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## OCCUPATIONAL THERAPY LEARNER HANDBOOK

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Welcome! We are glad you are here!

Making the decision to become an occupational therapist and entering graduate school to study the discipline of occupational therapy are two of the most important decisions you will make in your life. We recognize you did not arrive at these decisions lightly, and you have chosen to make a significant financial investment in your future. The program can be rigorous and demanding, as we work together to become a learning community and prepare you for entry-level occupational therapy practice.

This handbook is meant to be informative and answer some of the practical questions that might arise during your studies at CMU. Selected policies and procedures that guide administrative decision-making are included.

In order for this handbook to be most useful, you should take the time to become familiar with its contents.

*This handbook was developed by the faculty, staff and learners of the Occupational Therapy Program for the benefit of its occupational therapy graduate learners. Both CMU and the Occupational Therapy Program reserve the right to change policies and curricular programs at their discretion. All attempts will be made to communicate such changes to the learners before implementation.*

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# Colorado Mesa University Occupational Therapy Program

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## **SECTION I – Overview of the Colorado Mesa University Occupational Therapy Program**

### **Preface**

This handbook is designed to give you, as an Occupational Therapy learner (OTS), a place to reference all academic guidelines, policies, procedures and expectations while you are in the Occupational Therapy Program (MSOT Program) and Colorado Mesa University (CMU).

### **Profession of Occupational Therapy**

The profession's core belief is in the positive relationship between occupation and health and its view of people as occupational beings. Occupational therapy practice emphasizes the occupational nature of humans and the importance of occupational identity to live healthful, productive, and meaningful lives (Unruh, 2004).

Occupational therapy is a client-centered health profession concerned with promoting health and wellbeing through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement. (WFOT 2012)

### **Terminology**

As a learner, please refer to yourself as an Occupational Therapy Learner (OTS) in your documentation and in the community. Throughout clinicals you must represent yourself as an OTS and refer to yourself as such. However, you will note that we refer to you and faculty as learners. In our graduate program, we are a community of learners-or scholars, working together for the common purpose of developing you into a competent, professional occupational therapist. In our estimation, learners are all equal in the learning environment. Some learners are more experienced and expert learners take responsibility for determining the competence of novice, or intermediate level learners. We should endeavor to treat one another with respect. You may choose to address faculty level learners as "professor", and if permitted more informality in the classroom, by the preferred name of the faculty member.

### **Accreditation of the Occupational Therapy Program**

The Colorado Mesa University Master of Science in Occupational Therapy program is currently in Candidacy status with the Accreditation Council of

Occupational Therapy Education (ACOTE). An occupational therapy or occupational therapy assistant program must be accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) prior to learners' graduation in order for those graduates to be eligible to sit for the national certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT®). Therefore, learners who enter developing programs are taking a risk that the program will not obtain accreditation and therefore, they will not be eligible to sit for the NBCOT® certification exam. Please feel free to contact the AOTA Accreditation Department at [accred@aota.org](mailto:accred@aota.org) if you have additional questions.

## **SECTION II- CMU Occupational Therapy Program**

### **Program Overview**

The entry-level MSOT program prepares learners with a baccalaureate degree to become a generalist occupational therapist. The course sequence begins in the Spring semester of the academic year and courses are sequential. The didactic portion of this program includes four semesters of primarily on-campus coursework with integrated Level I fieldwork experiences followed by two, 3-month Level II fieldwork placements. The program requires successful completion of all academic courses and integrated fieldwork experiences. The two-year, full time, MSOT program requires completion of 24 weeks of internship Level II Fieldwork), inclusive of an on-line Fieldwork seminar. Most classes are on-campus, consisting of daytime and weekday classes. Some classes may be hybrid, flipped classroom, or other model of learning.

Beginning with the first year Spring semester, every learner will participate in Level I Fieldwork for 4 consecutive semesters. The purpose of Level I Fieldwork is to provide learners with practical knowledge of practice settings and populations served in the Grand Junction area. Learners will have the opportunity to debrief their fieldwork experience with faculty and peers each semester while enrolled in Level I Fieldwork Seminar. Level II Fieldwork occurs after the 4 semesters of primarily on-campus work during academic year 2.

Learners must complete Level II Fieldwork within 12 months following completion of the didactic portion of the curriculum. Learners will complete 78 graduate credits during the program.

*Special note: During the pandemic or similar emergencies, there may be circumstances beyond the control of the program or CMU to deliver the curriculum in the preferred manner. We will always work to determine solutions that will best serve learners in not being delayed from graduation, fieldwork, or participation in the program, but cannot promise such outcomes 100% due to the variability of circumstances.*

## **Mission Statement and Program Philosophy**

The mission of the Master of Science in Occupational Therapy (MSOT) program at CMU is based on a learner-centric approach that welcomes diversity and produces excellence in critical thinking with an overarching focus on ethical decision making and social responsibility through occupation-based practice. The MSOT mission and values has at its core, the development of ethically and socially responsible practice scholars who learn in context. CMU's graduates will become entry-level practitioners in the profession of occupational therapy and within the communities in which they work and play. This scholarship will be reflected by the graduates' ability to meet the occupational challenges and needs of individuals, communities, and populations at the local, regional, state, and national levels.

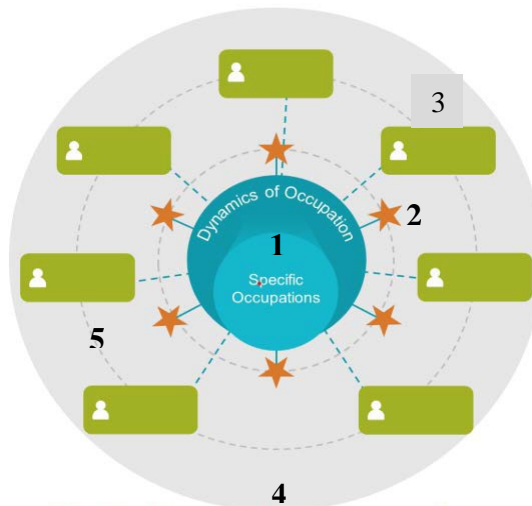
The philosophy of the MSOT program encompasses viewing humans as occupational beings who are intrinsically motivated to actively seek and engage in meaningful, purposeful activities. Purposeful engagement in occupations ultimately influences one's health outcomes and perceived quality of life. Likewise, the MSOT program emphasizes client, population, and community health. Practice outcomes focused on occupation in context, community development, occupational justice, and prevention of physical, mental, and social illness are all necessary for promotion of positive health and well-being across the life span.

The pedagogical philosophy of this curriculum emphasizes learning by doing and team-based learning. Professional responsibility, ethical behavior, lifelong learning, and interdisciplinary collaboration are likewise developed throughout the program. Thus, learners who graduate with a MSOT from CMU will demonstrate excellence in critical thinking skills in order to meet the needs of individuals, groups and populations across the lifespan, inclusive of basic and instrumental activities of daily living, play, leisure, work, and rest.

## **Curricular Model and Threads**

The approach to learning in the MSOT Program uses an educational model for occupational therapy developed by Dr. Barb Hooper, founder of the Duke University Doctor of Occupational Therapy program. The model is called the Subject-Centered Integrative Learning Model (SCIL-OT). The SCIL-OT model forms the basis for the curriculum design. The model helps faculty and learners stay focused on the central idea of the curriculum: human occupation and using occupation as a means and outcome of the occupational therapy process.





Used with permission (Hooper, Molineux, & Wood, 2020)

Figure 1. *The Model of Subject-centered Integrated Learning in Occupational Therapy.*  
 Note. Five elements of the SCIL-OT Model: (1) occupation, comprised of specific occupations and dynamics of occupation (center circles); (2) topics that students learn (orange stars); (3) the knowledge community (human icons); (4) the learning context (light grey background); and (5) the connecting lines (solid and dashed lines). Instructional design, teaching and learning, and assessment occur "on the lines." Educators and students create connections among topics and the core (lines connecting the stars to center circles), topics and other topics (lines connecting stars to each other), personal experience and the core (lines connecting rectangles to center circles), and members of the knowledge community (lines connecting rectangles).

The curricular threads of the MSOT program focus on a learner-centric approach that welcomes diversity and produces excellence in critical thinking with an overarching focus on **creativity, ethical decision-making, and social responsibility** in occupation-centered practice, resulting in the **promotion of health and well-being** for a diverse society. The didactic portion of the curriculum will prepare learners to be scholars of practice using practical applications from casework, simulated case studies, and the experiential component of Level I Fieldwork. Level I and Level II Fieldwork will both require the learner to integrate the curricular threads of occupation-based practice and ethical decision-making for the promotion of health and well-being for individuals, communities, and populations. The curriculum requires a minimum of 76 graduate-level credits from the MSOT curriculum. Thus, the didactic, experiential, and assessment components of the MSOT will ensure learners demonstrate in-depth knowledge and scholarly application as evidenced by the following educational outcomes at CMU and the Graduate OT Program:

### CMU's Master's Learner Learning Outcomes

A learner who receives a master's degree from CMU will be able to:

Advance science, education, leadership, practice, or policy within a chosen discipline by completing an original project approved by a faculty panel (applied learning; specialized knowledge);

Employ discipline-specific logical, mathematical, or statistical methods, or other analytical processes to address a topic or issue (intellectual skills – quantitative fluency);

Create oral and written arguments or explanations, well-grounded in discipline-specific



theories and methods, for specified audiences (intellectual skills – communication fluency);

Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives (intellectual skills – critical thinking);

Synthesize, evaluate, or refine the information base of various scholarly sources (intellectual skills – information literacy); and,

Choose ethical and legal courses of action in research and professional practice (intellectual skills – ethical reasoning).

## **Occupational Therapy Program Outcomes**

The curriculum requires a minimum of 76 graduate-level credits from the MSOT curriculum. Thus, the didactic, experiential, and assessment components of the MSOT will ensure learners demonstrate in-depth knowledge and scholarly application as evidenced by the following educational outcomes:

1. Critically apply the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
2. Articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.
3. Develop and implement client-centered care that is inclusive of cultural values, beliefs and needs.
4. Articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
5. Plan and apply evidence based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework (OTPF).
6. Exemplify professionalism by employing therapeutic use of self and science driven evidence in all practice areas and settings inclusive of a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.

7. Uphold the ethical standards, values, and attitudes of the occupational therapy profession in all aspects of practice and professional interactions.

## **Faculty Roles**

To learners, teaching is the most visible academic role; however, we also have many other responsibilities. As faculty, we are expected to make significant contributions to the knowledge base of the profession. We spend a portion of our time preparing teaching materials, performing research and doing other scholarly tasks. Service activities vary widely and include administrative tasks, involvement in committees at various levels, and intervention/consultation in practice settings. We participate in professional and community activities and serve on local, state, national, and international boards and committees. Another activity, which takes a considerable amount of time, is writing for training and research grants to supplement the funding of the program. All faculty will set their office hours to be maximally available to learners.

## **Meeting with Faculty:**

Faculty are committed to helping each learner succeed. Below are a few simple guidelines to follow:

- Do not expect faculty to be free to meet with you when you “pop in.” Barring emergencies, plan in advance, so that an appointment can be made that fits both the learner’s and the faculty member’s schedules. Setting regular meeting times/dates for major projects may help keep you on track and assure you continuous access to your mentoring faculty member.
- Come prepared to meetings, with a prepared list of questions, if appropriate, or some well-thought out issues. Give your faculty member a copy of work ahead of time (at least two days) so she can read it and be ready to help you. This will help to use your meeting time more effectively.
- Faculty members have many books and resources that may be helpful to you. When you borrow a resource, return in a timely manner for other learners or faculty to use.
- If you have an issue, it is your responsibility to seek out faculty advice. You can be assured of confidentiality regarding personal issues. Faculty members do not share personal or private information with others unless granted permission.

## **Role of Faculty as Advisors**

During the first semester of the program, learners will be assigned a faculty advisor. Learners may request a specific faculty advisor, but requests may not be able to be accommodated in all cases.

Once assigned, learners should initiate meeting at least once per semester. The roles of the faculty advisor may include the following activities:

- To support learners to successfully complete the graduate program
- To encourage and assist professional development
- To help make decisions about electives

- To discuss part-time enrollment as appropriate To advise as needed about issues or concerns
- To serve as a learner advocate during remediation planning
- To work with the learner on fulfillment of remediation plans

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## **Department Administrators and Support**

The Master of Science in Occupational Therapy Program is a division of the Department of Kinesiology. Important contacts in the Department of Kinesiology include:

### **Department Head**

Jeremy Hawkins, PhD, LAT, ATC  
Maverick Center 240  
Phone: 970.248.1374 (o)  
Email: [jrhawkins@coloradomesa.edu](mailto:jrhawkins@coloradomesa.edu)

### **Department Contact**

Krista L. Bonino, Administrative Assistant  
Maverick Center 240  
Phone: 970.248.1635  
Email: [kbonino@coloradomesa.edu](mailto:kbonino@coloradomesa.edu)

## **Occupational Therapy Faculty and Learner Description**

### Occupational Therapy Program Director (PD)

The Occupational Therapy Program Director is responsible for overseeing the operations of the Occupational Therapy Program. The Occupational Therapy PD will work with the Academic Fieldwork Coordinator to ensure that all OTSs are exposed to the professional experiences necessary to satisfy the requirements to be eligible to take the Board of Certification examination.

### Academic Fieldwork Coordinator (AFWC)

The AFWC is responsible for scheduling which professional experiences the Occupational Therapy learners will be assigned to. The AFWC Occupational Therapy Program CCE will work with the Occupational Therapy PD to ensure that all Occupational Therapy learners are exposed to the professional experiences necessary to satisfy the requirements to be eligible to take the Board of Certification examination.

### Occupational Therapy Faculty

The Faculty of the Occupational Therapy Program are responsible for facilitating learning of occupational therapy entry-level knowledge, skills, and professional attitudes required for Occupational Therapy Learners to be prepared for the Board of Certification examination and enter entry-level practice as broad generalists.

### Occupational Therapy Learner (OTS)

An Occupational Therapy learner is defined as a learner who is officially accepted into the Occupational Therapy Program. An OTS is a learner who is completing Occupational Therapy coursework, including professional experiences that are designed to provide an opportunity to practice professional competencies under the direction of a designated preceptor.

## **Professional Affiliation List**

For a current list of affiliated professional sites, please consult the xxx.

## **Post-Admission Requirements:**

Once the learner has been accepted into the MSOT Program, they have additional requirements that must be completed prior to starting any of their professional rotations. The following documentation/ certification must be current, required and on file with the OT Program:

- 1) Current BLS CPR / First Aid certification (Will need copy of front and back of the card)
- 2) Criminal Background Check and Drug Screen (Must be completed the summer prior to your matriculation into the program. Only one is needed)

for the program, but various professional sites may require updated Criminal Background Checks and Drug Screens)

- 3) AOTA Learner Membership (American Occupational Therapy Association)
- 4) OTAC Learner Membership (Occupational Therapy Association of Colorado)
- 5) Learner Liability Insurance
- 6) Meet OT Program's Technical Standards
- 7) Hepatitis B
- 8) Measles, Mumps and Rubella (MMR)
- 9) Varicella
- 10) Tetanus/Diphtheria/Pertussis: Record: Proof of current vaccination of having received 1 dose Tdap
- 11) Meningococcal Disease
- 12) Influenza
- 13) COVID-19: Record of having received a completed primary series of COVID-19 immunization.
- 14) Tuberculosis Screening

**See Fieldwork Manual (Appendix A) for Complete Details on Immunization Policies!**

### **Anticipated Program Costs**

Involvement in the Colorado Mesa University Occupational Therapy Program will result in some out-of-pocket expenses to learners beyond the customary tuition and fees. Many of these expenses are listed below.

<b>MSOT Estimated Tuition and Fees*</b>	
1 State Program Tuition	\$39,140
Out of State Program Tuition	\$58,710
<b>Fees</b>	
University Fees	\$2,660
Graduate Matriculation Fee	\$140
<b>Total Estimated Tuition &amp; Fees In-State: \$41,940</b>	<b>Total Estimated Tuition &amp; Fees Out of State: \$61,510</b>

<b>Learner Responsibilities for Additional Estimated Costs Associated with the Program**</b>	
Medical Insurance (Required)	\$TBD
Diagnostic and Training Equipment	\$1,000
Textbooks/Resources/Miscellaneous Supplies	\$2,500
Computer/Printer	\$2,500
Professional Liability Coverage	\$TBD
Training and Certifications	\$TBD
AOTA Professional Membership (Learner Rate)	\$150
Immunizations, Annual TB Test, Flu Shot	\$250
Background Check and Drug Screen	\$150
Fieldwork Attire	\$250
<b>Estimated Living and Transportation Expenses Per Semester***</b>	
Housing and Food	Varies
Transportation	Varies
Miscellaneous Living Expenses	Varies

\*Please note, all expenses are based on estimated costs and subject to change.

\*\*Expenses vary based on the learner's location. \*\*\*Expenses vary

## **Matriculation Requirements**

The Colorado Mesa University Occupational Therapy Program is a 2-year professional program with 24 weeks of Fieldwork II. Learners may not attend fieldwork until all didactic coursework is successfully completed. A learner must successfully demonstrate performance of all proficiencies associated with FW II before officially graduating from the MSOT Program.

**Year 1**

<b>Spring Semester (17 credits)</b>	<b>Summer Semester (10)</b>
OCCU 510 Scholarship and Research (2)	OCCU 523 Occupation-Based Practice and Theory for Adults (4)
OCCU 515 Occupation-Based Practice and Theory for Older Adults (4)	OCCU 520 Brain, Behavior and Occupation (2)
OCCU 513 Functional Anatomy and Movement (3)	OCCU 522 Professional Skills and Occupation-Based Practice II (2)
OCCU 512 Professional Skills and Occupation-Based Practice I (2)	OCCU 551 Fieldwork Level IB and Seminar (2)
OCCU 511 Lifespan and Occupational Performance (2)	
OCCU 550 Fieldwork Level IA and Seminar (2)	
OCCU 514 Wellness and Occupational Performance (2)	

**Fall Semester (15)**

OCCU 530 Scholarship and Evidence-Based Practice I (2)  
OCCU 531 Occupation-Based Practice and Theory for Children and Adolescents (4)  
OCCU 533 Telehealth, Occupation and Modalities (2)  
OCCU 532 Assistive Technology and Occupation (2)  
OCCU 552 Fieldwork Level IC and Seminar (2)



Year 2	
Spring Semester (12 credits)	Summer Semester (12)
OCCU 540 Scholarship and Evidence-Based Practice II (2)	OCCU 554 Fieldwork Level IIA (12)
OCCU 542 Occupation-Based Practice and Theory for Populations (4)	<b>Fall (13)</b>
OCCU 541 Leadership and Ethics in Occupational Therapy (2)	OCCU 555 Fieldwork Level IIB (12)
OCCU 553 Fieldwork Level ID and Seminar with Inter-Professional Education (2)	OCCU 594 Fieldwork Seminar (1)
OCCU 543 Professional Development Preparation (2)	

## Course Descriptions

### **OCCU 510 Scholarship and Research 2 Credits**

Foundational basis to inspire ethical decision making and the scholarship of research in health care. Exploration of the relationship between theory, research and practice with application to the research process, collecting and analyzing quantitative and qualitative data as well as developing skills for scholarly writing.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550.

### **OCCU 511 Lifespan and Occupational Performance 2 Credits**

Exploration of the concept of occupation across the lifespan from prenatal development to death. The role of occupation as central to health is explored as influenced by culture, disability, ethnicity, illness and geographic location.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 510, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550.

### **OCCU 512 Professional Skills and Occupation-Based Practice I 2 Credits**

Analysis of occupation from an in-depth look at its various forms as defined in the Occupational Therapy Practice Framework, including activity demands for all ages. Learners learn to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal and temporal

contexts across the lifespan for diverse populations. Introduction of formal and informal assessments to inform practice.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 510, OCCU 511, OCCU 513, OCCU 514, OCCU 515, and OCCU 550.

**OCCU 513 Functional Anatomy and Movement 3 Credits**

Integrated, theoretical and functional approaches to studying anatomy and movement across the lifespan. Includes the principles of movement, body alignment, joint structure, muscle actions and motor planning as the basis to assess typical and atypical movement during life tasks.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 514, OCCU 515, and OCCU 550.

**OCCU 514 Wellness and Occupational Performance 2 Credits**

Examination of the relationship between occupation and wellness within a range of community settings.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 515, and OCCU 550.

**OCCU 515 Occupation-Based Practice and Theory for Older Adults 4 Credits**

In-depth analysis of occupation-based practice and theory focused on older adults living with physical, mental and/or emotional conditions. Topics include professional skills, safety regulations, wheelchair and bed mobility, evidence-based research and how client-centered occupational therapy influences physical, mental and emotional health and quality of life.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, and OCCU 550

**OCCU 550 Fieldwork Level IA and Seminar 2 Credits**

Participation in traditional and emerging practice areas in wellness communities for older adults. Includes behavioral health followed by discussion of health and wellness in older adult communities. Hands-on experience interacting with groups of at-risk individuals during activities with a focus on health promotion and occupational engagement.

Prerequisites: Admission into the Master of Science in Occupational Therapy program. Corequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, and OCCU 515.

**OCCU 520 Brain, Behavior and Occupation 2 Credits**

Foundational neuroscience preparation including nervous system development, plasticity in typical development as well as in response to trauma and disease. Topics include the neuronal pathways underlying

function with emphasis on sensation, movement, cognition and pain. By analyzing differences in central and peripheral nervous system functions, learners learn to articulate how occupational performance affects, and is affected by, neurological processing. Prerequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550.

Corequisites: OCCU 522, OCCU 523, and OCCU 551.

**OCCU 522 Professional Skills and Occupation-Based Practice II 2 Credits**

Investigation of occupation and activities using the Occupational Therapy Practice Framework (OTPF) focusing on adults living with acute or chronic health conditions. Acquisition of skills to administer and interpret evaluations used in practice. Prepares the learner to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal and temporal contexts for diverse populations.

Prerequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550. Corequisites: OCCU 520, OCCU 523, and OCCU 551.

**OCCU 523 Occupation-Based Practice and Theory for Adults 4 Credits**

In-depth analysis of occupation-based practice and theory focused on adults living with acute or chronic illness. Topics include professional behavior, safety regulations, community mobility, evidence-based research and how client-centered occupational therapy influences physical, mental and emotional health and quality of life.

Prerequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550.

Corequisites: OCCU 520, OCCU 522, and OCCU 551.

**OCCU 551 Fieldwork Level IB and Seminar 2 Credits**

Participation in traditional and emerging practice areas in occupational therapy, inclusive of behavioral health, for adults and older adults. Exploration of health and disability via hands-on experience with supervision to practice professional skills and influence occupational performance and behavioral health.

Prerequisites: OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550.

Corequisites: OCCU 520, OCCU 522, and OCCU 523.

**OCCU 530 Scholarship and Evidence-Based Practice I 2 Credits**

Development of skills to explore and use evidence to support practice. Continued exploration of the evidence-based literature requiring analysis, interpretation, and synthesis of data, inclusive of quantitative and qualitative research, systematic and scoping reviews, critical appraisal of research and case studies.

Prerequisites: OCCU 520, OCCU 522, OCCU 523, and OCCU 551.

Corequisites: OCCU 531, OCCU 532, OCCU 533, and OCCU 552.

**OCCU 531 Occupation-Based Practice and Theory for Children and Adolescents 4 Credits**

In-depth analysis of occupation-based practice & theory focused on infants, children and adolescents living with developmental or acquired health conditions and their caregivers. Topics include the occupational therapy process for a variety of settings and how client-centered occupational therapy influences physical, mental and emotional health.

Prerequisites: OCCU 520, OCCU 522, OCCU 523, and OCCU 551.

Corequisites: OCCU 530, OCCU 532, OCCU 533, and OCCU 552.

**OCCU 532 Assistive Technology and Occupation 2 Credits**

Exploration of assistive technology and adapted equipment to improve quality of life and participation in everyday occupations and daily life tasks. This course will cover topics related to: needs assessment, design, fabrication, application and training in assistive technologies and devices to improve occupational performance.

Prerequisites: OCCU 520, OCCU 522, OCCU 523, and OCCU 551.

Corequisites: OCCU 530, OCCU 531, OCCU 533, and OCCU 552.

**OCCU 533 Telehealth, Occupation and Modalities 2 Credits**

Investigation and analysis of the appropriate application of telehealth as well as the safe and effective use of physical agent modalities (PAMs) to support function and occupational engagement. Topics include the use of telehealth for urban and rural populations and professional decision making for use of modalities in practice to support occupational engagement.

Prerequisites: OCCU 520, OCCU 522, OCCU 523, and OCCU 551.

Corequisites: OCCU 530, OCCU 531, OCCU 532, and OCCU 552.

**OCCU 552 Fieldwork Level IC and Seminar 2 Credits**

Participation in traditional and emerging practice areas, inclusive of behavioral health, where occupation is the focus of intervention for infants, children and adolescents with congenital or acquired disability.

Exploration of factors influencing occupational performance and behavioral health via supervised hands-on experience and practice of professional skills.

Prerequisites: OCCU 520, OCCU 522, OCCU 523, and OCCU 551.

Corequisites: OCCU 530, OCCU 531, OCCU 532, and OCCU 533.

**OCCU 540 Scholarship and Evidence-Based Practice II 2 Credits**

Application of research concepts leading to a research protocol and proposal for submission to an Institutional Review Board. Skills include methods of data collection and analysis as well as preparation of a scholarly report.

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552.

Corequisites: OCCU 541, OCCU 542, OCCU 543, and OCCU 553.

**OCCU 541 Leadership and Ethics in Occupational Therapy 2 Credits**

Preparation in leadership skills for assuming roles requiring ethical prioritizing and professional decision making. Topics include: policy development, advocacy, business

aspects of practice, legislation affecting practice, marketing the delivery of services, quality management and improvement as well as ethical decision making and supervision of personnel.

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552.

Corequisites: OCCU 540, OCCU 542, OCCU 543, and OCCU 553

**OCCU 542 Occupation-Based Practice and Theory for Populations 4 Credits**

In-depth investigation of occupation and activities utilizing the Occupational Therapy Practice Framework (OTPF) for populations experiencing chronic health problems due to complex socio- cultural-economic-political factors (e.g., homelessness; drug addiction; diabetes). Skills developed include creation and application of occupation-based activities to improve quality of life and occupational engagement.

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552.

Corequisites: OCCU 540, OCCU 541, OCCU 543, and OCCU 553.

**OCCU 543 Professional Development Preparation 2 Credits**

Preparation in the attitudes and skills necessary for practice. Learners will gain competency in the occupational therapy process by evaluating written and actual standardized patients/clients/clients representing professional populations.

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552.

Corequisites: OCCU 540, OCCU 541, OCCU 542, and OCCU 553.

**OCCU 553 Fieldwork Level ID and Seminar with Inter-Professional Education 2 Credits**

Didactic and experiential course providing opportunities in analyzing diverse cases from multiple inter-professional perspectives to prepare the learner for professional life. The learner will experience a variety of professional perspectives including, but not limited to, special education, nursing, physical therapy, speech therapy, athletic training, physicians and physician assistants. Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552.

Corequisites: OCCU 540, OCCU 541, OCCU 542, and OCCU 543.

**OCCU 554 Fieldwork Level IIA 12 Credits**

Fieldwork experience under the mentored supervision of a licensed occupational therapist.

Includes an in-depth experience in delivering occupational therapy services to clients throughout the occupational therapy process. Learners are expected to assume increasing responsibilities related to client care.

Prerequisites: OCCU 540, OCCU 541, OCCU 542, OCCU 543, and OCCU 553

**OCCU 555 Fieldwork Level IIB 12 Credits**

Mentored experience in the evaluation and treatment of individuals from a different age group, health condition and setting other than the Level IIA Fieldwork. Conducted under the supervision of a licensed occupational therapist.

Prerequisites: OCCU 554.

Corequisites: OCCU 594.

**OCCU 594 Fieldwork Seminar 1 Credit**

Consultation with AFWC on culminating project ensuring synthesis and integration of MSOT curriculum and assessment of practical knowledge.

Completion of Fieldwork Level IIA.

**Technical Standards**

As an Occupational Therapy learner, you will be providing Occupational Therapy services at a variety of fieldwork sites. The MSOT Program at CMU has developed guidelines to safeguard the well-being of the OTSs and the patients/clients in compliance with the Accreditation Council for Occupational Therapy Education. Colorado Mesa University does not discriminate against persons with disabilities in its admissions process or the selective admissions process for individual programs.

Learners with documented disabilities who anticipate special needs with any aspect of the Occupational Therapy Program including the professional instruction practicum are urged to contact Educational Access Services. The faculty of the Occupational Therapy program will cooperate with Educational Access Services to make reasonable accommodations for learners with documented disabilities admitted to the program.

The Colorado Mesa University Master of Science in Occupational Therapy (MSOT) is an intense program that places specific requirements and demands on learners. The technical standards included below establish the essential qualities considered necessary for admitted learners to achieve the knowledge, skills, and competencies needed to succeed as entry--level Occupational Therapist.

Applicants unable to fulfill these technical standards prior to, or any time after enrolling into the program, with or without reasonable accommodation, will not be permitted to enter or progress within the program.

Qualifying applicants and enrolled MSOT Program learners must possess aptitude, ability, and skills in the following categories:

**OBSERVATION:**

Learners must be able to observe as well as participate in demonstrations, visual presentations, and exercises related to basic sciences. These activities will take place in the classroom and skills lab settings, including, but not limited to, direct patients/clients observation. Learners must be able to observe accurately at a distance and at a close range, including observations of standardized patients/clients models. At times, observation includes the functional use of the special senses, such as the sense of smell or touch.

**COMMUNICATION:**

Learners must be able to speak intelligibly, hear sufficiently, and elicit and transmit patients/clients information in oral and written English to members of a healthcare team. They must be able to describe changes in mood, activity, and posture. Learners must be able to communicate effectively and intentionally with clients, as well as perceive non-verbal cues through body language. Reading skills must be demonstrated at a level sufficient to accomplish curricular requirements and provide care to clients. They must be capable of completing appropriate assessments, review medical records, documents, and plans according to protocol in a thorough and timely manner.

**MOTOR COORDINATION AND FUNCTION:**

Learners shall possess motor skills sufficient to directly perform manual muscle testing, goniometry, basic assessment of physical function and movement, sensory testing, ADL and IADL assessment, and transfer procedures. They must be able to execute motor movements required to provide essential medical care, such as basic lifesaving and CPR. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.



#### INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES:

Problem solving, the critical skill demanded of OTS practitioners, requires that learners have the ability to measure, calculate, reason, analyze and synthesize. Skills include recall and retaining information in an efficient and timely manner, explanation of occupational performance issues, justification of recommendations, ability to incorporate new information from peers, teachers, and the literature in formulating goals, intervention plans, recommendation of technology and adaptive equipment is essential. Good judgment in client assessment, identification of occupational performance issues, goal setting, intervention plan, and discharge planning is also crucial.

#### BEHAVIORAL AND SOCIAL ATTRIBUTES

Learners must demonstrate the emotional and mental health required for full utilization of his or her intellectual abilities. Learners must possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities related to client safety and well-being under potentially stressful and/or emergency circumstances. They must also be able to develop empathic, sensitive, and affective relationships with patients/clients/clients. They must be able to adapt to changing environments and learn in the face of uncertainties inherent in the practice of medicine.

Compassion, integrity, ethical standards, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and educational process. Learners must be capable of developing constructive and cooperative working relationships with others, demonstrate proper use of supervision, and act independently.

**If a learner or learners are struggling to meet these requirements, every effort by Faculty will be used to assist learners reach technical standards (i.e. learning contracts, action plans, etc.). If a learner is unable to resolve deficiencies in the above areas with or without appropriate accommodation will be counseled to pursue alternate career paths. A learner may also appeal. See the section on the student grievances for the process.**

## **Academic Information**

### **Overview of Classroom and Professional Experiences**

A strong emphasis is placed on the knowledge learned in the classroom and laboratory, with emphasis on the transition of that knowledge into occupational therapy skills. Learners should treat the learning environment as a workplace in which they are active adult participants, critical thinkers, and shaping themselves into compassionate practitioners. Learners should be respectful to peers, staff, faculty, and guests. Learners are expected to complete all learning responsibilities in a professional manner. They should be punctual, dress appropriately and be prepared. Learners should comply with OT Program, site, and professional

behavior/ethical standards at all times. Learners are encouraged to seek out counsel and advice from advisors or instructors in mutually respectful dialogue.

There is an expectation that learners will incorporate newly learned knowledge and skills in their fieldwork experiences. These fieldwork experiences are designed to challenge the OTS to utilize, apply, and develop their learned knowledge and skills in real situations. Fieldwork education experiences are designed to expose learners to patients/clients throughout the lifespan, different sexes, varying socioeconomic statuses, varying levels of activity and ability to perform occupations. Fieldwork settings range from community-based experiences, to acute inpatient, outpatient, home care, primary care, rehabilitation centers, schools, and work places. Our goal is to provide experiences to develop the learner for entry-level employment and become contributors to the evidence for occupational therapy. Fieldwork often occurs in fast-paced environments. Learners are encouraged to create or seek cognitive scaffolds to develop readiness for the uncertainties of fieldwork.

### **Overview of Professional Competencies**

Learners will perform occupational therapy competencies almost every semester. Competencies are specific occupational therapy skills that are learned in the classroom, practiced, then performed and tested on by a preceptor to demonstrate proficiency in the skill. The performance of the skill can be in a real or simulated situation. The learners are to be competent in the various skills and should not just know how to perform the skill, but know when it is performed, why it is performed, and other important information surrounding the skill. In time, the learner will be able to proficiently integrate multiple skills (e.g., completing a full assessment, demonstrate critical judgment, collaborate on client goals, design interventions, measure outcomes, and make appropriate referrals to other services when necessary).

### **Learning Progression Utilized by the Occupational Therapy Program**

Novice to Advanced Beginner to Competent

We believe that there is always information to learn, areas to improve, and places to better oneself in the practice of occupational therapy. As faculty we are constantly trying to improve our own skills in being occupational therapy practitioners and educators. When learners first enter the MSOT Program, they are at the level of a novice. At this stage the learners are early learners and most, if not all, of the information is new to the learner. Skills that are being taught have never been practiced and direct supervision may be required to ensure safety in professional practice. This is where we expect learners to start, but not to stay.

The next stage a learner will progress to is an advanced beginner or the intermediate professional learner. Information and knowledge is starting to be

retained, skills are improving, and there is clear advancement in one's improvement and abilities. Supervision continues to be a requirement, but there is confidence in the learners' ability to perform some tasks.

The final stage learners must accomplish while in this program in all skills and competencies is at the level of entry-level competent. At this stage, there is a comfort that the learner is able to practice at a near entry-level manner. Though we expect that learners reach this mark in all areas of knowledge and skills surrounding the job as an occupational therapist by graduation, learners may reach competence earlier in one's education, and the learner may be well-suited in being able to assist other learners reach competence or to self-identify new opportunities for discovery in the field of occupational therapy. However, to be completely ready for unsupervised professional practice we must ensure that the learners are competent in all areas.

Competent is where we expect the learners to be upon graduation, but there is continual progression in any occupational therapist's knowledge and skillset. Novice, advanced beginner, and competent are just the first three steps of the five milestones. As occupational therapy professionals, we must be lifelong learners. The goal will be to continue to improve, to push oneself forward and to be a lifelong learner. Step four is proficient, the point that you are at advanced practice. The final step, expert, is an aspirational step we work to attain. This is the level of an expert clinician, either generally or in a specific area. We aspire to get to this point by continually learning and pushing our professional practice forward.

### **Academic Standards for Retention in the Occupational Therapy Program and in the CMU Graduate Program**

Grades are a necessary part of the university graduate experience. However, the Faculty of the Occupational Therapy Graduate program would like to emphasize learning through experience and becoming competent in knowledge, skills, and attitudes of the occupational therapy profession. In other words, chase excellence in performance, not getting "good grades". Focus on learning and doing your best. Grades of "B" are good grades. Our philosophy notwithstanding, here is the graduate grading scale at CMU:

#### **A. Grade System**

- a. Grades of "A," "B," "C," "D," and "F" are used and computed in the GPA. Other marks used are "I" (incomplete); "W," (withdrawn); "NC," (no credit); and "P," (passing). At the discretion of graduate programs, Pass/Fail (or "P/F") grades may be allowed for research, practicum, and thesis courses. Grades of "I," "W," "NC," and "P" are not counted in determining GPA. Courses for which "C," "D," "F," "I," "W," or "NC" grades are awarded shall not count in graduate degree programs and shall not satisfy program deficiency requirements.

- b. Incomplete (“I”) grades are temporary grades given to a learner only in an emergency case and at the discretion of the instructor.
- c. At the end of the semester following the one in which an “I” is given, the “I” becomes the grade that is submitted by the instructor to the Registrar’s Office. If the instructor does not submit a grade by the deadline for that semester, the grade becomes an “F.” For, example, a grade of “I” given spring semester should be addressed by the end of the following fall term unless a longer term is specified by the instructor.
- d. Extension of the time to complete work may be made in exceptional circumstances at the discretion of the instructor. A learner with an “I” grade, however, may not change the “I” by enrolling in the same course another semester, except in the case of thesis and dissertation courses, which require continuous enrollment while progressing toward the degree. Grades can be changed, using the Special Grade 11 Report, within the first two weeks of the semester following the receipt of the original grade by the Registrar’s Office.

**B. GPA Requirements**

- a. Learners must have a GPA at least a 3.0 to graduate.
- b. Learners may not apply coursework with a grade of “C” toward graduation requirements for a graduate program. Learners may have the option to repeat a course for grade improvement to a “B” or better, depending on individual program guidelines.
- c. As allowed by specific program requirements, learners may repeat a maximum of two different courses at the graduate level for up to 6 credit hours. No course may be repeated more than once, except in the case of thesis and dissertation courses, which require continuous enrollment while progressing toward the degree. When a course is repeated, the highest grade earned is computed into the learner’s GPA. All attempted courses and grades remain in the academic record but are not computed in the overall average. In these cases, transcripts will contain a statement indicating the grade point average has been re-computed and stating the basis for re-computation.

**C. Probation Learners who earn a “C” in a course in a graduate program are placed on probation and remain on probation until the grade for that course is replaced by a “B” or better.**

- Learners may be placed on probation at the discretion of the department when there is a concern that they are at risk of being terminated from a program for cause. (See Section X.D.1. in the Graduate Policies and Procedures Manual).

- Learners are notified of their probation in a written letter from the Graduate Program Director/Coordinator after the director has consulted with the learner's OT Program Faculty and the Academic Department Head. The letter will specify the date and reason for probation as well as what steps should be taken to have the probation lifted. Appeals of probation follow the Appeals Process outlined in this manual.
  - Dismissal from Program Learners may be dismissed from a degree program for the following reasons:
    - a. The learner earns a "D" or "F" in a course.
    - b. The learner is placed on probation for a second time.
    - c. The learner fails to maintain a 3.0 cumulative GPA for two semesters.
    - d. The learner fails the written and/or oral comprehensive examination or its approved equivalent as specified by specific program requirements.
    - e. The learner submits an unsatisfactory thesis, practicum paper, or culminating activity.
    - f. The learner exceeds the time allowed for completion of the program prior to completing all degree requirements.
    - g. The learner has not maintained a "B" or better in all credit-bearing courses.
    - h. The learner violates the policies or procedures in this manual or set forth by the department in its graduate handbook.
    - i. The learner fails to behave in a professional manner, this includes instances of academic misconduct.
    - j. The learner fails to make satisfactory progress on the remedial terms specified in a formal letter of probation.
    - k. The learner on probation for earning a "C" earns a "C" in a second course.
    - l. The learner is found to have committed research misconduct by the Office of Sponsored Programs. (See Section XI in the Graduate Policies and Procedures Manual)
  - Learners are notified of their dismissal in a written letter from the Graduate Program Director/Coordinator after the director has consulted with the learner's OT Program Faculty and the Academic Department Head. The letter will specify the date and exact reason for dismissal and copy will be sent to the Director of Graduate Studies and the University Registrar.
  - Appeals of dismissal follow the Appeals Process outlined in this manual (See Section X.G. in the Graduate Policies and Procedures Manual).
- D. Readmission of Learners who have been dismissed from a degree program for one of the above reasons may appeal for readmission to the

program after a one semester suspension, not including summer term. In this case, a percentage of the credit for coursework (excluding thesis and dissertation credits) previously earned at Colorado Mesa University can be applied to the degree after readmission.

Limitations regarding time to complete the degree will be reset as though the learner was entering the program for the first time. Appeals and requests for readmission to graduate degree programs should follow the Appeals Process outlined in this manual (See Section X.G. in the Graduate Policies and Procedures Manual)

### **Learner Retention/Suspension/Dismissal Policy**

Probation - Actively involved in a professional course or Fieldwork I but are required to submit bi-weekly checks to the Occupational Therapy Program Director.

Suspension – Temporary loss of the privilege to attend and fulfill the requirements of a Fieldwork or professional course. Suspensions are for the period of a year, since courses are only offered once a year. The learner must wait for the next available course during the semester the learner was suspended.

Dismissal – Permanent loss of the privilege to attend and fulfill the requirements of a professional course.

Failure to develop an entry level competence of **all** professional competencies and proficiencies associated with each professional course could result in a failing grade. The learner will be suspended until the course is offered again and all competencies and proficiencies must be completed prior to moving to the next course in the sequence. In the event that the failure to develop an entry level competency of all professional competencies and proficiencies is the result of illness or family emergency, the learner may be allowed to complete the skill mastery between semesters and continue to the next course in the sequence. This option will be considered on a case by case basis with input from all Occupational Therapy Program faculty and preceptors to which the learner is assigned.

### **Other Reasons for Suspension or Dismissal**

The following is a list of reasons for suspension or dismissal from the CMU MSOT Program. This is not a complete list as someone may discover other actions that have not been experienced or anticipated. The first four (4) reasons listed are grounds for automatic dismissal.

- 1) Performing assigned professional experiences under the influence of alcohol or drugs.
- 2) Unauthorized release of patients/clients medical records. The

unauthorized release of individuals' medical records is a crime. You cannot discuss an individual's injury or status with anyone without the patient's permission. If you are going to discuss a case as an example or as a case study, you must keep the patients/clients' identity anonymous.

- 3) False representation. Falsely representing yourself regarding status or position. You are an Occupational Therapy learner - make sure people understand this when you present yourself. Please ALWAYS wear your nametag.
- 4) Sexual misconduct. Using your position as an OTS to make advances toward or take advantage of an individual during an evaluation or treatment will not be tolerated. Evidence and information supporting intentional sexual misconduct will automatically result in dismissal with no possibility of reinstatement, in addition to charges that the victim may wish to file (refer to The Maverick Guide- pages 52-56).
- 5) Poor performance/behavior classroom or fieldwork
  - a. Failure to be punctual.
  - b. Conduct unbecoming a professional (rudeness, refusals, threats, etc.).
  - c. Failure to give notification of absence.
- 6) Academic Misconduct
  - a. Academic misconduct includes, but is not limited to, plagiarism, the appropriating of written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of the same and passing them off as the product of the learner's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof.
  - b. Regarding written work in particular, direct quotations, statements which are a result of paraphrasing, summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged. As long as learners adequately acknowledge their sources and as long as there is no reason to believe that they have attempted to pose as the originator, learners shall not be charged with plagiarism even though the form of the acknowledgement may be unacceptable. However, learners should be aware that most professors require certain forms of acknowledgment and that adequate referencing (or acknowledgment) may be a part of the grading criteria for specific graduate coursework or program requirements. More information on academic misconduct can be found in the Maverick Guide (<http://www.coloradomesa.edu/learner-services/documents/MaverickGuide.pdf>)



### **Appeal Process**

Learners who have been suspended or dismissed from the MSOT Program may appeal the decision through the Occupational Therapy Learner Grievance Process. If the suspended learner is not satisfied with the decision of the Occupational Therapy Program Grievance Committee the learner can proceed with the appeal to the Vice President of Learner Affairs.

#### **Process**

- a. Learner appeals regarding occurrences related to policies or procedures instituted by their program or institutional policies for graduate programs should first be addressed in writing to the Graduate Program Director of the occupational therapy program. This written appeal should be received by the Graduate Program Director within 10 business days of the occurrence of the event the learner intends to appeal. The letter should state the particular complaint and the desired remedy. It should also contain adequate justification for the appeal. The burden of proof regarding evidence in the appeal rests with the learner.
- b. The Graduate Program Director should consult with the learner's faculty before replying in writing to the learner. The response to the learner should be sent within 10 business days after receipt of the learner's formal letter of appeal.
- c. If the appeal is not successfully resolved, the learner may direct the appeal to the Academic Department Head in which the program is housed. The learner should present the appeal letter and the letter from the Graduate Program Director to the Academic Department Head within 10 working days of receipt of the Graduate Program Director letter.
- d. The Academic Department Head should reply in writing to the learner within 10 business days after receipt of the learner's formal letter of appeal.
- e. If the appeal is not successfully resolved with the Department Head, the learner may direct the appeal to the Director of Graduate Studies. The learner should present the appeal letter, the letter from the Graduate Program Director/Coordinator, and the letter from the Department Head within 10 business days of receipt of the Department Head's letter.
- f. The Director of Graduate Studies should reply in writing to the learner within 10 business days of receipt of the learner's formal letter of appeal.
- g. If the appeal is not successfully resolved with the Director of Graduate Studies, the learner may direct the appeal to the Vice President of Academic Affairs. The learner should present the appeal letter and all materials/letters from previous appeal levels within 10 working days of receipt of the Director of Graduate Studies' letter.
- h. The Vice President of Academic Affairs should reply in writing to the learner within 10 business days of receipt of the learner's formal letter of appeal. The decision of the Vice President of Academic Affairs is final and cannot be appealed.

#### **2) Grade Appeals**

- a. Learners wishing to appeal an assigned grade should follow

the academic appeals procedure, as outlined in the Maverick Guide (<http://www.coloradomesa.edu/learner-services/documents/MaverickGuide.pdf>)

## **Occupational Therapy Learner Grievance Process**

Learners in the MSOT Program are encouraged to resolve conflicts informally in a respectful and professional manner. Should a learner conflict arise that cannot be resolved informally, the following grievance policy shall be followed:

The learners assigned advisor, the Occupational Therapy Program Director or Academic Fieldwork Coordinator, and the Department of Kinesiology Chair will comprise the Grievance Committee.

In matters regarding academic suspension as the result of failure to complete the requirements of a course, the learner may appeal the decision. The appeal must include a plan for the completion of the course requirements. If the learner can justify that extenuating circumstances were a factor the suspension may be removed. The appeal process should begin with the instructor of record and progress through the following list.

- 2) Occupational Therapy  
Program Director
- 3) Occupational Therapy  
Program Grievance  
Committee
- 4) Department Head
- 5) Graduate Director
- 6) VP Academic Affairs

## **Work Policy**

The Occupational Therapy Program highly discourages working while enrolled in graduate studies. Graduate level work is far more demanding physically, emotionally, and cognitively than undergraduate level studies. If a learner has no other choice but to work, these must be secondary to academic and professional education activities. Learners who are caregivers to other people (e.g. spouse/partner/children/elderly family) often have no choice about providing the work necessary to give care. This makes graduate school a more arduous under-taking. All learners should strive to build strong networks of support from family, friends, spiritual community, and community organizations so that they are best positioned to succeed in graduate school. Please consult your faculty advisor as needed to advise on issues related to challenges for participation in the OT program.

## Requirements to Sit for the Board of Certification Examination

Credentialing consists of various forms of recognition that demonstrate an individual has met standards to engage in professional practice. For occupational therapists, there are two types of credentialing: 1) certification (registration), and 2) licensure.

It is important to understand that completion of the Occupational Therapy Graduate Program will not in itself authorize an individual to practice occupational therapy in the United States. In order to become certified as a registered occupational therapist (OTR), an individual must successfully complete an accredited program of study in occupational therapy, including at least six months of Level II fieldwork experience. Once individuals have completed their course of study, they are eligible to sit for the certification examination conducted by the National Certification Board for Occupational Therapy (NBCOT). The certification examination is a comprehensive, computerized multiple-choice test given on demand. Additional information is available on the NBCOT web page at [www.nbcot.org](http://www.nbcot.org), or can be found by calling (301) 990-7979 or by mailing to One Bank Street, Suite 300 Gaithersburg, MD 20878.

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or to attain state licensure.

Licensure is the governmental (state) regulation of practice, designed to protect the health and welfare of the citizens of a state against unscrupulous or incompetent practice by persons who have not met prescribed qualifications. In Colorado, occupational therapists are required to obtain a license to practice. Failure to obtain a license renders both the individual and his/her employer liable. Licenses can be obtained from the:

Division of Professions and Occupations  
1560 Broadway, Suite 1350  
Denver, CO 80202  
Phone: 303-894-7800 | Fax: 303-894-7693 | Email: [dora\\_dpo\\_licensing@state.co.us](mailto:dora_dpo_licensing@state.co.us)

## **SECTION III- Fieldwork Education**

### **Introduction**

Fieldwork education is an integral component of your education in the CMU MSOT Program. The purpose of Fieldwork education is to allow and aid in learners' knowledge surrounding the facets in health care and the health care system. These experiences should be educational in nature and allow learners to work with licensed occupational therapists or other professionals to be able to work with patients/clients throughout the continuum of assisting people perform activities of daily living and desired occupations. Learners also gain the experience of working with a variety of other health care and other professionals throughout their fieldwork education experiences. See Appendix A for the entire description of Fieldwork Education.

## **SECTION IV – Occupational Therapy Learner Rights and Privileges**

### **Non-Discriminatory and Diversity Statements**

The Colorado Mesa University Occupational Therapy Program and affiliated sites believe in and uphold the university's non-discriminatory and diversity statement which appears as:

**“Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or to the U.S. Department of Education's Office of Civil Rights.”**

The MSOT Program has committed to making reasonable accommodations to qualified applicants should the need arise. In compliance with this federal law, the University takes appropriate action to ensure that the University's programs and services are readily accessible to qualified students with disabilities. If you have questions or concerns, contact the Program Director of the Occupational Therapy Graduate Program for program-specific concerns, and/or the CMU Educational Access Services at:

Houston Hall: Room 108  
Front Desk: 970.248.1856  
Email: EAS@coloradomesa.edu  
Att: EAS  
1100 North Ave.,  
Grand Junction, CO

### **Learner Services**

The following learner services at CMU are available for your utilization. The MSOT Program encourages OTSs to take advantage of these services should the academic, personal, or professional needs:

Educational Access Services- 970-248-1856  
Career Services- 970-248-1404  
Office of Learner Success- 970-248-1340  
Testing Center- 970-248-1260  
Tutorial Learning Center- 970-248-1392  
Writing Center- 970-248-2208  
Vice President of Learner Services (John Marshall)- 970-248-1366  
Grand Junction Alcohol Awareness Classes, Drug Education, MIP and DUI classes-  
<https://www.alcoholdrugclass.com/Alcohol-Awareness-Class/Colorado-Grand-Junction.aspx>

Learner Wellness Center- 970-644-3740 Ext. #4

Behavioral Health Services-

- 24/7 Emergency-888-207-4004

- Appointments-970-644-3740

National Suicide Prevention Lifeline- 800-273-255

Mentoring a CMU

- Fran Morales- 970-248-1441

- Jesse Scott- 970-248-1257

- Rose Willett- 970-248-1718

Sexual Assault Response Team (SART)- 709-270-5895

Grand Junction Police Department- Non-Emergent Number- 970-242-6707

## **Financial Aid**

### Scholarships

Colorado Mesa University and the Department of Kinesiology have annual scholarships available to qualified learners. Please see the Colorado Mesa University Financial Aid Office or Scholarships website for more details. Should funds be available thru the Department of Kinesiology or the Occupational Therapy Facility, scholarships may be awarded to Occupational Therapy learners based on need or academic performance in the program.

## **Telephone/Computer Use**

Telephones and computers in the Occupational Therapy Facility are for official college business. No personal use during business hours (i.e. Facebook, Instagram, Snapchat, etc.)

## **OT Classroom, Facilities, and Labs**

It is critical that students and faculty maintain the Occupational Therapy learning spaces. This area has been organized for efficient teaching and student use. If materials and equipment are removed from their storage space, they must be returned to the same space before leaving the lab. No materials or equipment can be taken out of the lab unless the student follows an instructor's form of checkout policy. All equipment checked out by the student becomes the responsibility of the student. If items are not checked in, the student, in the case of loss or breakage, will incur the replacement costs.

Students must place trash in an appropriate receptacle and return the room to a standard laboratory arrangement before leaving. Except for formal class use, glasses and dishes in the kitchen are NOT to be used for general use. If you use dishes from the kitchen for formal classes, all dishes are to be placed in the dishwasher after use. Do not clean them in the sink. A Clean/Dirty sign on the dishwasher indicates the status of the dishwasher items. Anything in the refrigerator or freezer is to be clearly marked with the student's name. The refrigerator and freezer will be cleaned at the beginning of fall, spring, and summer semesters. All items not marked will be thrown out.

## **Dress Code and Professional Appearance**

The CMU MSOT Program is a visible resource on campus. Professionalism is reflected in the appearance of the people in the program. We expect our learners and faculty to be clean, neat, and groomed. When in doubt, always err on the side of professionalism.

### **Appropriate Attire**

#### **Clinic, community, and practice coverage**

Occupational Therapy staff and learners will be required to dress in a more professional manner consistent within healthcare facilities (PT clinics/doctors' offices) and Occupational Therapy facilities across the nation. The typical occupational therapist often wears a clean and pressed facility polo shirt, khaki pants, enclosed toe shoes, hair pulled away from face, no loose or dangling jewelry. Medical facilities may have scrubs for rehabilitation personnel. Community placements may also vary in terms of what is appropriate clothing (i.e. Colorado AgrAbility: boots, hats, gloves, jeans, sunglasses, coat).

### **Clothing Stains/Damage**

One thing to keep in mind is the possibility of your clothes being exposed to sweat, blood, or cleaning fluids. They may be damaged. Colorado Mesa University will not assume responsibility for the cleaning or replacement of any garment damaged while completing a professional experience as a member of the CMU MSOT Program.

### **Name Tags**

Learners are required to wear their CMU OTS name tag to all professional and fieldwork assignments as well as in the Occupational Therapy Facility during classroom hours.

### **Immunizations and Health Screening**

All Occupational Therapy learners must verify that they do not have conditions that endanger the health and well-being of other learners and patients/clients. Colorado state regulations require that all university learners have two (2) valid doses of Measles, Mumps, and Rubella vaccine, unless the learner was born before July 1, 1957, or the learner can provide acceptable laboratory evidence (blood test) showing immunity to Measles, Mumps, and Rubella. 6 CCR § 1009-2:IX. If the learner completes an exemption form and an outbreak occurs, the learner will be subject to exclusion from the school. Learners are required to show either documentation of receiving these immunizations, or a titer showing immunity. Due to the requirements of our program professional partners, learners may also be required to receive the annual flu shot in the fall and the COVID-19 vaccination. Learners who have medical contraindications or qualify for an exemption to receiving these vaccinations must provide documentation from a medical provider. Any Occupational Therapy learner that chooses not to meet the immunization and health screening requirements or does not complete an exemption, may be unable to complete their required professional experiences and risk delay in graduation. Screening requirements are subject to change as mandated by professional sites or changes in the laws regulating occupational exposure. See Appendix C for complete information.

## **APPENDIX A – OT Code of Ethics**

The *2020 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations ([AOTA, 2020](#)).

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

The Code is available at: [https://research.aota.org/ajot/article-standard/74/Supplement\\_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics](https://research.aota.org/ajot/article-standard/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics)



## **APPENDIX B – Professional Practice Standards**

This Standards of Practice are the minimum standards for the practice of occupational therapy. The practice of occupational therapy means the therapeutic use of occupations (everyday life activities) with persons, groups, and populations for the purpose of participation in roles and situations in the home, school, workplace, community, or other settings. Occupational therapy services are provided for habilitation, rehabilitation, and the promotion of health and wellness to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory–perceptual, and other aspects of performance in a variety of contexts and environments to support engagement in occupations that affect physical and mental health, well-being, and quality of life (American Occupational Therapy Association [AOTA], 2011). The overarching goal of occupational therapy is to support people in participation in life through engagement in occupation for “habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non–disability-related needs” (AOTA, 2014b, p. S1).

**The entire professional practice standards of occupational therapy are available at:**

Standards of Practice for Occupational Therapy. *Am J Occup Ther* November/December 2015, Vol. 69(Supplement\_3), 6913410057p1–6913410057p6. doi: <https://doi.org/10.5014/ajot.2015.696S06>

## **APPENDIX C- Immunization and Health Policy**

Policy Name: Immunization and Health Policy

Version Number: 1.0

### Background and Purpose

The purpose of this policy is to provide clear requirements for the Colorado Mesa University Master of Science in Occupational Therapy program Immunization and Health screening procedures.

### Policy Statement

#### IMMUNIZATIONS & HEALTH SCREENING

All MSOT students must verify that they do not have conditions that endanger the health and well-being of other students and patients. Colorado state law require that all university students have two (2) valid doses of Measles, Mumps, and Rubella vaccine, unless the student was born before July 1, 1957, or the student can provide acceptable laboratory evidence (blood test) showing immunity to Measles, Mumps, and Rubella. 6 CCR § 1009-2:IX. If the student completes an exemption form and an outbreak occurs, the student will be subject to exclusion from the school. Students are required to show either documentation of receiving these immunizations, or a titer showing immunity. Due to fieldwork site requirements, a baseline list of immunizations and vaccines that are required prior to matriculation will be provided to students and will be updated as warranted.

Due to the requirements of local hospitals and other facilities, students will also be required to receive the annual flu shot in the fall as well as the series of the COVID-19 vaccine. Students who have medical contraindications to receiving the vaccine must provide documentation from a medical provider. This information should be provided to Exxat Approve, and it will be available for review by the Colorado Department of Public Health and Environment and the local community health board.

Screening requirements are subject to change as mandated by clinical sites or changes in the laws regulating occupational exposure. To that end, the following policies are presented:

1. Students are responsible for any/all charges related to verification of screenings.
2. Students may choose the examiner from the list provided.
3. The program's health forms are to be used to complete all health screening requirements satisfactorily. Health screening forms are considered confidential and are housed with Exxat Approve. Program faculty will not have access to students' medical records with the exception of immunizations, TB screenings, results of drug screens, and criminal background checks, which are not considered a part of the health record.
4. Minimum health immunization requirements are based on current Centers for

Disease Control (CDC) and Colorado Department of Health recommendations  
Immunization and TB screening records may be released to clinical locations with  
student's written consent. The CDC recommendations can be found at  
<http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>

The MSOT Program requires all pre-matriculants to provide proof that the following  
immunizations have been obtained and/or serologic testing results demonstrating proof of  
immunity:

- Hepatitis B: Must provide quantitative hepatitis B surface antibody (HBsAB) test results to validate immune status or proof of non-converter status following administration of two separate series. (Non-responders should contact the program for additional details)
- Measles (Rubeola): Records of titer validating current immunity and/or 2-dose vaccine series are being administered according to CDC scheduling guidelines
- Mumps: Records of titer validating current immunity and/or 2-dose vaccine series are being administered according to CDC scheduling guidelines
- Rubella: Records of titer validating current immunity and/or 2 dose MMR immunization
- Varicella: Records of titer validating current immunity and/or 2-dose vaccine series are being administered according to CDC scheduling guidelines (History of previous infection is not sufficient evidence of immunity)
- Tetanus/Diphtheria/Pertussis: Record of having received 1 dose Tdap
- Influenza: Record of having received viral influenza immunization covering the winter season preceding matriculation. Students will be required to obtain influenza immunization annually while enrolled in the program.
- COVID-19: Record of having received initial series and booster of documented vaccinations with brand and dates

5. Tuberculosis Screening: The MSOT Program requires health screening for Tuberculosis prior to any academic clinical encounter. Acceptable blood tests for Tuberculosis include the T-Spot test or QuantiFERON-TB GOLD in-Tube test (QFT-GIT) assay. Students that do not receive TB blood testing may receive an initial two-step tuberculin skin testing (TST) for purified protein derivative (PPD) One-step tuberculin skin testing (TST) results may be submitted if completed within 12 months of the two-step test or previous one-step test or previous QuantiFERON-TB Gold in-Tube test. TB testing is required in individuals with a history of Bacille Calmette-Guerin (BCG) vaccination. If TB testing is positive, evaluation (and treatment if indicated) must be completed in accordance with CDC guidelines.  
<https://www.cdc.gov/tb/topic/testing/default.htm>

6. The program director and/or director of clinical education may review reports that indicate student compliance with health screening policies but will not provide medical care or advice. Program faculty/personnel are not to serve as providers of students' health care (except in an emergency situation)

## Health Insurance

Healthcare agencies require that students have health insurance to participate in clinical experiences. Due to the potential for exposure that exists in the medical environment, all OT students are required to have health insurance that is valid in the State of Colorado either through a family or individual plan or through professional group plans. The payment of medical fees incurred due to any injury or illness arising out of participation in the program is the responsibility of the student. Students will be required to show proof of insurance prior to the start of classes and maintain throughout the whole program. Students will provide insurance documentation using the Exxat Approve student portal. Proof of insurance must include the name of person(s) covered, name of the insurance company, and policy number. Pre-matriculants are required to submit a Health Insurance Statement and sign a waiver assuming all financial responsibility for any illness or health care costs incurred throughout the course of their studies. The student must obtain medical care from either their personal healthcare provider or the University's health center. Please see the Maverick Guide, p. 10 "Medical Services."

Student Wellness Center –  
1060 Orchard Avenue, Suite N (970-644-3740)

The Student Wellness Center, located at 1060 Orchard Avenue, Suite N, is open during the fall and spring semesters when school is in session. The physician, health care practitioners and counselors have varied hours, but services are available Monday – Saturday, 8am-8pm and Sundays, 12pm-4pm. Appointments are recommended; call (970) 644-3740 to make arrangements. This number can also be called after hours for 24/7 emergency coverage.  
<http://www.coloradomesa.edu/student-services/health-safety/clinic.html>

## Medical Services

All registered CMU students who have paid their student fees may access health services at the Student Wellness Center. All students accessing health services will be required to pay a \$15.00 co-pay at the time of service. Additional fees may be charged for special services, e.g., simple medical procedures, blood work, laboratory tests, etc.

## Behavioral Health Services

Counseling services are provided and all students paying student fees are eligible for counseling sessions and will be required to pay a \$5.00 co-pay. All sessions are confidential and students who are dealing with personal problems affecting their academic life are encouraged to speak with a professional counselor. Referrals can be made through the Office of the Vice President for Student Services (Lowell Heiny Hall Room 107; phone 970-248-1366), or students may contact the Student Wellness Center directly to set up an appointment at 970-644-3740.

(<http://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>)

## Health Information Release

Clinical sites hosting OT fieldwork students will require a copy of students' immunization

history/status and tuberculosis screening results. The MSOT Program requires matriculants to sign a Health Information Release Form authorizing the CMU MSOT Program to both maintain a copy of their information in their program student record, and release copies of this information to clinical sites where students will have fieldwork. This form is included in the post-acceptance documents sent to students prior to matriculation.

### **Criminal Background Checks**

Colorado State Law requires that healthcare facilities complete background checks on all employees (and students). If an employee (or student) has been convicted of certain crimes, he/she may not be allowed to work in that facility. All prospective students need to be aware of this law because a student convicted of these crimes may be unable to complete the clinical requirements of the Occupational Therapy Program, and consequently, may not be able to graduate from the program. Additionally, the application for licensure as an occupational therapist asks questions about felony conviction, misdemeanor conviction punishable by imprisonment for a maximum term of two years, misdemeanor conviction involving the illegal delivery, possession, or use of a controlled substance (including motor vehicle violations), and treatment for substance abuse in the past two years. If any of the above is true, the State Licensing Board for Occupational Therapists will review the application for licensure and will make a determination concerning Occupational Therapists licensing. The State Licensing Board of Occupational Therapists may refuse to grant an occupational therapy license to the applicant.

As a result, all students who are accepted to the program will initially be offered conditional acceptance, pending the results of their background check. Any student who has a criminal history that precludes them from working in healthcare, as determined by the Department of Regulatory Agencies, will be dismissed from the program. Any student who has a concern about licensure may contact the State Licensing Board to ask for clarification of the policy and pre-certification of moral fitness. If a student is caught engaging in any criminal activity after a criminal background check is completed, it is the responsibility of the student to disclose it to the program director prior to entering a hospital or medical facility. Such incidents may limit educational opportunities. If a student does not disclose information, it may result in immediate dismissal from the program.

Each student has the responsibility of accessing their Exxat Approve account to complete a background check and a drug screen prior to the start of classes and annual updates as needed. CMU MSOT Program faculty members are not to receive any communication regarding students' personal health records. Immunizations, TB screenings, results of drug screens, or criminal background checks are not considered a part of the health record. Repeat screenings may be necessary and can be requested at any time by the program director or clinical facilities. In addition to the requirements referenced in this policy, clinical sites may require students to complete additional screenings or provide personal protective equipment. Any costs involved in fulfilling requirements of CMU or clinical sites is the responsibility of the student.

Any questions regarding background checks should be addressed to:

Colorado Department of Regulatory Agencies

1560 Broadway, Suite 11001/2022

Denver, CO 80202

Sources: The CDC, Bethel University, Rocky Mountain University of Health Professionals,  
University of Nevada, Reno, CMU Maverick Guide

First Review: 10/2021 Next Review: 10/2022

## **APPENDIX D: Learner Handbook Informed Consent Form**

Colorado Mesa University

Occupational Therapy

Program Learner Handbook

Informed Consent

I hereby attest my understanding that the Colorado Mesa University Occupational Therapy Program Learner Handbook is an on-line document located on the Occupational Therapy Program website. I agree to abide by the Learner Handbook and further understand that this Learner Handbook may be revised. I acknowledge my responsibility to review the Learner Handbook prior to beginning each semester so that I may learn of recent revisions. I understand that revisions will be posted on the internet for my review and furthermore, I am subject to adhere to any verbal or revised written policies and procedures that are communicated to me by a program faculty member or preceptor. Failure to adhere to any and all verbal or written policies and procedures will result in disciplinary action that may include a reprimand, suspension, or dismissal from the Colorado Mesa University Occupational Therapy Program.

Learner Printed Name: \_\_\_\_\_

\_\_\_\_\_  
Learner Signature

\_\_\_\_\_  
Date

**APPENDIX W: Blood Borne Pathogens Informed ConsentForm**

Colorado Mesa  
University  
Occupational Therapy  
Program

Blood Borne Pathogens Informed Consent

Due to the potential for exposure of Occupational Therapy learners to blood and other potentially infectious materials in the performance of their responsibilities, there is a risk of acquiring Hepatitis and/or Human Immunodeficiency Virus (HIV) infection. A vaccination is available for Hepatitis B (HBV). HBV is a serious and potentially life-threatening disease. Occupational Therapy learners are strongly advised to be vaccinated against HBV. Vaccination requires a series of three injections over a six-month period. As with all such procedures, there is a cost involved. The vaccination series is available through Colorado Mesa University Health Services for a nominal fee or may be obtained from the learner's family physician or county health department. Some insurers may cover the cost of the vaccination. Because maximum protection requires all three injections, learners should begin injections upon acceptance to the Occupational Therapy Program and professional instruction practicum.

There is no vaccination against HIV at this time. Universal precautions have been developed to protect health care workers from HIV. You will receive training in these procedures annually. The physicians and Occupational Therapy staff have also received training in universal precautions and are available to assist should you have any questions or need assistance. The necessary supplies for universal precautions are available in all Occupational Therapy facilities and should be taken to all athletic practices and competitions.

If you have any questions regarding HBV, the HBV vaccine, HIV, or universal precautions, please contact your family physician, the Colorado Mesa University team physician, or a member of the Occupational Therapy faculty or staff.

Please indicate by your signature below that you understand the risks described herein and that you have either 1) received or initiated the series of vaccinations for HBV, or 2) understand the risk of HBV transmission and infection and the seriousness of the disease but have elected not to receive the vaccinations.

**Please sign in only one space below indicating your informed choice.**

1) I have completed or initiated the vaccination series for Hepatitis B.

\_\_\_\_\_  
Please Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

2) I have received and understand the information contained on this form and



instructed by the Occupational Therapy faculty and staff and have elected not to receive the vaccination for Hepatitis B.

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Please Print Name

Signature

Date

**APPENDIX F: Release of Information Informed Consent**

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Colorado Mesa

University

Occupational Therapy

Program

Release of Information Informed Consent

I give my consent to release in writing or verbally, any academic or professional performance information related to my progress as an Occupational Therapy learner. This information will be held in strict confidence among the fieldwork educators, supervisors, advisors, and faculty of the Colorado Mesa University Occupational Therapy Program. I understand that no information can be released without this signed consent. This consent form is valid from the date signed until consent is withdrawn in writing.

Learner Printed Name: \_\_\_\_\_

---

Learner Signature

Date

## **Appendix G: Fieldwork Manual**

Fieldwork Releases (sign and return)



Acknowledgement of Fieldwork Manual Policies

I, \_\_\_\_\_, do hereby acknowledge that I have read, understand and will abide by the policies, procedures, objectives and purpose statements contained within the Fieldwork Manual.

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Signature & Date



Acknowledgement of Medical Policies and Protocols

I, \_\_\_\_\_, do hereby acknowledge that I have read, understand and will abide by the policies, procedures, objectives and purpose statements contained within the Immunizations & Health Policies and Protocols for vaccinated and unvaccinated students.

---

Signature & Date



✉ [otprogram@coloradomesa.edu](mailto:otprogram@coloradomesa.edu)

🌐 [coloradomesa.edu/kinesiology/graduate/occupational-therapy](https://coloradomesa.edu/kinesiology/graduate/occupational-therapy)

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**COLORADO MESA**  
UNIVERSITY  
DEPARTMENT OF KINESIOLOGY