading scale is used to:

- A. Ensure consistency in grading and among all courses (with the exception of Level II fieldwork, which is graded on Pass/Fail.)
- B. Provide valid indicators of achievement which reflect the degree of student understanding of the course material.
- C. Keep the students informed of their academic achievement.

The following constitutes the recommended Department of Occupational Therapy scale.

Grade	%
A	90-100
B	80-89
C	70-79
F	0-69

Below Graduate Standards →

*No D grade may be awarded to a graduate student, and a grade of F means the work has not satisfied the minimum requirements of the course.

Cumulative total points 80% and above indicates acceptable progress towards meeting minimal standards.

Instructors may designate weighted point value of assignments based on the Grading scale.

These grading scales apply only to courses taught exclusively by the Department of Occupational Therapy faculty.

Revised 2015

Discussion of Academic Scores Below Acceptable

In an effort to support a student's academic success a student is expected to seek advisement and strategies for learning. If a grade lower than "B" is earned on a test or assignment, the **student** is responsible for scheduling an appointment with the instructor.

Revised 2015

Grade Appeal Process

Occupational therapy students are subject to the general regulations of the University. The Department of Occupational Therapy has established guidelines for a grade appeal:

- A. Appeal of a grade awarded for a class assignment or test is initially made to the instructor within five days of receiving the disputed grade.
- B. A written appeal of the instructor's response to the disputed grade is submitted to the Department Chair within five days of the receipt of the initial instructor's response. The final determination shall be in writing from the Department Chair to the student and instructor.
- C. At each level, the response to the student's appeal must be made within a reasonable amount of time (5 business days)
- D. Appeal of a course grade will be initiated according to the University's Grade Appeal Guidelines.

Dismissal from the Program

A student may be dismissed from the Program for the following reasons after the Occupational Therapy Academic and Professional Review Committee process is completed (page 31):

- a. Failure to maintain academic standards and clinic performance as outlined in the Department of Occupational Therapy Academic Standing policy.
- b. Failure to achieve a passing grade in Level II fieldwork assignments (see Fieldwork section of manual).
- c. Unethical conduct based on any behavior which tends to show poor judgment, endangers or discredits: individuals; the profession or the department and/or academic dishonesty.
- d. Failure to maintain physical or mental health as determined by professional consultation.
- e. Failure to consistently demonstrate professional behavior may result in dismissal from the program after three documented occurrences.

Dismissal from the professional program will be communicated to the student via letter stating the reason for dismissal. The letter will indicate that the student has the right to appeal dismissal and will outline the appeal process (pages 22-24). A copy of the letter will be filed with the Associate Dean for Academic Affairs.

If a student is dismissed or withdrawn from the professional program, the student may be eligible to re-apply at a later time. The chair and academic advisors may establish contingencies for re-application at the time of dismissal or withdrawal.

Department of Occupational Therapy Appeal of Student Dismissal

Occupational therapy students are subject to the Appeal of Student Dismissal policy as set forth by the School of Health Professions. The policy reads:

School Of Health Professions Appeal Of Student Dismissal*

I. Programs/Departments must keep written documentation and follow due process (as described in the [University of Missouri Student Code of Conduct \(M-Book\)](#)) when dismissing a student.

II. If the student wishes to appeal dismissal, he/she must file a written appeal to the Dean of the School of Health Professions within 10 working days. Throughout this Article, the term —working days shall not include days between the last day of the final examination period and the first day of the succeeding semester. Within 20 working days of receiving the appeal, the Dean shall decide to uphold the dismissal, reverse it, or refer the matter to the School of Health Professions Student Affairs Committee.

III. If the dismissal decision is upheld by the Dean, then the student has a right to appeal the decision to the Chair of School of Health Professions Student Affairs Committee. An appeal of dismissal must be made by the student in writing to the Chair of the School of Health Professions Student Affairs Committee within 10 working days of receiving notification of the decision of the Dean.

IV. Whether the matter is referred to the Student Affairs Committee by the Dean, or an appeal of the Dean’s decision is submitted by the student, the following procedures will be put into place:

- 1) When an appeal is presented to the Student Affairs Committee, that committee will convene a Student Appeals Committee within 10 working days of receiving the appeal. The Student Appeals Committee will consist of five (5) voting faculty who will render a decision and one (1) staff who will serve as recorder. No member of the Student Appeals Committee faculty shall hold an appointment in the program involved in the appeal. The committee’s first order of business shall be to elect a chair and then to proceed with the procedure described below.
- 2) The Student Appeals Committee shall set a hearing date no sooner than 10 working days or later than 20 working days from its initial meeting. The student and his/her program director shall each submit a written statement of his/her position regarding the appeal to the Student Appeals Committee no later than five (5) working days prior to the hearing. Failure of the student to meet the deadline shall result in dismissal of the appeal. Failure of the program director to meet the deadline shall result in reversal of the action prompting the appeal. Both parties may submit names of individuals they wish to have testify on their behalf. The decision to invite an individual to testify shall be left to the discretion of the committee. The statements and lists of potential witnesses shall be addressed to the Chair of the Student Appeals Committee, School of Health Professions.

- 3) Following receipt of each written statement and list of individuals identified to testify, copies will be made and sent to the student and program director by the committee chairperson using the most rapid method practical under the circumstances.
- 4) Upon request, copies of relevant transcripts, correspondence and university/school/program policies regarding retention/probation/dismissal will be made available to the student, program director, and Student Appeals Committee.
- 5) The committee shall invite the student and the program director to all hearings. The student and the program director may choose to be accompanied by one advisor. The committee may call those whose participation in the hearing is considered relevant to give testimony and to answer questions of committee members.
- 6) All faculty of the Student Appeals Committee are under an obligation to commit themselves to follow procedures consistent with fairness to all parties concerned. Members of the committee will not discuss the appeal with anyone outside of the hearing process. Their findings will be based only upon the evidence presented to them in meetings at which all affected parties are present.
- 7) The committee shall set forth the rules for the hearing. The chairperson may, for good cause and with concurrence of a majority of the entire committee, authorize deviation from the suggested format. In all such cases, the principal parties shall be notified promptly:
 - i. In each phase of a hearing the student shall be heard first and shall be primarily responsible for the presentation of his/her position.
 - ii. An advisor of the student may advise and briefly explain his/her position but shall not address the committee beyond this introduction until the end of the testimony.
 - iii. The program director shall be heard second in each phase of a hearing and shall be primarily responsible for the presentation of the position of the program.
 - iv. A reasonable time limit shall be established for all testimony, and it will be made known to the principals when the written statements are distributed.
 - v. Every effort should be made to conduct the hearing as expeditiously as possible, with fairness to both parties.
 - vi. In order to promote the truthful, unfettered exchange of information and ideas, all testimony pertaining to the hearing shall be held in confidence.
 - vii. Only evidence and testimony relevant to the hearing may be introduced. The chairperson shall decide questions regarding the admissibility of evidence.

- viii. Brief summary statements may be made by the student, program director and each advisor.
- ix. A confidential recording of the student hearing shall be made and a transcript will be accessible to the parties involved and authorized representatives if requested.
- x. At the conclusion of the hearing, the members of the committee shall meet in closed session to deliberate upon their findings. A majority vote of the entire committee shall be required on all decisions. The Student Appeals Committee shall make written notification of its decision to the student by certified mail, signature required, and to the program director and Dean of the School of Health Professions within seven working days from the closing the date of the hearing.
- xi. Failure of the student to meet any deadline will result in dismissal of the appeal.

(From [SHP Policy Manual - Reviewed and approved June 26, 2012](#))

*Any changes made by SHP or changes in the [M-Book](#) in regards to this policy supersede the information presented above.

Academic Grievance Procedure

University of Missouri is guided by the Collected Rules and Regulations (CRR) of University of Missouri System. The CRR contains the academic grievance policy and procedure for faculty and student grievances. All student grievances now fall under the Equity Resolution Process and Grievance Process outlined in this CRR. The CRR can be accessed online at https://www.umsystem.edu/ums/rules/collected_rules.

ATTENDANCE POLICY

Occupational therapy students are subject to the attendance policy set forth by the School of Health Professions and the Academic Rules and Regulations of the University. The policy reads:

Students enrolled in the School of Health Professions are expected to attend classes regularly and may be dismissed for inattention to their academic responsibilities. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade. School of Health Professions students are subject to University policy and procedure as stated in the [M-Book](#).

Permission to make up class work missed as a result of absence is granted at the discretion of the individual instructor. Normally, students who have been absent from classes due to illness or hospitalization will be allowed an opportunity to make up work missed.

Department of Occupational Therapy ATTENDANCE POLICY

All absences must be reported by student to the Occupational Therapy office (573) 882-3988 prior to the start of class

Occupational Therapy students are expected to attend and actively participate in all scheduled class sessions. Any student who does not attend or participate regularly in class is subject to point deductions from their course total or other consequences, at the discretion of the course instructor of record. Students absent for 30% of the class will be required to withdraw from the class and repeat the class at the discretion of the Department Chair.

Ultimately, it is the student's responsibility to notify the instructor responsible for the course of anticipated absences from class, laboratories or examinations at the earliest opportunity after the start of the course. The instructor can then make a determination with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences.

June 2012

AMERICANS WITH DISABILITIES ACT

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center (<http://disabilitycenter.missouri.edu>), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

January 2015

ACADEMIC INTEGRITY

The Department of Occupational Therapy considers academic dishonesty a serious offense. Academic integrity and academic dishonesty are defined in the [University of Missouri Faculty Handbook, Article VI: Academic Integrity](#). Each student is responsible for reviewing this information.

The department will not tolerate plagiarism, cheating, unauthorized possession of exams or exam questions/information, tampering with instructor's grade book or grades, or in any way producing class work, papers, or exams through deceptive, illegitimate means. Any student who commits an act of academic dishonesty is subject to disciplinary action and possible dismissal from the program.

Academic integrity is fundamental to the activities and principles of a university. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

An instructor may, at their discretion, refer suspected incidents of academic dishonesty to the Student Academic and Professional Review procedure (page 31) and/or the University's Academic Integrity procedure.

<http://facultycouncil.missouri.edu/handbook/article-6.html>

(Statement adopted January 1991; revised August 2017)

Revised 2016

Professional Behavior

*Adapted in part from the MU PT Student Handbook

In addition to academic course requirements, professional behaviors are expected of all students. These behaviors are demonstrated in part by the student's attendance, active participation, academic integrity, and the thoughtful completion of course assignments. As per Department policy, students can petition and alter or amend policies, rules, and course requirements. The Department of Occupational Therapy Student Handbook is a document to communicate important facts and policies.

The intent of the University of Missouri Department of Occupational Therapy is to prepare students to be exemplar therapists. Knowledge, clinical skills and professional behaviors are crucial components for the best practice of occupational therapy. It is our obligation as a faculty to provide for the development of all three components in all of our students. To this end, the department expects professional behavior, as well as academic and clinical excellence from all students and faculty. No professional standards can address every possible scenario that may arise, but the following paragraphs provide descriptions and examples of the minimum standards of expected behaviors for students.

Attendance: Prepared, timely attendance for all class/lab/fieldwork sessions and appointments is expected; attendance will be taken at the discretion of the instructors. In the event that a student must be absent due to an unavoidable or unforeseen circumstance, he/she is required to notify the department and instructor by telephone at (573) 882-3988. For more information on the attendance policy see page 25.

Participation: Active, engaged participation in class and fieldwork assignments is expected. This includes giving and accepting constructive feedback, which is critical to learning any new skill. Demonstrate respect for others' points of view, which will enhance your learning. Students are responsible for all material presented in each class, and must complete reading and writing assignments prior to each class session in order to contribute to the discussion. Additional reading and participation may be assigned and will be expected in the graduate courses.

Professional Appearance: Students must comply with professional appearance (see page 32 titled "Professional Appearance") during all experiences.

Classroom Behavior: Occupational therapists are evaluated with regard to knowledgeable, caring, efficient, and ethical performance within their practice settings. To prepare for this challenge, students are expected to act ethically and professionally and to interact appropriately with peers, faculty and staff both inside and outside of the classroom. Inappropriate, unethical or unprofessional behaviors will be addressed in accordance with University and Department Policy. Students are expected to treat faculty with respect and dignity. Students should refrain from talking when the instructor begins class lecture/instruction. Talking during lecture is inappropriate. If the student has questions, they should direct the question(s) to the instructor. Raising the hand when questions arise is appreciated by both students and faculty. This is a professional program and common courtesy should be practiced by both students and faculty.

Cell Phones: Cell phones must be turned off or silenced during all classes. If a cell phone is required for a personal emergency the student must discuss with the instructor prior to class. Text messaging is not allowed during class and laboratory experiences. Students may be asked to leave class at the discretion of the instructor on the first offense, with or without a make-up assignment.

Computer Use: Computers may be used in class for in-class materials only. Unallowable in-class computer use includes but is not limited to: Facebook, Instagram, Twitter, other course materials and email. Students may be asked to leave class at the discretion of the instructor on the first offense, with or without a make-up assignment.

Communicate Effectively: Good communication skills, both verbal and non-verbal are critical to the successful practice of occupational therapy. The development of excellent communication skills is a goal of this program and therefore you are given multiple opportunities to practice these skills. At a minimum we expect you to demonstrate respectful communication with all staff, faculty and peers. This extends to written communication through electronic means (email, Canvas, text message, etc.). The following information can assist you with sending respectful, meaningful communications through email.

Effective email communication can save time and provide a written record. It also is challenging. Probably the most challenging aspect of email communication is the tone of the message. Because you are not there when the words you have sent are received, you have no way to set or modify the tone of your message with your own voice and facial expressions. In an email that you have sent, you can't modify the message based on feedback you are getting from a listener. You have to send the whole message at one time instead of having a conversation with the other person. The recipient can't ask you questions as they are reading and you can't add to your message. In fact, just because you sent an email you cannot assume that it was received. Because we rely on email for personal and academic communications, it is important that we all understand the medium and follow good email etiquette.

Below are guidelines for email communications between students, faculty and staff:

- Address others with their titles (e.g.: Dr., Professor) unless you are already friends or have established a first-name relationship.
- It is up to you to set the tone in the message you send. If you don't consciously insert the tone you intend to communicate, the reader will insert her/his own tone. How the reader interprets an email can be influenced by current mood, fatigue or even hunger. Make sure you are clearly polite, positive and respectful to get your message across as you intend.
- Email should use complete sentences, proper grammar and punctuation.
- Sometimes it is better to use email to make an appointment to talk, rather than to present your issue in the email itself. Email is not a good way to deal with emotional or uncomfortable topics or to avoid a difficult conversation.
- Remember, all email on the MU system is in the public domain and can be repeated and forwarded by others.

Think before you **SEND**.

Send email you would like to receive

From *Send* by David Shipley and Will Schwalbe. Alfred A. Knopf, New York,

Be a good ambassador for the program: Our reputation as a program on and off campus depends greatly on how you present yourself. First impressions are very important. Often, the behaviors you display are the only contact some individuals will ever have with this program. It is especially important to be courteous, appreciative and attentive while interacting with all individuals from outside of our department. Name tags should be worn for all client labs and for any school related activity off campus.

Summary: We owe it to you, and the profession as a whole, to take the steps necessary to insure the excellence of our graduates. The faculty takes this responsibility seriously and it is a major focus of our curriculum. Professional behavior performance is an integral part of each class in the curriculum and is a requirement for successful completion of each course and the program as a whole. The faculty is committed to providing you with feedback regarding your professional behavior and is dedicated to being viewed as positive, professional role models. Students must possess and exhibit personal characteristics and abilities that are associated with patient welfare and professional trust. These personal characteristics, which are part of the regular, overall student evaluation process, include the ability to:

1. Communicate effectively with varied audiences and for different purposes (speaking, body language, listening, reading, and writing);
2. Self-assess, -correct, and -direct; identify learning needs and resources; continually seek knowledge and understanding;
3. Fulfill program and school related commitments and be accountable for actions;
4. Obtain the maximum benefit from a minimum investment of time and resources;
5. Identify sources of feedback and use it effectively to improve performance; provide appropriate feedback to others;
6. Recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes;
7. Identify, generate and evaluate elements of logical argument; recognize and differentiate facts, illusions, assumptions; distinguish the relevant from the irrelevant.
8. Assume responsibility for all actions, words, and non-verbal communication that is exhibited.

Drug Screening Policy

The academic program in the Department of Occupational Therapy includes interaction with patients starting at the beginning of the first semester. Students must have a negative drug screen for illegal and recreational drug use in order to interact with patients seen in the Department. All students must have a negative drug screen prior to admittance to the OT program and are subject to random drug screening while enrolled in the OT program. If a drug screen is positive for illegal or recreational drug use the following actions will be taken:

1. Student will be placed on probationary status for one year. A second positive drug screen while on probationary status will result in disciplinary action that may include dismissal from the program.
2. Students must have a negative drug screen within six months of positive test.
3. Students may be required to participate in counseling and/or health behavior management programs.

After completion of the probationary period without a second positive drug screen, students will still be subject to random testing and the actions numerated above if he/she tests positive on a drug screen. Students are responsible for all of the cost associated with any drug screening (including pre-admittance and random drug screening while in the program) and the cost of any disciplinary/remediate actions required as a result of a positive drug screen.

Individual fieldwork sites may require additional drug screening beyond what is required by the OT program and can deny permission for placement based on a positive drug screen. The status of the drug screen will be held in the strictest confidence; only those individuals who have a need to know related to the student's enrollment, academic progress, and clinical agency placement will have access to this information. Refusal of drug screening within designated timeframes is grounds for dismissal from the program.

Student Academic and Professional Review

Effective Date: July 14, 2016

Purpose: To ensure all students receive equitable consideration of academic and professional concerns resulting in a reasonable and fair outcome. These guidelines replace previous versions of the Student Academic and Professional Policy.

I. A faculty member shall submit students for review under the following circumstances:

- 1) The student falls below the academic standards in any course at any time during or after the course is completed
- 2) The student exhibits any professional behavior issues which could negatively impact a student's success in the academic program and/or in his/her professional career

II. The review committee shall consist of (1) the Department Chair; (2) the individual student's academic advisor; and (3) the faculty member who submitted the student for review. If any of these individuals are the same person, another faculty member will be selected for the committee at the Department Chair's discretion in order to have at least three people on the committee.

III. The following will be considered in determining response to the presented concern(s):

- 1) The quality of the student's work prior to this review
- 2) The degree of student effort prior to this review
- 3) Student response to faculty communication, recommendations, intervention prior to this review
- 4) Extenuating circumstances impacting student performance

IV. Review committee decisions may include but are not limited to the following:

- 1) Provision of action plan to address the issue brought to the committee.
- 2) Provision of additional services/supports to facilitate academic or behavioral progress.
- 3) Provision of peer mentors.
- 4) Probationary status with a corrective action plan to improve performance.
- 5) Option to proceed in the academic program in a modified fashion, e.g., decelerated pace, leave of absence.
- 6) Dismissal from the academic program.

Professional Appearance

During any client contact, including TigerOT clinics, students are expected to present a professional appearance which positively impacts their therapeutic relationships. Cleanliness, modesty, and safety are the primary grooming considerations during all client contact. Unless otherwise informed by the course instructor, these guidelines also apply when guest speakers are present in class. Below are the departmental guidelines for presenting a professional appearance during client contact:

Name Badge: Must be worn at all times. Instructions for obtaining your required name badge will be provided during the first semester. There may be a nominal fee for the badge. Contact the Fieldwork Office if your initial name badge is lost or damaged.

Clothing: The standard rule is that skin other than face, neck, elbows/forearms & hands and knees & calves, should not show. Students need to be aware of what happens to their clothing when they run, stretch, bend, lift, jump or twist.

Shirt - The MUOT logo polo shirts meet the dress code for most sites and are recommended as a positive way to show school pride. All other shirts must be free of wording, loose fitting and cover the midriff and chest. Some sites may require a lab jacket and patch. These can be purchased through the University Bookstore.

Slacks - slacks need to be a plain solid color, either dark or khaki and allow full mobility while keeping the skin covered. Short shorts, leggings, yoga pants, denim jeans, and cargo or skintight stretch pants, are not acceptable.

Footwear: Shoes need to be supportive, comfortable and professional, as most health care sites prohibit open-toed or open-backed shoes and some may prohibit tennis shoes. If tennis shoes are allowed, they must be clean and free from holes or tears. UGG brand or similar boots are prohibited. Shoes with adequate traction are required. Socks are to be worn at all times.

Jewelry: Jewelry must be simple. Heavy neck chains and dangling or hoop earrings can be caught on equipment or pulled by clients. Rings or bracelets with sharp edges might injure clients, get caught on clothing or puncture exam gloves.

Fragrances: Perfumes, scented aftershaves and lotions should not be worn, as many clients and health care workers have allergies or sensitivities.

Personal Hygiene: Basic rules of cleanliness (absence of body and oral odor), including hand washing apply. Hair must be clean and well groomed. Makeup must not be excessive. Fingernails must be clean and trimmed and free from chipped polish. Artificial nails and nail extenders will be prohibited when having direct contact with high risk clients.

Body Piercings and Tattoos: Body and facial piercings and tattoos are discouraged, as some sites have strict rules against visible piercings and tattoos. We expect students to adhere to

specific site policy when off campus. Students should arrive at assigned fieldwork sites on the first day with tattoos covered and body/facial piercings removed until they determine what is acceptable at the site. Students need to be mindful of messages which might be inferred and communicated to clients by piercings and tattoos. Body/facial piercings should be removed during TigerOT clinics when working with a client that poses a danger to the student due to impulsive and unpredictable behaviors (i.e.: TBI, peds). Any tattoos that are vulgar or distracting should be covered at all times during any client contact. Ears may be pierced, though without excessive amounts of earrings worn. No ear gauges or bars.

Clinical and Fieldwork Site Requirements: In addition to the specific guidelines above, outside clinical and fieldwork sites may impose their own dress/appearance requirements. If site requirements contradict Department guidelines, the more conservative guideline applies. Students may be asked to leave a clinical or fieldwork site if they do not adhere to site requirements.

*Exceptions will be made on a case by case basis for those whose religious values or beliefs do not coincide with stated criteria.

Sexual Misconduct Statement

Sex discrimination should be reported to the Title IX administrator, Ellen Eardley.

- The preferred method of reporting is through the online reporting form.
- Reports can be made by email, phone or in person.

Reports made using these forms are sent directly to the university's Title IX administrator, who oversees all sex discrimination matters at the institution. Upon receipt of the report and depending on the detail of the information provided, the institution will take reasonable steps to investigate the matter, stop the harassment, prevent its recurrence and remedy its effects.

If a student wishes to report sexual misconduct or has questions about the policies and procedures regarding sexual misconduct, please submit the online reporting form at <http://titleix.missouri.edu/reporting/> or contact the Title IX Administrator, Ellen Eardley, 573-882-3880 or eardelye@missouri.edu. The University of Missouri is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

Any employee of the university who becomes aware of sex discrimination as defined in this policy (including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation) is a mandated reporter, regardless of whether the recipient of the behavior is a student, employee, volunteer or visitor of the university.

Although faculty are often able to help students locate appropriate assistance on campus (e.g., RSVP, Counseling Center or Student Health), disclosure of any form of sex discrimination by the student to the faculty member requires that the faculty member inform the Title IX Office to help ensure that the student's safety and welfare is addressed, even if the student requests that the disclosure not be shared.

For confidential support and assistance contact RSVP (Relationship and Sexual Violence Prevention) Center at G210 MU Student Center, 573-882-6638 rsvp.missouri.edu ; Student Health Center: 573-882-7481 studenthealth.missouri.edu , or MU Counseling Center: 573-882-6601 counseling.missouri.edu

The University of Missouri's Equal Employment/Education Opportunity policy is compliant with Federal laws prohibiting discrimination requires that faculty, student employees and staff members report any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises.

The University of Missouri strives to maintain the campus free of all forms of discrimination as a place of work and study for faculty, staff, and students. Sex discrimination is prohibited by University policy and will not be tolerated in employment and educational settings.

<http://titleix.missouri.edu/>

Information Exchange

Advisement

See page 18.

Faculty Office Hours

Unless otherwise posted on their office door, most advisors have office hours by appointment only. Please contact department office support staff 573-882-3988 for routine advising appointments. Appointments can be made individually with a faculty member when a special need arises.

Department Meetings

Faculty and staff meet regularly to share information about SHP committee work, program activities, teaching activities, student performance, and current campus issues. Class representatives may request to participate in department meetings to share student issues and concerns and to represent student viewpoints during discussions. However, any student may request to present an agenda item. If the request to present an agenda item is granted, the student(s) may only be present for the portion of the meeting when that agenda item is discussed.

Bulletin Boards

The Student Occupational Therapy Association (SOTA) has the option of maintaining a display of SOTA current events and announcements. A bulletin board with general student information is also located in the department in Clark Hall.

Computer Lab

The School of Health Professions maintains a bank of computers as well as printers and a scanner for student use on the mezzanine level of Clark Hall.

Email

Faculty/OT Office Staff will primarily contact you via email. **The email address used will be the MU student's *mail.missouri.edu* address. PLEASE CHECK EMAIL DAILY.**

Canvas

Course Instructors will make announcements and update Canvas sites regularly. **PLEASE CHECK DAILY.**

Library

The OT Library is located on the 8th Floor of Clark Hall. Material may be checked out for up to 24 hours. **Please check out materials with OT Office Support Staff prior to removing them from the library.**

Mailboxes

OT student mailboxes are located on the 8th Floor of Clark Hall. **Please check your mailboxes often.**

Messages

Sometimes the need arises for someone to call and leave a message for an occupational therapy student. In case of emergency, every effort will be made to locate a student. Non-emergency messages will be placed in the student's mailbox. Confidentiality does not allow the office staff to give out student phone numbers, class schedules, or class locations.

Student Lounge

OT/PT Student Commons is located on the 6th floor of Clark, just outside the elevators. There are multiple microwaves and refrigerators available to you.

Social Media

Students should have no expectation of privacy and will be held accountable for information shared on social media. Students sharing confidential health or academic information, presenting themselves as a representative of the University of Missouri or as another person are engaging in illegal activity which may result in criminal and civil liability charges.

Students are expected to present themselves in a mature, responsible and professional manner when engaging in social media. Misuse related to academic dishonesty or the displaying of language or photographs of illegal, disrespectful or irresponsible behavior may be the basis for disciplinary action.

Students are not to search for or connect with patients or clients they encounter while a student of the OT Department using any form of social media. This includes "adding" or "friending" anyone who could be reasonably interpreted as receiving services as well as friends, family members, and associates of anyone receiving services. If a student receives such a request, the request is to be either deleted or ignored until such time as the student ceases to be a student of the OT Department.

Students are discouraged from using social media while on-premises at any clinical or fieldwork site, including on personal devices during "down" time (e.g. lunch breaks), regardless of site policy. Some social media sites are known to connect users based on common WiFi usage and geographic location, potentially leading to an inadvertent sharing of information.

Revised 2017

Revised 2016

Professional Development Opportunities

A graduate of this program is expected to assume responsibility for continuing competency and to maintain a commitment to the profession.

Student Occupational Therapy Association

Membership in the Student Occupational Therapy Association (SOTA) is an opportunity for initial professional development. SOTA is organized to further communication about occupational therapy among students, faculty, and the community. SOTA also offers a variety of opportunities for leadership development through participation as an officer, committee co-chair, or project leader. The goals of the SOTA are to:

- Increase knowledge of the profession of occupational therapy
- Share ideas & information with students
- Promote involvement in community volunteer projects
- Fund donations for OT-related causes in the community
- Provide camaraderie with fellow students at social events

Pi Theta Epsilon

Pi Theta Epsilon is the National Honor Society in Occupational Therapy. Its mission is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research, leadership and scholarly activities by its members. Students are eligible for membership if they 1) have at least a GPA of 3.5 in occupational therapy program courses, rank not lower than the highest 35% of their class in scholarship, and completed the number of credit hours used by the institution to designate one full academic term equivalency in a graduate level program. Letters of eligibility are sent at the beginning of every fall semester to those that meet these requirements, inviting them to apply. Pi Theta Epsilon members lead activities that promote scholarship and research within and outside the Department.

American Occupational Therapy Association Membership

Membership in the American Occupational Therapy Association (AOTA) is a professional obligation. This organization is the practice voice of the occupational therapy profession. By becoming a member, the student is acting in support of the profession. Benefits include weekly and monthly periodicals, discounts on publications, access to loans, grants and fellowships, professional meetings and educational sessions with discounts. Membership in AOTA is required while enrolled as a student in any program in the Department of Occupational Therapy.

Delegate to the Assembly of Student Delegates (AOTA)

The president of SOTA represents the MU OT student body as the MU Assembly of Student Delegates (ASD) delegate. ASD, the national student committee of AOTA, is responsible for student issues of the profession and the association. There is an annual ASD meeting held prior to the national AOTA Conference. Each accredited curriculum has one elected delegate. The SOTA President, Vice President or President-elect attends.

Missouri Occupational Therapy Association Membership

Membership in the Missouri Occupational Therapy Association (MOTA) is also a professional obligation. MOTA represents the needs of occupational therapy practitioners and students in the state of Missouri. MOTA is an affiliate member of the AOTA. Membership in MOTA supports advocacy for the profession and provides opportunities for networking, professional development, and scholarships.

Student Representative: Missouri Occupational Therapy Association

The mission of MOTA is to act as a professional advocate by fostering leadership in our profession, supporting our professional standards, and meeting the needs of our members through education and opportunities for networking with others. Each OT and OTA school in the state appoints a Student Representative to the MOTA Board. Responsibilities of the Student Representative include representing student issues, communication about SOTA activities through by-monthly newsletters, *MOTAVATIONS*, and attending the MOTA Student Committee meetings. The representative must be a MOTA student member. Information about Student Representative selection will be announced in August.

Student Representative: Graduate Professional Council

The Graduate Professional Council (GPC) is the official democratic government for all graduate, professional, postdoctoral, and post baccalaureate students at the University of Missouri. The GPC meets monthly serves as the voice of graduate and professional students to many of the decision-making bodies at MU, including the Board of Curators and numerous faculty committees. The Director of Graduate and Clinical Education will accept student and faculty nominations annually for MU OT GPC representative and will appoint a department student representative prior to the first scheduled meeting in September.

Revised 2016

Honors and Awards

(awarded based on viable candidates available)

Alpha Eta National Honor Society

Founded to promote scholarship in the allied health professions, Alpha Eta members from the graduating class are nominated and selected by the faculty to the University's chapter. Selection is based upon academic and leadership achievement. Candidates must have maintained a 3.5 GPA or better while enrolled in the program. Membership is limited to no more than 10% of the graduating class.

Mary Alice Woods Occupational Therapy Scholarship (\$200) for Outstanding Clinical Performance in Mental Health Practice (*endowed*)

This award honors the memory of a MU graduate and clinical instructor, Mary Alice Woods. It is funded by an endowment contributed by friends of Mary Alice Woods and MU occupational therapy alumni. This scholarship is awarded annually to a graduating student who has demonstrated excellence in clinical performance in mental health practice. The recipient is selected by the faculty with input from fieldwork supervisors.

Marilyn Blanke Braschler Outstanding Student Award (\$250)

This award honors the first Curriculum Director, Marilyn Blanke Braschler. This honor is awarded to a graduating student who has demonstrated professional attributes which clearly exceed those of his/her peers. Criteria include understanding of the profession, academic and clinical performance, creativity, motivation and interpersonal skills. The recipient is selected by the faculty.

Occupational Therapy Program's "Tribute" Award (\$100)

"Tribute" awards are in recognition of those graduates who have been committed to continued professional growth and development and who have demonstrated the value of service, creativity, and the importance of human occupation. The recipients are selected by the faculty.

Graduate Synthesis Award (\$100/per student)

Students will be selected by the Faculty. Projects will be assessed by the faculty and final award given to student(s) who have produced the best scholarly research project, demonstrated advanced knowledge and systematic investigation, promoting the advancement of the profession of Occupational Therapy.

Services for Independent Living (SIL) Internship

Students selected for the SIL Internship will provide outreach, training, and demonstrations to increase knowledge of assistive technologies and durable medical equipment to empower people with disabilities, seniors, and veterans to maximize their independence in the community. Interns will be selected by the Scholarship Committee through a combination of written application and interview.

Honors and Awards

(Continued)

Services for Independent Living (SIL) Scholarship (\$4,500 - \$9,500)

The SIL Scholarship recognizes students who embody the missions of both SIL and the MU Occupational Therapy Department by demonstrating a commitment to maximizing the independence of people with disabilities in the community. The total number and amount of awards will be determined annually by the Scholarship Committee. Awards will be credited to recipients' student accounts. Recipients will be selected by the Scholarship Committee through a written application process. First preference will be given to students who have completed the SIL Internship, described above.

Diana Baldwin Leadership and Advocacy Award (*endowed*) (\$500)

In recognition of students with strength of commitment to, and skills to, address the needs of those challenged to have meaningful participation in daily life and to engage in opportunities to influence the well-being of a wider community. It is to reward students who initiate and implement change based on an ever growing interest and knowledge of a world view beyond theory and practice. Activities should reflect the profession's fundamental belief of an individual's right to engage in meaningful occupations and have full participation in life.

Awardees should:

- Be a member in good standing with the Student Occupational Therapy Association (SOTA) and the American Occupational Therapy Association (AOTA)
- Be in good academic standing
- Have evidence of involvement in projects/activities demonstrating initiation and implementation of
 - Activism and advocacy, or
 - Activities benefitting a larger community, or
 - Activities that enhance the profile of occupational therapy through public awareness

AOTA Vision 2025 Statement

“Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.”

AOTA, 2016

**Guidelines and
Requirements**

for

**Client Contact and
Fieldwork Experiences**

MEMORANDUM

TO: All Occupational Therapy Students
FROM: Fieldwork Office
RE: Fieldwork and Client Contact Information

Dear Student:

Welcome to the University of Missouri Department of Occupational Therapy. As you progress through the coursework here at Mizzou, you will find fieldwork to be an integral part of your learning experience.

The information in this section is designed to familiarize and prepare you for the various fieldwork and other client contact experiences you will participate in as an occupational therapy student. It contains important details about Level I and Level II fieldwork. You will need to access this information throughout your academic coursework, and fieldwork experiences. We recommend that you keep this information in a three ring binder with ample room for additional fieldwork material you will receive throughout your time with us.

The fieldwork office is here to help your fieldwork experiences go as smoothly as possible. Should you have any questions please contact us via email or telephone, or make an appointment to meet with us.

William Janes, OTD, MSCI, OTR/L
Academic Fieldwork Coordinator
802 Clark Hall
573-882-4183
janesw@health.missouri.edu

Bethany Kendrick
Fieldwork Assistant
801B Clark Hall
573-884-6365
kendrickb@health.missouri.edu

Department of Occupational Therapy
Fieldwork and Client Contact Summary Sheet

Semester	Type of Experience	Description	Length
First Fall	Level I Fieldwork: Psychosocial	Students are placed in a setting that addresses psychosocial issues with an OTR or an experienced mental health professional.	1 Week Full time
First Spring	OC THR 7870: Clinical Practicum I	Students provide services to either a pediatric or adult client or population, under the supervision of clinical faculty. Settings consist of a variety of outpatient, home-based, community-based, or recreational locations. Students will demonstrate emerging ability to implement the OT process and evidence-based practice.	Approx. 1 hour per week
Between Second Summer & Fall	Level I Fieldwork: Application of Clinical Skills	Students are placed with an OTR in a variety of settings. Intended as supplement to Clinical Practicum experiences and preparation for Level II Fieldwork.	1 Week Full time
Second Fall	OC THR 8240: Clinical Practicum II	Students provide services to either a pediatric or adult client or population, under the supervision of clinical faculty. The student will be placed in the opposite age range/clientele from the first Spring semester. Settings consist of a variety of outpatient, home-based, community-based, or recreational locations. Students will demonstrate competence in implementation of the OT process and evidence-based practice.	Approx. 1 hour per week

Level I Fieldwork Schedule is subject to change

Level II Fieldwork			
January - March	Fieldwork II A: Rotation 1 OC THR 5510	Students are placed in practice settings under the supervision of a licensed occupational therapist to gain entry level competency in all aspects of providing occupational therapy services to clientele	Full time 12 weeks
April – June	Fieldwork II B: Rotation 2 OC THR 5510		Full time 12 weeks
2017: Jan 9 – Mar 31; Apr 3 – June 23		2018: Jan 8 – Mar 30; Apr 2 – June 22	
2019: Jan 7 – Mar 29; Apr 1 – June 21		2020: Jan 6 – Mar 27; Mar 30 – June 19	

Department of Occupational Therapy Fieldwork Program Overview

Fieldwork experiences are an integral part of the occupational therapy curriculum. They provide students with opportunities for “hands on” application of the skills and knowledge taught in classes. Fieldwork experiences are designed to expose students to a variety of practice settings and clientele such as pediatric, geriatric, adult rehabilitation, mental health populations and community based services. Through the various fieldwork experiences, students improve their skills to progressively higher levels of performance and responsibility.

Occupational Therapy education provides two levels of fieldwork experiences. **Level I** fieldwork occurs concurrently with OT courses throughout the curriculum. **Level II** fieldwork occurs following successful completion of all didactic coursework, research & Level I fieldwork experiences and is comprised of two full time twelve week rotations.

Students are responsible for all costs associated with fieldwork placements; including but not limited to: required background checks, immunizations, travel to/from site, lodging, and meals.

Level I Fieldwork

The goals for Level I Fieldwork are: to introduce students to the occupational therapy process; and to increase student comfort with and understanding of client needs. Though students have opportunities to work directly with clients, they are not expected to perform OT tasks independently. An OT is not the required Fieldwork Educator for Level I experiences. The primary goal is related to learning to interact with specific populations. Course specific fieldwork objectives are provided with the individual course packets. Fieldwork placements are assigned by the Academic Fieldwork Coordinator in conjunction with the course instructor.

Level I Objectives: During Level I fieldwork experiences, students will demonstrate **emerging:**

- development of their comfort level with and understanding of the needs of clients as an individual within his or her given context.
- skills in articulation of personal strengths and limitations and how these impact client/staff interactions
- observation skills needed for appropriate communication, intervention and documentation.
- communication skills and the application of the therapeutic use of self with clients and professionals from diverse backgrounds.
- ability to articulate the role of OT in the promotion of health and the prevention of injury and disease
- application of learned OT knowledge within the OT process of evaluation, intervention, and outcome planning.
- documentation and writing skills
- understanding of the supervisee – supervisor relationship and the responsibility of the student role.
- professional behaviors required to function effectively as an occupational therapist.
- appreciation of the importance of the mind/body/spirit connection

Additional fieldwork information: AOTA Commission on Education Guidelines for Occupational Therapy Fieldwork Level I: <http://www.aota.org/en/Education-Careers/Fieldwork/LevelI.aspx>

Level II Fieldwork

The Goal of Level II fieldwork is to develop **competent, entry-level, generalist occupational therapists**. Both Level II fieldwork rotations are designed to provide students with in-depth experiences in delivering occupational therapy services to clients. During Level II fieldwork, students are expected to gradually take on the responsibilities of the occupational therapist and all aspects of the OT process (evaluation, intervention planning, intervention, discharge planning and accompanying documentation).

Level II Objectives: For successful completion of the Level II fieldwork experience, students are expected to demonstrate entry-level competency in providing occupational therapy services through:

- choosing and administering appropriate evaluations
- interpretation of evaluation results
- development of treatment programs including short term and long range goals based in the concept of occupation and functional activity
- comprehensive activity analysis that incorporates the principles of adaptation and gradation
- designing, fabricating, and the selection of adaptive equipment and orthotic devices
- development of treatment programs and follow-up programs and recommendations that involve relevant resources and consideration of the patient/client's strengths and needs within their personal context
- provision of relevant education and counseling for recipients and their support network
- effective communication regarding the provision of OT services in interdisciplinary, facility, and community settings
- timely production of required documentation for direct and administrative services
- maintaining appropriate treatment responsibilities in case load and support services in the treatment setting
- completion of the learning activities required by the fieldwork facility in a timely and professional manner

Specific fieldwork objectives are provided with the 5510/5520 Fieldwork Manual and discussed in the Level II preparation courses.

Additional fieldwork information:

AOTA Commission on Education Guidelines for Occupational Therapy Fieldwork Level II:
<http://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx>

Fieldwork Survival Guide
Fieldwork Performance Expectations

The student must be able to:

- Travel to clinical fieldwork sites
- Manage time effectively
- Move within clinic/community settings effectively
- Comply with assignments and deadlines
- Follow appropriate chain of command in facility
- Follow all policies and procedures required by setting
- Maintain patient/client confidentiality
- Comply with dress code
- Meet attendance requirements
- Demonstrate professional standards of practice
- Maintain work area, equipment and supplies in a manner conducive to efficiency and safety
- Model socially appropriate behaviors
- Create an environment which maximizes patient/client performance responses
- Document all required information as directed
- Demonstrate problem-solving skills in patient care
- Gather information needed prior to assessment
- Select the correct methods for assessment ahead of time
- Administer assessment procedures accurately
- Interpret assessment data accurately
- Interpret assessment/reassessment results accurately and completely
- Establish relevant goals/outcomes and treatment plan with patient/client
- Carry out treatment plan as appropriate
- Use sound judgment in maintaining professionalism when communicating with peers and patients/clients and their significant others
- Respect diversity and the value of others
- Adhere to the AOTA Code of Ethics

Student Role in Supervision

Students are expected to participate in a reciprocal supervisory relationship. The student will:

- Demonstrate skill in reflective listening
- Identify professional development goals and develop behavioral objectives in collaboration with the supervisor
- Demonstrate skill in identifying and discussing issues of concern with the supervisor
- Respond to supervisor's recommendations for change and development in a collegial manner by using a self-study process which incorporates an action plan
- Contribute to the supervisory experience and benefit the fieldwork site in providing quality educational experiences

Survival Skills for Fieldwork Students

Excerpts from: Loma Linda University Fieldwork Manual South Oklahoma City Junior College

At The Fieldwork Site

1. Arrive on time and turn in assignments to the fieldwork educator at the time and place designated. Avoid having to be reminded about assignments.
2. Maintain all fieldwork papers in an organized manner. Have all forms ready to present to the fieldwork educator on the first day and as needed throughout the remainder of the placement.
3. Ask what facility policies or procedures need to be known and followed. Know what to do if he/she is ill and can not attend fieldwork.
4. Know the emergency procedures and where the nearest fire extinguisher, AED, etc are located. Know the code for fire, a heart attack, seizure, violent episode, etc. and the immediate actions to be taken for these events.
5. Locate the facility's resource books/information and utilize them.
6. Identify the basic philosophy and treatment techniques used by the fieldwork site. Review site specific information regarding the philosophy, techniques, etc used at the site.

With the Fieldwork Educator and Staff

1. Ask questions!! The student is there to learn. However, avoid repeating the same question. Hints for asking questions successfully:
 - Ask the therapist when she/he has time:
 - to discuss issues of concern
 - to answer questions
 - to provide assistance
 - Evaluate how quickly the question needs to be answered. Can it wait until a more convenient time?
 - Show initiative by trying to answer the question and then verify the answer with the fieldwork educator.
2. Clarify the lines of authority. Always discuss issues with the person designated as the direct supervisor; obtain consent to discuss issues with others.
3. Do not answer questions by saying "I don't know". Think, then try to provide the answer. The student may actually know the pieces of information but may experience difficulty putting the pieces together. The fieldwork educator will help with making these connections during fieldwork.
4. Make an effort to become acquainted with other staff in the department and the fieldwork site. Note the names of the therapists and support staff and if needed write down the names for future reference. Be respectful and appreciative to all personnel. This behavior ensures a pleasant and efficient working atmosphere and is essential to the patient's/client's progress.

When Working With a Client

1. **Never leave a client unattended! If the need arises to leave an area, the student must notify another staff member or take the client with him/her.**
2. **Level I students should never be unsupervised.**
3. Handle sensitive issues, such as incontinence, sexual behavior, inappropriate behaviors and limit testing without losing his/her composure. Be open in discussing such occurrences with the supervisor and ask how to handle these situations and discuss various alternative approaches.
4. Prepare – Prepare – Prepare. The student must organize his/her thoughts and materials before initiating a conversation with a client.
5. Take time to establish a rapport. A friendly approach is the most successful.
6. Be respectful and patient with the client.
7. Work WITH the client, not ON the client.
8. Do not allow personal life to interfere with client interactions and treatment.
9. Establish positive “habits” early by clearly explaining to the client his/her role in their progress.

Taking Care of You:

1. If you have a problem, don't let it snowball. It is quicker and easier to handle when it is small. Remember, you are the one who is denying yourself the best learning experiences.
2. Mistakes inevitably will happen. Learn from your mistakes and then make the appropriate changes required not to repeat the mistake.
3. You are not expected to know everything so don't worry about not knowing an answer to a question. Try to answer the question the best you can. Your supervisor will help you fill in the information or make the connections.
4. Be sure to understand your responsibilities. Read assignments and check instructions. Recheck the schedule, write down appointments, comments and suggestions the fieldwork educator makes. Meet all deadlines. This will decrease your stress level.
5. There is no “good” excuse for “poor” spelling when writing notes and assignments.
6. There are times when all students need to let off steam, cry, and joke. Choose a location without clients.

Fieldwork Policies

The following contains the policies and recommendations for a successful fieldwork experience:

1. Site Assignments

Level I: The Level I fieldwork experiences occur throughout the OT curriculum. The method of assigning sites is determined by the Academic Fieldwork Coordinator (AFWC) and the course instructor. Site assignments consist of a predetermined number of hours each week or full time for one full week. Site supervision may be provided by a variety of professionals, including teachers, recreational therapists, program directors, occupational therapists, etc.

Level II: Both Level II fieldwork experiences are an integral component of the OT curriculum which occur after successful completion of all required didactic coursework, research, and Level I fieldwork experiences. Both Level II Fieldwork experiences must be completed within 24 months of completion of the didactic curriculum. Each experience is a full time, 12 week placement. MUOT uses a preference rating system to determine site assignments, with final approval by AFWC and faculty.

Level II Requirements:

- one placement must be in inpatient adult physical dysfunction
- Both placements occur in a setting where occupational therapy services exist. Supervision must be provided by a licensed occupational therapist with a minimum of one year experience since successful completion of the initial certification examination
- Level II placements are typically completed in two different settings. A student may complete two placements within one setting if it is reflective of more than one practice area. In rare circumstances, approved by both the fieldwork educator and ACWC, the 12-week placement may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the site's usual and customary personnel policies. In such cases, the student's effort must be at least 50% FTE at that site, and the placement will be extended to result in an equivalent of 12 weeks full-time.

For both Level I and Level II fieldwork, students **will not** be placed at a fieldwork site where:

- the student is currently or has been employed within the department
- the student has a loan/scholarship requiring a work commitment following graduation
- the student will be supervised by a person who is a relative or close personal friend
- a person who is a relative or close personal friend holds a position of influence

Student expectations and responsibilities:

- **Students are responsible for all costs associated with fieldwork**, including but not limited to travel, living expenses, tuition, drug screens & background checks, immunizations and uniforms, as required.
- Students are responsible for securing transportation and/or housing, as needed
- Students are expected to adhere to the course syllabus and to complete all assignments related to the fieldwork placement.
- Students are expected to come to each fieldwork experience prepared with needed materials and assignments and to actively participate in their site supervision.
- Students are expected to adhere to Professional Appearance Policy, see page 32

2. Fieldwork Site Availability/Cancellation

The Academic Fieldwork Coordinator is responsible for the development of new fieldwork sites and for continually evaluating existing fieldwork sites to ensure they are integral to the program's curriculum design and promote clinical reasoning, reflective practice and competence in career responsibilities. Through communication with the site the Academic Fieldwork Coordinator makes the decision to initiate a partnership or continue/discontinue an existing partnership. Each active fieldwork site must have a current student affiliation agreement (contract, Memoranda of Understanding 'MOU') in place prior to the beginning of a fieldwork experience.

There are times when the availability of a fieldwork site may change. Even after a student has been assigned to a site, the fieldwork experience may be canceled due to unforeseen circumstances such as staff vacancies, maternity leave, staff re-organization or legal constraints. When these cancellations occur, the Fieldwork Office will do everything possible to secure an alternate placement, as soon as possible.

3. Absences

The Department of Occupational Therapy requires fieldwork students to complete ALL assigned schedules. There are to be **NO ABSENCES**.

If a student becomes ill during fieldwork, the student will be responsible for making up that time. The student should notify the fieldwork site and the fieldwork office, as soon as possible of the illness.

All missed fieldwork hours must be made up at a time approved by the fieldwork educator, the course instructor and the fieldwork office. The Academic Fieldwork Coordinator must be notified of any time extensions beyond the original dates in order to formally change the applicable dates of the professional liability insurance coverage. A passing grade is dependent upon meeting the attendance requirement for each fieldwork experience.

4. Employment during Fieldwork

Students who are employed are expected to make academic requirements a priority. Every effort will be made to keep students informed of schedule changes early enough to make arrangements with an employer.

Working during Level II fieldwork is not recommended.

5. Confidentiality

Students are required to follow relevant state and federal laws and policies related to privileged and protected information. Students are required to sign a confidentiality statement in which they agree to safeguard information learned about clients, other students and staff, including the site fieldwork educator. Students must check with the site fieldwork educator regarding the site's policies on confidentiality.

6. Code of Ethics

The Confidentiality Agreement requires that the student has read and understands AOTA's Code of Ethics. The students are expected to follow this Code during all fieldwork experiences.

7. Communication with the Department of Occupational Therapy

Ongoing communication is essential during all fieldwork experiences. Students are required to keep the fieldwork office informed of current contact information (name changes, home address, and home phone number). Students are encouraged to contact the course instructor or fieldwork office to discuss any problems, questions or concerns that arise during the fieldwork experiences. If a student fails to reach a faculty member by phone, it is recommended to leave a voicemail citing the date, time and phone number where the department member can return the call.

During all fieldwork experiences, it is the responsibility of the student to check Mizzou email, at least once daily. Communication with the entire class will occur in this manner.

8. Grading

The fieldwork evaluation process is ongoing between the student, the site fieldwork educator, and the faculty. For Level I Fieldwork, the course instructor will outline the grading criteria in the course syllabus and provide the required evaluation forms prior to the start of each fieldwork experience. Level II Fieldwork is graded pass/fail and is based on successful completion of all participation and paperwork requirements for OC THR 7983 / 5510 and OC THR 7993 / 5520, including a passing score on the AOTA Fieldwork Performance Evaluation for The Occupational Therapy Student (FWPE).

9. When a Problem Occurs on Fieldwork

The first step is for the student to try to identify the problem and explore what events might have led to the difficulties. The next step is to look at possible solutions to the problem and determine which of the possible actions will work the best and attempt to discuss the issue with the site fieldwork educator. If the student does not feel comfortable doing this, the next step is to contact either the course instructor or the Academic Fieldwork Coordinator, to explore possible strategies for a positive outcome. The student should not hesitate to call should they have a problem or even think they have a problem. A small problem, if not solved, will turn into a larger conflict. It is far better to face problems head on than to hope that they will disappear.

10. Fieldwork Remediation Process

Remediation is a process to assist students with their professional development. The focus can be on either the student's present knowledge base or professional behaviors. This process is designed to guide the student toward the successful completion of their fieldwork experience.

The remediation process is most effective when initiated before the student fails a fieldwork experience. The fieldwork remediation process can be called into action by the student, site fieldwork educator or fieldwork coordinator, course instructor or academic fieldwork coordinator; and may be subject to review by the Occupational Therapy Academic and Professional Review Committee (page 31).

The following steps will take place:

- Identification of the concern or problem
- A review of the student's fieldwork and academic history to identify a pattern of concerns
- Identification of strategies to address concerns will be formulated by the student, faculty and fieldwork site representative.
- An action plan will be written outlining who will be responsible for the action steps. This may also include measurable student objectives.
- Faculty, with student input, will decide how to continue or whether to continue with the present fieldwork experience.
- A follow up evaluation meeting will occur at a pre-determined time.
- Ongoing communication with both the student and the fieldwork educator will occur throughout the remaining fieldwork to ensure that the student maintains the site fieldwork educator's performance expectations.

11. Students with Disabilities

The University of Missouri complies with the guidelines set forth in the American with Disabilities Act of 1990.

Students seeking accommodations during fieldwork must:

- Self identify to the Disability Center (<http://disabilitycenter.missouri.edu>), S5 Memorial Union, 573-882-4696. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage. After meeting with the Disability Center, students are encouraged to meet with the Academic Fieldwork Coordinator to discuss fieldwork concerns or needs.
- The fieldwork office is available to assist students in developing a plan for accommodations during fieldwork, utilizing the recommendations of the Disability Center. The expectations for successfully completing fieldwork are the same for all students regardless of their abilities; however, the strategies used to complete fieldwork may differ.
- The fieldwork office encourages students to identify their needs as early as possible. Only with student permission, can the fieldwork office share these needs with the fieldwork site's coordinator.

Personal Data Packet for Fieldwork

This is an information packet to provide fieldwork educators with a quick introduction to fieldwork students. The Personal Data Packet is a reflection of the student's professional development and performance. It also represents the University of Missouri and the Department of Occupational Therapy. Therefore, the quality and appearance must be professional and follow the example. An updated packet must be available for each fieldwork experience.

Requirements:

1. Information in the Personal Data Packet must be current and accurate.
2. An initial packet must be submitted to the Fieldwork Office for review, by the date announced. This information must be submitted in electronic format.
3. The original packet must look neat and professional.
4. Follow the curriculum format. Use the example provided.
5. Any questions or concerns about the Personal Data Packet requirements should be discussed with the Fieldwork Office Assistant prior to the due date.
6. The packet will need to be updated each semester to reflect current information. It is imperative that when requested, the packet be turned in on time with complete and accurate information.
7. Students should keep an electronic back-up copy of the Personal Data Packet.

Formatting:

- **Headers**
 - ✓ The first page section must include the MUOT header. Subsequent pages must include the page number and your name in the upper right hand corner.
 - ✓ A sample template is included on the last 2 pages of this document.
- **Contact Information:**
 - ✓ Center and bold student name. Use larger font 14 to 16.
 - ✓ Include address and phone information. Use same font as name, not bolded.

Content:

- **Personal Data Sheet:** This is essentially a resume and must look neat and professional
 - Goal for Fieldwork (optional)
 - ✓ Education
 - List educational institution(s) attended and the degree(s) received.
 - Information for the BOS and MOT is listed as anticipated date of graduation.
 - ✓ Work Experience
 - List jobs in reverse order with most recent first
 - List experience in this order: **title**(bold), company or organization name, city and state if applicable and dates
 - Spell out all information, do not use acronyms
 - Do not list individual or family names
 - Use bullets to list job duties
 - List each job responsibility individually

- ✓ Volunteer Experience
 - List volunteer experience in reverse order with most recent first
 - List experience in this order: **title**(bold), company organization name, city and state if applicable, and dates
 - Spell out all information, do not use acronyms
 - Do not use individual or family names
 - Use bullets to list services provided
 - Include special service projects
 - Include work with special populations (children, older adults, persons with mental illness)
 - ✓ Presentations Given
 - Provide summary of presentation information
 - ✓ Conferences and Workshops Attended
 - ✓ Honors and Awards – spell out all information, do not use acronyms
 - ✓ Memberships
 - ✓ Special Skills and Interests
- **Client Contact and Fieldwork:** This is a summary of all client contact and fieldwork experiences completed or scheduled to be completed while in the MUOT program.
 - ✓ List completed and assigned experiences in reverse order with most recent first.
 - ✓ Fill in detailed information for experiences that have been completed or are assigned.
 - ✓ Unknown fieldwork placements are listed as “To Be Decided”.
 - ✓ Each semester when the packet is updated, move completed client contact experiences into the appropriate section.

Assembling the Personal Data Packet:

Following Fieldwork Office approval of the original packet, when requested to turn in an updated packet for a fieldwork site, please email the updated copy to the Fieldwork Office Assistant by defined due date.

Student Name

Current mailing address
City, State Zip Code

Cell phone number
Email address

GOAL FOR FIELDWORK EXPERIENCE (optional)

I will use this Fieldwork experience to develop and improve my clinical reasoning through observation and hands-on experiences.

EDUCATION

<i>Master of Occupational Therapy</i>	University of Missouri Columbia, Missouri	Anticipated Graduation May YEAR
<i>Bachelor of Health Science in Occupational Therapy</i>	University of Missouri Columbia, Missouri	Anticipated Graduation December YEAR
<i>Other Degree(s)</i>	Campus Name Campus Address	Date Graduated

WORK EXPERIENCE

<i>JOB TITLE</i>	CITY, STATE
COMPANY	DATE RANGE
<ul style="list-style-type: none"> • Job description / task description 	

VOLUNTEER EXPERIENCE

<i>VOLUNTEER TITLE</i>	CITY, STATE
AGENCY	DATE RANGE
<ul style="list-style-type: none"> • Volunteer description / task description 	

PRESENTATIONS

<i>NAME OF PRESENTATION</i>	CITY, STATE
EVENT/ORGANIZATION HOSTING	DATE
<ul style="list-style-type: none"> • Brief description of presentation if warranted 	

CONFERENCE AND WORKSHOPS ATTENDED

<i>CONFERENCE/WORKSHOP</i>	CITY, STATE
HOSTING ORGANIZATION	DATE
<ul style="list-style-type: none"> • Brief description if warranted 	

HONORS AND AWARDS

<i>AWARD</i>	CITY, STATE
ORGANIZATION OR INSTITUTION	DATE
<ul style="list-style-type: none"> • Brief description if warranted 	

MEMBERSHIPS

ORGANIZATION

University of Missouri

CITY, STATE
DATE RANGE

- Elected title or specific title, i.e. Vice President, Date Range

SPECIAL SKILLS AND INTERESTS

- *Strengths:*
- *Areas for growth:*
- *Preferred learning style:*
- *Preferred style of supervision:*

FIELDWORK AND CLIENT CONTACT

Fieldwork I: Older Adults

SITE

CITY, STATE
SEMESTER AND YEAR

- Fieldwork experience in a setting with older adults under the supervision of the activity director

Fieldwork I: Children

SITE

CITY, STATE
SEMESTER AND YEAR

- Fieldwork experience in a preschool setting under the supervision of the preschool teacher

Fieldwork I: Mental Health

SITE

CITY, STATE
DATE RANGE

- Week long fieldwork in a mental health setting

On site Clinic: Adult

University of Missouri

Columbia, MO
SEMESTER AND YEAR

- Department of Occupational Therapy clinic in which students participate in screening, assessment, intervention, and discharge planning under the supervision of a faculty member

On site Clinic: Pediatric

University of Missouri

Columbia, MO
SEMESTER AND YEAR

- Department of Occupational Therapy clinic in which students participate in screening, assessment, intervention, and discharge planning under the supervision of a faculty member

Fieldwork I: Rehabilitation

SITE

CITY, STATE
DATE RANGE

- Fieldwork in a physical disability setting under the supervision of an occupational therapist

Fieldwork II A

SITE

CITY, STATE
January 9, 2017 – March 31, 2017

- Full time fieldwork in Occupational Therapy practice setting under the supervision of a licensed Occupational Therapist to gain entry level competency in all aspects of providing Occupational Therapy services to clientele

Fieldwork II B

SITE

CITY, STATE
April 3, 2017 – June 23, 2017

- Full time fieldwork in Occupational Therapy practice setting under the supervision of a licensed Occupational Therapist to gain entry level competency in all aspects of providing Occupational Therapy services to clientele

Planning for Level II Fieldwork

The University of Missouri, Department of Occupational Therapy priorities for fieldwork are:

1. To provide students with the best possible learning experiences in a variety of settings.
2. To ensure that quality sites are used to train students in effectively working with a variety of clients, across the lifespan.
3. To develop new fieldwork sites (especially in rural Missouri) that will provide quality experiences.

Level II Fieldwork reservations are secured from fieldwork sites approximately one year in advance. Fieldwork placements are made through a preference rating system eight to twelve months prior to the start of the first rotation. See “Level II Fieldwork Selection Procedure.” **Placement at a specific site or geographical location can not be guaranteed.**

Active sites are indicated on the hallway bulletin board next to the fieldwork office. The rolling file cabinet in the OT student library contains files on each fieldwork site. Students are encouraged to browse through these files to gain information about potential fieldwork placements. **The files are to remain in the OT student library.**

Level II Fieldwork Descriptions:

Rotation One OT 5510 Fieldwork II A January – March 12 weeks full time
In-depth practicum experience in delivering occupational therapy services to clients. Designed to promote clinical reasoning and reflective practice. Settings include traditional and emerging areas of occupational therapy practice. Emphasis on hands-on experiences and translation of theory into practice. Graded on S/U basis only.

Rotation Two OT 5520 Fieldwork II B April – June 12 weeks full time
In-depth practicum experience designed to produce competent, entry-level, generalist occupational therapists. Settings include traditional and emerging areas of occupational therapy practice. Emphasis on hands-on experiences and translation of theory into practice. Graded on S/U basis only.

Level II Fieldwork is graded on a Pass/Fail basis, with performance rated using the AOTA Fieldwork Performance Evaluation.

Developing a new fieldwork site:

The development of a new Level II fieldwork site can be initiated by the Academic Fieldwork Coordinator, the site or an occupational therapy student. A fieldwork site and the Academic Fieldwork Coordinator can formally establish an educational partnership upon mutual agreement. If a student is interested in the development of a new fieldwork site he/she must submit a formal request to the Fieldwork Office, no later than the end of the first week of classes during the second fall semester. See “Procedure for Requesting Development of a New Fieldwork Site” (page 64).

Level II Selection Process

All students eligible for Level II fieldwork must complete and return the Level II Fieldwork Preference sheet to the Fieldwork Assistant by specified date in March. The sheet will be distributed by the Fieldwork Assistant via email in early March.

1. The Fieldwork Assistant will send a spreadsheet via email containing details about all available placements approximately 1 month prior to due date, with continuous updates until the due date of the preference sheet.
2. Students should review information about the fieldwork sites prior to writing in preferences. Files are available for student review in the OT student library. Files are to remain in the library.
3. Students who have a special request confirmed will write this in as the first preference in the appropriate section.
 - a. If a special request was made and has been confirmed by the FWO, the student WILL be placed at this site.
4. Students will write in top 5 site choices for both fieldwork rotations, ranked in order of preference. No guarantees will be made that a student will be placed at any of the 5 sites listed.
5. Students will specify the most important factor they would like considered by the AFWC during the selection process: geographical location or site type (peds, hands, etc). Students will be allowed to write in any special circumstances they would like considered. These considerations will be factored into the selection process to the best of the AFWC and faculty ability.
6. The class list will be randomized for each rotation after all sheets are turned in. Students will be notified of their number for each rotation. AFWC will review student preference sheets in this order for each rotation.
7. Assignments will ultimately be placed based on the student preference ratings, with final determination made by AFWC and the faculty.
8. Assignments will be posted and students have one week to negotiate any changes they want to make. See “Procedure for Changing Fieldwork Placement during Negotiation Week”.
9. Once the assignments are finalized, confirmation letters are sent to the fieldwork coordinators. A few sites require that students complete an interview before the fieldwork placement is confirmed.
10. At this point, fieldwork assignments will not be changed unless a fieldwork site cancels or the placement becomes unsuitable. Under extreme circumstances, special requests for changing fieldwork sites will be considered. Written requests for change must be given to the Academic Fieldwork Coordinator for consideration.

Procedure for Changing Fieldwork Placement During Negotiation Week

After the preference rating selection is completed and assignments are posted, there will be one week for students to negotiate any changes in fieldwork assignments. The deadline for changes will be announced via email when the assignments are posted.

- All requests for changes in fieldwork assignments must be submitted to the fieldwork office in writing.
- Any additional reservations received during the negotiation week will be emailed to students. Students interested in new listings should contact the fieldwork office as soon as possible.
- At the end of the negotiation week, all placements will be considered final and confirmation letters will be sent to the sites.

Procedure for Requesting Development of a New Fieldwork Site

If you are interested in requesting the fieldwork office establish a new fieldwork site, you must be aware of the following:

Site criteria:

1. Requested site must meet the Department priorities for fieldwork.
2. The Site must be willing to provide fieldwork experiences for future MU students.
3. The site must offer some incentive for future students to participate in their fieldwork program. Incentives might be, but are not limited to, location, housing, stipend, or an exceptional fieldwork experience.
4. If a new fieldwork site is developed in response to a student's request, the student must take that fieldwork placement.
5. Students with a confirmed fieldwork reservation from a special request will be placed there regardless of written preferences on preference sheet.

To initiate the development of a new fieldwork site:

1. Talk to the fieldwork office about the request. Students are only allowed 1 special request placement.
2. Submit a completed New Fieldwork Site Request Form to the fieldwork office. The request must include all required information about the facility. Students may not make a special request for an already active fieldwork site. Active sites are indicated on the hallway bulletin board next to the fieldwork office. The rolling file cabinet in the OT student library contains files on each active fieldwork site.
3. Once a New Fieldwork Site Request has been filed, the site will be evaluated by the Academic Fieldwork Coordinator. If the site meets the above criteria, the fieldwork office will contact the facility to determine their interest and availability for providing fieldwork opportunities. If the site is interested and available to partner with our program and can confirm the fieldwork information, we will attempt to initiate an affiliation agreement. If we are able to successfully negotiate an affiliation agreement with the site and the site confirms the fieldwork reservation, the site will be available as a fieldwork placement.

International Fieldwork

Due to the complicated nature of establishing an affiliation internationally, special requests for international fieldwork sites will be considered only if the following criteria are met:

1. Rationale on Special Request form clearly explains the student's reasoning for pursuing an international fieldwork. Rationale should include, but is not limited to the following:
 - a. Statement distinctly outlining the benefits of an international placement for this student.
 - b. Statement regarding how this fieldwork placement will complete his/her education and relate to being a clinician.
2. Any Level II placement occurring outside of the United States must be supervised by an Occupational Therapist who has graduated from a program approved by the World Federation of Occupational Therapists and who has at least one year of experience in practice.
3. After meeting for discussion, the faculty must provide unanimous support for this student to complete an international fieldwork experience. This decision will be based on the student's strengths both academically and with prior fieldwork experience. The results of the faculty decision will be relayed to the student by the Academic Fieldwork Coordinator.



New Fieldwork Site Request Form

PRINT CLEARLY. USE CORRECT SPELLING

STUDENTS SHOULD NOT CONTACT SITES PRIOR TO DISCUSSING THEIR REQUEST WITH THE FIELDWORK OFFICE.

Facility: _____
Complete name and address

Contact person (if known): _____

Phone &/or email address of contact person (if known):

Date of Proposed Fieldwork: _____

Description of Site:

Type of Fieldwork	Type of Setting	Incentives (explain details)
<input type="checkbox"/> Acute	<input type="checkbox"/> Hospital	<input type="checkbox"/> Housing
<input type="checkbox"/> Develop Disabilities	<input type="checkbox"/> School	<input type="checkbox"/> Stipend
<input type="checkbox"/> Geriatrics	<input type="checkbox"/> Community Agency	<input type="checkbox"/> Other
<input type="checkbox"/> Pediatric	<input type="checkbox"/> Private Practice	
<input type="checkbox"/> Physical Dysfunction	<input type="checkbox"/> Residential Program	
<input type="checkbox"/> Psychosocial	<input type="checkbox"/> Home Health	
<input type="checkbox"/> Rehab	<input type="checkbox"/> Rehab Agency	
<input type="checkbox"/> Specialization Area	<input type="checkbox"/> Other	

Provide a brief explanation of why you are interested in this site (Required):

I understand and agree that if a fieldwork reservation is secured with this site on my behalf I am obligated to take it.

Submitted By: _____ Date: _____

Phone: _____ E-Mail: _____

Qualification Requirements for Client Contact

The Department of Occupational Therapy requires students to complete the following qualification requirements prior to having contact with clientele through any course or fieldwork experience. Individual fieldwork facilities may have additional requirements. **Students are responsible for any financial cost incurred to meet these requirements.** Documentation indicating compliance is to be maintained in the CORE ELMS. The CORE ELMS is used to demonstrate proof of compliance to the fieldwork office and as requested by fieldwork sites.

Training:

Infection Control Training

Successful completion of the two part infection control training which is scheduled during regular class time. The training includes infection control methods, such as hand washing, isolation technique guidelines, HIV/AIDS and Hepatitis etiology, epidemiology, symptomology, treatment, ethical and legal guidelines. Students receive a certificate of completion following the second training session which must be stored in CORE.

Basic Life Support

Current certification in the American Heart Association Basic Life Support (BLS) for Healthcare Providers. Required documentation is a current card from the American Heart Association certifying the student has successfully completed the national cognitive and skills evaluations. It is recommended students make a copy of this card prior to folding it and keep this paper copy in their Client Contact Folder. CPR training offered by the American Red Cross or any other entity, does not meet this requirement.

Immunizations:

Current immunization or a positive titer for Varicella & MMR (2step immunization with one being after 1980), current immunization for diphtheria/tetanus (Tdap preferred), poliomyelitis, Hepatitis B & annual influenza and an annual TB test (2step followed by annual update) are required. Hepatitis A immunization is recommended. Compliance records are verified and maintained by the Student Health Center. The Student Health Center will notify the fieldwork office of the compliance status of students enrolled in the program. Students may utilize private physicians to obtain immunizations, test, x-rays, etc. The results must be given to the Student Health Center. Students are responsible for keeping their immunization and health information current with the Student Health Center and for providing all documentation regarding changes in this information. The Student Health Compliance Fax # 573-884-4083. Students should keep a current paper copy of their immunization and health information for their own records.

Confidentiality Agreement:

Students are informed of and agree to adhere to the rules and regulations regarding their responsibility for safeguarding confidential information of clients/patients, other students and staff (see fieldwork forms). A signed Confidentiality Agreement is kept on file with the Department of Occupational Therapy and the student must keep a paper copy of the signed agreement in their Client Contact Folder.

Drug Screen:

Refer to Drug Screening Policy, page 30.

Insurance:

Health Insurance

Due to the high risk found in the OT practice environment the Department of Occupational Therapy requires that students be covered by health insurance. Fieldwork sites do not provide or offer health insurance to students. Students are responsible for the cost of purchasing health insurance coverage. The Student Health Center offers health insurance for undergrad and graduate students. The Graduate School also offers health insurance plans to graduate students. Visit their websites for an explanation of coverage options.

General Liability Insurance

Many fieldwork sites require that students be covered by general liability insurance. Oftentimes students are covered under their own or their parents' homeowner's insurance. Contact your insurance agent to find out if you are covered or what coverage options are available. Coverage may also be purchased by the student from the University of Missouri. Contact the Fieldwork Office for more information.

Malpractice and Professional Liability Insurance

Fieldwork sites require that both Level I and Level II students be covered under a professional liability insurance plan. Students are automatically placed under the Curators of the University of Missouri's professional liability policy when participating in:

- a) fieldwork at a facility which has signed a contractual agreement;
- b) a school approved function;
- c) client contact or other fieldwork experiences as part of a course assignment.

Criminal Background Checks:

A felony conviction may disqualify a student from participating in required course work involving client/patient interaction and may affect the student's ability to complete the program and receive a degree. Students are obligated to inform the department of any offenses that occur during their time in the program. Students are required to complete the following background checks:

- 1) National Background Check, including:
 - a. criminal background check for each state of residence since the age of 18 or the past 10 years, if you are 28 years old or older
 - b. Office of Inspector General's List of Excluded Individuals
 - c. System for Award Management Exclusion ListPlease note: All items in #1 (a-c) can be completed via a single PointHR background check. Please see instructions, provided separately.

1) **Registration with the Family Care Safety Registry (FCSR)**

Record checks included in the FCSR include the Missouri State Highway Patrol criminal background, Sex Offender Registry, child abuse/neglect, and the Employment Disqualification List/Registry for Senior Services and Mental Health. Also included are child care, residential living and nursing home facility licensing records and foster parent licensing records <http://www.dhss.mo.gov/FCSR/>

Students are required to sign a release form which allows any concerns regarding the results of a student's criminal background check or drug screen to be discussed with each fieldwork site prior to the beginning of the student's fieldwork experience at that site.

Certification Requirements Related to Background Checks:

Graduates of the program are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. When applying for the examination, the applicant is required to report the following:

- History of being convicted of a crime.
- Revocation or suspension of a professional license.
- Found by any court proceeding to be guilty of negligence or malpractice.
- Been suspended or expelled from a college or university.

NBCOT will review the information submitted and determine if the applicant is eligible for certification. Prospective applicants with any of the above are encouraged to complete an Early Determination Review with NBCOT.

NBCOT should also be contacted immediately if an exam candidate has been convicted of a crime at any time before or after the issuance of an Authorization To Test (ATT) letter. Disciplinary action can be taken should the applicant fail to notify NBCOT.

All necessary information can be found on NBCOT's website: www.nbcot.org.



Student Acknowledgement

*Adapted from Creighton University School of Pharmacy and Health Professions

Student Name: _____

1. **Background.** I acknowledge there was certain unfavorable information on my criminal background check which was conducted on _____ (the “Unfavorable Items”) or that I was charged with a misdemeanor for _____ on _____. At the University’s request, I provided an explanation for the Unfavorable Items. The University of Missouri Occupational Therapy Department (Program) has allowed me to proceed with the Program, and I understand the Unfavorable Items may prevent me from becoming registered or licensed (see item 5) despite successful completion of the Program.
2. **Obligation to Inform Program of Subsequent Events.** I agree to notify the Program of any convictions, guilty pleas or no contest pleas to any crime, felony, misdemeanor or other offense which occurs during my enrollment in the Program (any such occurrence is called an “Offense”). I understand any such Offense may subject me to disciplinary action by the Program, with possible consequences up to and including dismissal from the Program. I also understand that if I fail to provide the Program with information about an Offense, such failure to report could subject me to disciplinary action by the Program, with possible consequences up to and including dismissal from the Program.
3. **Impact on Clinical Placements.** I also understand that the evidence of Unfavorable Items on my record may impact my clinical educational placements and/or off-campus lab activities where patient care is involved, during the Program. I understand that a clinical site may ask the Program to disclose any Unfavorable Items to the site as a condition of my being able to participate in clinical education and the Program will disclose these Unfavorable Items. The clinical site has a right to refuse to accept me based upon the Unfavorable Items. I understand that because of the Unfavorable Items, I may not be given priority when the Program is determining my clinical educational placements.
4. **Possible Impact on My Ability to Graduate.** I understand that the Program may not be able to provide me with clinical learning opportunities across the continuum of care and lifespan if a site(s) refuses to allow me to participate based upon the Unfavorable Items. This could potentially result in my inability to meet the requirements for graduation or a potential delay in my graduation.

- 5. **Possible Impact on Registration and Licensure.** I understand that the Unfavorable Items may also impact my ability to become licensed in some states. The Unfavorable Items may also impact my eligibility to sit for the NBCOT exam, despite successful completion of the Program. I understand there is an Early Determination Review available to complete through NBCOT (www.nbcot.org) to determine my eligibility (given the Unfavorable Items) to sit for the exam.

By signing below, I acknowledge that I understand all of the information in this form. If I had any questions about any of the information above, I have received necessary clarification. Knowing all of the information, I still choose to remain as an enrolled student in the Program and I agree to comply with the requirements outlined above.

Student Signature

Date

University Representative Signature

Date

Confidentiality Agreement Information Resources

Occupational Therapy Code of Ethics and Ethics Standards (AOTA 2015)

The Occupational Therapy Code of Ethics and Ethics Standards apply to occupational therapy personnel at all levels, including occupational therapy students. They are a guide to professional conduct when ethical issues arise. They are a public statement of principles used to promote and maintain high standards of conduct within the profession. They reflect change over the course of the professions history while remaining grounded in the seven long-standing Core Values of altruism, equality, freedom, justice, dignity, truth, and prudence.

The complete AOTA Occupational Therapy Code of Ethics can be found at <http://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf>

HIPAA Privacy Regulations

The Health Insurance Portability and Accountability Act, HIPAA, and its implementing regulations govern the use and disclosure of individually identifiable health information. The School of Health Professions HIPAA policy falls under the UM Health Care corporate compliance policies. Instructions on accessing the Code of Conduct and HIPAA Training Modules will be provided by the Academic Fieldwork Coordinator or Fieldwork Assistant when training needs to be completed. Upon successful completion of the quiz, print off the certificate of completion for your client contact folder.

Missouri Board of Occupational Therapy Practice Act Rules and Statutes

The Practice Act Rules and Statutes of the Missouri Board of Occupational Therapy, MBOT, are available on line at <http://pr.mo.gov/octherapy-rules-statutes.asp>.



University of Missouri
Department of Occupational Therapy
Confidentiality Agreement

The University Of Missouri Department Of Occupational Therapy is committed to protecting the confidentiality of all students, clients/patients, volunteers, educational facilities and their associated written information. Occupational therapy students are required to adhere to all relevant state and federal laws and policies related to privileged and protected information, including the Code of Ethics of the American Occupational Therapy Association, the Missouri Board of Occupational Therapy Practice Act Rules & Statutes, the HIPAA Privacy Regulations, and the Core Values & Attitudes of Occupational Therapy Practice.

I, the undersigned, understand and agree that in the course of my professional education, I will safeguard confidential information and documentation about colleagues, staff, clients/patients, volunteers and facilities, in the following manner:

I will treat any clinical or personal information learned by me as privileged information which is subject to all state and federal laws which protect the rights of clients/patients.

I will discuss confidential information only with authorized personnel and in a setting where non-authorized people will not overhear the information.

I will not include personal identifying information in written educational assignments.

I understand that all confidential information and related documents are the property of the facility providing such information and documents and only the person designated by the facility may disclose copies of written information.

I will not attempt to remove or photocopy medical records or other confidential documentation.

I understand that a breach of confidential information may result in legal action or disciplinary action or dismissal from the Department of Occupational Therapy. I also understand that I could be subject to state or federal regulations and laws which include fines and/or imprisonment, and/or a report of breach of confidentiality to professional and governmental regulatory boards.

I have read this confidentiality agreement and hereby agree to abide to the requirements and regulations stated above to the best of my ability.

Student Name Date

Review Date	Initials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Qualification Requirements for Patient/Client Contact Compliance Verification

The Department of Occupational Therapy requires students to complete, at a minimum, the following qualification requirements prior to having contact with clients/patients through any course or fieldwork experience. Some fieldwork sites may impose additional requirements which are to be addressed on a case-by-case basis.

Infection Control and Basic Life Support Training:

Includes infection control, hand washing, isolation technique guidelines, HIV/AIDS and Hepatitis etiology, epidemiology, symptomology, treatment, ethical and legal guidelines.

Current certification in AHA Basic Life Support (BLS) for the Healthcare Provider (CPR & AED)

Immunizations and Insurance:

Health records are verified and maintained by the MU Student Health Center. Current immunization or a positive titer for Varicella & MMR (2step immunization with one being after 1980) and current immunization for diphtheria/tetanus(Tdap Preferred), poliomyelitis, Hepatitis B & annual influenza and an annual TB test (2 step followed by an annual update) are required. Individual health insurance is required.

Professional Liability Insurance: Provided through the Curators of the University of Missouri

Drug Screen:

Results for the 8 panel screen are maintained by MU Student Health Center and reported to the Department of Occupational Therapy Fieldwork Office.

Criminal Background Checks:

- 1) Registration with the Family Care Safety Registry includes Missouri state criminal background and sex offender registry check, child abuse/neglect screen, and the Employment Disqualification List/Registry for Senior Services and Mental Health.
- 2) Office of Inspector General's List of Excluded Individuals
- 3) System for Award Management Excluded Parties Lists System
- 4) A criminal background check for each state of residence since age 18 or the past 10 years
- 5) A national background check

Confidentiality:

Students are informed of and understand the rules and regulations regarding their responsibility for safeguarding confidential information of patients and clients. A signed Confidentiality Agreement is on file with the Department of Occupational Therapy.

Essential Functions and Reasonable Accommodations:

Essential Functions of an Occupational Therapy Student are defined in this handbook (see Pages 78-79). Any clinical site may impose additional essential functions which may, in turn, impact a student's eligibility to complete clinical education at that site. Although the Occupational Therapy Department will attempt to convey any such requirements to the student prior to placement, this cannot be guaranteed. It is the student's responsibility to meet the essential functions of both the Occupational Therapy Department and any assigned clinical site. Any student who cannot meet the Essential Functions will be re-assigned to another clinical site at the discretion of the Department.

It is the student's responsibility to request any reasonable accommodations necessary to meet Essential Functions. In the case of Fieldwork, students are encouraged to involve the Academic Fieldwork Coordinator in requesting accommodations as early as possible. No student will be permitted to complete clinical education in

any environment where the student will not be able to complete Essential Functions, with or without reasonable accommodations.

I _____ do hereby sign that to the best of my knowledge I have met these requirements and am qualified to participate in experiences involving contact with clients/patients. I give permission for the Fieldwork Office to share this information with persons who are responsible for supervising my patient and/or client contact experiences. I acknowledge that failure to positively complete any of the above qualification requirements may affect my ability to successfully complete the program. I understand that most fieldwork sites will require proof of health and general liability insurance.

_____ Date: _____
 Student Signature

Student has met all of the above specified requirements to participate in educational experiences involving client contact.

_____ Date: _____
 Fieldwork Office Representative

Reviewer Initials				
Date				



Client Contact and Fieldwork Participation Acknowledgement

I, _____, have been made aware of the following, as documented by my signature below.

1. All MU OT client contact requirements must be met initially and kept current, prior to my being allowed to participate in any volunteer/class/clinic/fieldwork activities where client contact may take place.
2. It is my responsibility to keep my MUOT client contact requirements current. I understand that failure to do so will limit my ability to complete the MU OT program. I am responsible for all costs associated with obtaining and keeping current all client contact requirements.
3. I am aware specific fieldwork sites to which I am assigned may have additional client contact requirements that I must meet prior to beginning my fieldwork experience at their site. I am responsible for any costs and/or travel associated with obtaining these additional requirements for client contact.
4. Fieldwork is a required part of my academic coursework. I am responsible for all costs associated with fieldwork experiences, including but not limited to housing and transportation.
5. Fieldwork takes place in addition to scheduled class time. It is my responsibility to adjust my personal schedule in order to accommodate the availability of my assigned fieldwork site.
6. I understand I will be required to disclose a positive criminal history and/or drug screen to potential fieldwork sites. A positive criminal history and/or drug screen may prevent me from participating in fieldwork experiences.
7. The MU OT program cannot guarantee fieldwork placements at my preferred setting or geographic location. In the event a site cancels my scheduled fieldwork placement, the Academic Fieldwork Coordinator will make every effort to secure an alternate placement that allows me to remain on schedule for graduation.
8. Scheduled fieldwork placements may not be traded, switched, or changed unless stated by the Academic Fieldwork Coordinator or associated course instructor. I understand that I

cannot expect the distance I am required to travel to a fieldwork site and any costs associated with that site to be the same as my classmates.

- 9. I am aware that all fieldwork placements are made by the Academic Fieldwork Coordinator based on site availability and the educational experience offered, with consideration given for stated student preferences. Making a “special request” or indicating a preference for a specific fieldwork site is no guarantee that I will be placed at that site.
- 10. Medical Malpractice insurance coverage is provided for me by the University of Missouri. Most fieldwork sites will require me to also have health insurance and general liability insurance coverage and to provide documentation of both.
- 11. While at a fieldwork site, I am not considered an employee and therefore am not eligible for workers compensation if I sustain an injury. Health insurance and general liability insurance coverage are to be maintained at my own expense.
- 12. I understand that I will be required to attend all mandatory fieldwork meetings and complete all required documentation by the publicized deadlines in order to be eligible to participate in fieldwork experiences.
- 13. I understand that I am to remain current with client contact requirements and to complete specific documentation requirements before my fieldwork placements will be assigned and that delays on my part will limit my options for fieldwork settings and locations.
- 14. I understand that I am expected to portray professional behaviors as outlined by the NBCOT Code of Conduct, the AOTA Code of Ethics and the MU OT Student Handbook and that issues related to professional behaviors have the potential to affect my success in the MU OT program.

Print Name: _____

Signature: _____ Date: _____

Review Date	Initials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Information Release Form

DATE: _____

TO: The Department of Occupational Therapy
 School of Health Professions
 University of Missouri
 801B Clark Hall
 Columbia, MO 65211-0001

FROM: Student Name: _____

MU ID: _____

Upon my email or written request, I grant faculty and staff of the University of Missouri, School of Health Professions Department of Occupational Therapy permission to provide requested information to potential employers, organizations and/or individuals regarding my academic performance, professional behaviors, leadership skills, and other job-related information. This includes information provided in letters of recommendation for scholarships, special programs, and anything else for which I may request a letter of recommendation.

I understand by signing this form that each request must be made via email or letter on a case by case event.

Signature _____ Date _____



Photo Release Agreement

Grant

For consideration which I acknowledge, I irrevocably grant to THE CURATORS OF THE UNIVERSITY OF MISSOURI ("University") and University's assigns, licensees and successors the right to use my image, likeness, voice and/or interview or biographical material, in whole or in part, individually or in conjunction with other materials, in all forms and all media including composite or modified representations for all purposes, including advertising, trade or any commercial purpose throughout the world and in perpetuity. I waive the right to inspect or approve such materials created and/or used by or on behalf of University pursuant to this release.

Release

I release University, its officers, employees, agents, assigns, successors, licensees, and members of the Board of Curators of the University of Missouri from any claims that may arise here from, including but not limited to any claims of defamation, invasion of privacy, or infringement of moral rights, rights of publicity or copyright. University is permitted, although not obligated, to include my name as a credit in connection with the use of materials related hereto. University is not obligated to utilize any of the rights granted in this Agreement.

I have read and understood this agreement and I am over the age of 18. This Agreement expresses the complete understanding of the parties.

Name: _____ Date: _____

Signature: _____

Essential Functions of an Occupational Therapy Student

Background

The Department of Occupational Therapy at the University of Missouri welcomes all qualified students regardless of age, sex, gender identity, heritage, ethnicity, race, religion, or disability. The Department of Occupational Therapy complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008.

The Department of Occupational Therapy is committed to graduating highly competent, entry-level, generalist occupational therapists who are safe and proficient in the practice of occupational therapy. The training of students for the complexities of clinical occupational therapy practice requires a variety of skills and aptitudes; cognitive, physical, and social-emotional. Essential Functions are the academic, clinical, and interpersonal aptitudes and abilities that allow occupational therapy students to complete the professional curriculum. These essential functions are necessary to perform the clinical skills consistent with occupational therapy practice as outlined by the Occupational Therapy Practice Framework (AOTA, 2017). Essential Functions apply in all educational settings, including the classroom, laboratory, clinical, and fieldwork settings.

The Department of Occupational Therapy partners with independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by the University of Missouri. Open communication between sites, the Department, and the student are crucial to ensuring successful clinical education. As such, we encourage students to initiate the process of seeking reasonable accommodations as early as is practical.

Reasonable Accommodations

Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be assisted in the study and practice occupational therapy with the use of reasonable accommodations. **The Department of Occupational Therapy is committed to engaging students with disabilities in a collaborative process to determine and implement reasonable accommodations.** That collaborative process is intended to be supportive, non-judgmental, interactive, and successful. Our goal is to ensure the student equal opportunity to participate in all aspects of the curriculum while preserving the student's dignity, the academic integrity of the OT curriculum, and the safety of all involved. Students must be able to meet both our academic standards and essential functions either with or without reasonable accommodation. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.

The Use of Auxiliary Aids and Intermediaries

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the OT curriculum. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills, or supplements clinical and ethical judgment. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the OT curriculum.

Essential Functions

The Occupational Therapy Department at the University of Missouri defines Essential Functions of an Occupational Therapy Student as the characteristics listed by the [U.S. Department of Labor O*NET Summary Report for Occupational Therapists](#). Specifically, students must be able to perform the Tasks, Technology Skills, Knowledge, Skills, Abilities, Work Activities, and Detailed Work Activities listed by O*NET either with or without Reasonable Accommodations during all aspects of the educational program

(including but not limited to participation in one-on-one interactions, small group discussions and presentations, large-group lectures, and patient encounters) in the academic, clinical, research, and Fieldwork settings.

U.S. Department of Labor O*NET Summary Report for Occupational Therapists:

<https://www.onetonline.org/link/summary/29-1122.00>

Department Responsibility for Essential Functions

In accordance with the accreditation standards of the Accreditation Commission for Occupational Therapy Education (ACOTE), the OT Department has the prerogative and ultimate responsibility for selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who is eligible to be awarded a degree. That responsibility includes preparing students to deliver/provide proficient and safe care to others.

Student Responsibilities Regarding Essential Functions and Process for Requesting Reasonable Accommodations

- The Department will provide the Student Handbook, including this Essential Functions policy, at the time of student application to the program and to all enrolled students.
- Upon admission to the Department, all students must sign this form acknowledging that they have read and understand the essential functions described, and believe that they are capable of meeting these functions.
- Students must demonstrate the ability to perform, or learn to perform, the essential functions either with or without Reasonable Accommodations.
- Students who have concerns about meeting these expectations are required to notify their faculty advisor and/or the Chair of the Department of Occupational Therapy.
- A student who wishes to request an accommodation should contact the University of Missouri Disability Center (<https://disabilitycenter.missouri.edu/>).
- The Disability Center, the student, and Occupational Therapy Faculty will collaborate to determine and implement Reasonable Accommodations.
- If Reasonable Accommodations are deemed to be appropriate, the Disability Center will provide a written request for accommodations directly to the student. The student is responsible for providing the written request for accommodations to the primary faculty member responsible for each course for which accommodations are requested. Separate copies of the request must be submitted to the relevant faculty for each class, each semester.
- Students who have a change in status requiring accommodation at any point during their course of study should begin this process at the time of the status change.
- Due to the time it takes to properly evaluate a student’s needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that the need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course and immediately upon confirmation of placement for a clinical education experience.

I understand the Essential Functions of an Occupational Therapy Student and my responsibilities therein.

Student Name Date

Review Date	Initials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Portions of this policy have been adapted from the Sacred Heart University Occupational Therapy Program Essential Functions policy.*



OT HANDBOOK SIGNATURE PAGE

It is your responsibility to read the OT Student Handbook.

You will be expected to abide by the regulations contained in it.

If any policy is unclear, discuss it with the Department Chair immediately.

All policies are subject to change at any time. Students will be notified and provided with updated policies.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this manual (as updated August 2018) which include but are not limited to:

- ✓ **Academic Standards**
- ✓ **Academic Dishonesty policies**
- ✓ **Department Policies**
- ✓ **Fieldwork placement procedures and policies**
- ✓ **Attendance expectations**
- ✓ **Grading**
- ✓ **Essential Functions**
- ✓ **Qualification Requirements**

PRINT NAME

Student Signature

Date