



DEPARTMENT OF KINESIOLOGY

MASTER OF SCIENCE IN  
OCCUPATIONAL THERAPY  
PROGRAM

# STUDENT HANDBOOK

2025

This handbook outlines the policies, procedures, expectations, and guidelines students are expected to follow while enrolled in the Master of Science in Occupational Therapy (MSOT) program at Colorado Mesa University (CMU). For this handbook to be most useful, please take the time to become familiar with its contents. The MSOT program reserves the right to change policies and curricular programs at their discretion. All attempts will be made to communicate such changes before implementation.

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## Faculty & Staff Directory

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## **Accreditation**

In August of 2023, Colorado Mesa University's Occupational Therapy Program was granted a seven-year accreditation from the [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#) of the [American Occupational Therapy Association \(AOTA\)](#) located at 7501 Wisconsin Ave, Suite 510E, Bethesda, MD 20814, (301) 652-6611, [www.acoteonline.org](http://www.acoteonline.org). The [National Board for Certification in Occupational Therapy \(NBCOT\)](#) is the credentialing agency responsible for certifying occupational therapy practitioners in the United States. The NBCOT's certification process ensures that occupational therapists have the knowledge and skills necessary to practice safely and effectively. Graduates of the MSOT program will be eligible to take the NBCOT exam. Successful completion of the NBCOT exam and state licensure are required to become an occupational therapist. The OTR/L credential indicates an occupational therapist is registered with the NBCOT and licensed to practice in their state.

## **Program Mission, Vision & Philosophy**

### **Mission**

The Occupational Therapy Program at Colorado Mesa University strives to prepare practitioner-scholars to meet the diverse occupational needs of individuals, groups, and populations (i.e., the client) across contexts and throughout the lifespan. Consistent with the university's mission to become a Human Scale University, the program is committed to:

- Providing an affordable and accessible education
- Forming meaningful and mutually enriching community partnerships
- Producing excellence in critical thinking and ethical decision making
- Building competence in leadership, advocacy, and research

### **Vision**

We envision a campus community that is a model of the world we want to create. CMU aspires to be a Human Scale University that serves as a model of the world we want to live in; a world where people aspire to love, extend dignity, choose courage, demonstrate humility, develop resiliency, celebrate curiosity, and use power for good.

### **Philosophy**

In alignment with the American Occupational Therapy Association's (AOTA) Philosophical Base of Occupational Therapy (2017), Colorado Mesa University's Occupational Therapy Program believes engagement in occupations is fundamental to health. All persons, groups, and populations (i.e., clients) have an innate need to engage in meaningful occupations across the lifespan (AOTA, 2020). A core philosophical assumption of the profession is that people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express a mind-body-spirit union (Hooper & Wood, 2019). Occupational therapy practitioners view this transactional relationship as the foundation for using occupation as therapy. This knowledge sets occupational therapy apart as a distinct and valuable service for which a focus on the whole is considered stronger than isolated aspects of human functioning (Hildenbrand & Lamb, 2013).

Occupational therapy educational programs prepare future practitioners (i.e., occupational therapists and occupational therapy assistants) to address the occupational needs of all clients. In agreement with the AOTA's Philosophy on Occupational Therapy Education (AOTA, 2018), Colorado Mesa University's Occupational Therapy Program views humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Educators facilitate professional reasoning that is client-centered, evidence-based, and theory driven (AOTA, 2018). Students develop skills in clinical reasoning, critical thinking, and cultural understanding. Through this process, students build the foundation of their professional identity.

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4 ed.). *The American Journal of Occupational Therapy*, 74(Supplement\_2), 1-87. <https://doi.org/10.5014/ajot.2020.74S2001>

American Occupational Therapy Association. (2017). Philosophical Base of Occupational Therapy. *The American Journal of Occupational Therapy*, 71(Supplement\_2), <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *The American Journal of Occupational Therapy*, 72(Supplement\_2), 1-2. <https://doi.org/10.5014/ajot.2018.72S201>

Hildenbrand, W. C., & Lamb, A. J. (2013). Occupational therapy in prevention and wellness: Retaining relevance in a new health care world. *The American Journal of Occupational Therapy*, 67(3), 266–271. <https://doi.org/10.5014/ajot.2013.673001>

Hooper, B., & Wood, W. (2019). *The philosophy of occupational therapy: A framework for practice*. In B. A. B. Schell & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 43–55). Philadelphia: Lippincott Williams & Wilkins.

## Curricular Threads

Four common threads run throughout the MSOT curriculum.

1. **Excellence in Critical Thinking:** In health care, critical thinking is important because it allows the provider to analyze information, question assumptions, identify relevant evidence, and make sound decisions based on logical reasoning. Essentially, critical thinking forms the foundation for informed health-related decision making and practice.
2. **Ethical Decision-Making:** Ethical decision-making is the process of making choices that balance competing values and promote the well-being of the client. In this program, you will learn about the AOTA Code of Ethics, which is an official document that addresses prevalent ethical concerns in the occupational therapy profession that may influence service delivery.
3. **Social Responsibility:** In occupational therapy, social responsibility refers to promoting occupational justice which is the belief that every individual has the right to engage in meaningful occupations that contribute to their health and well-being. We do this by considering the social determinants of health that impact the client's ability to participate in meaningful activities, advocating for systemic changes to improve access to occupations for marginalized populations, essentially, going beyond individual client treatment to address broader societal factors affecting occupational performance.
4. **Creativity:** To achieve competence for entry-level practice, occupational therapy students must learn the creative and scientific principles that are foundational for future practice. An occupational therapist may use creativity to build rapport, empathize, and help clients realize their potential. Science is often demonstrated through the use of clinical skills, evidence-based practice, and applying theory to guide decision making. These creative and scientific threads inform and strengthen the fabric of a student's professional identity.

## Curricular Model

The Subject-Centered Integrative Learning (SCIL-OT) Model is utilized in our program (see Figure 1). This conceptual model outlines the theoretical foundations and principles of occupation-centered education. In addition, the SCIL-OT Model places occupation at the center of all aspects of education.



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).

Hooper, B., Molineux, M., & Wood, W. (2020). The subject-centered integrative learning model: A new model for teaching occupational therapy’s distinct value. *Journal of Occupational Therapy Education*, 4(2). <https://doi.org/10.26681/jote.2020.040201>

The SCIL-OT Model is comprised of five elements.

- The blue circles located at the center of the model represent the concept of occupation. These circles are comprised of specific occupations (activities of daily living we engage in on a regular basis), and dynamics of occupation (how occupation is used as therapy). The dynamics of occupation circle helps students better understand the complexities of specific occupations.
- The orange stars represent important topics students learn including practice-related skills, concepts, and theories. This element also includes common themes such as client-centered care, evidence-based practice, and systems theory. Your professors will explicitly connect topics with occupation to emphasize the distinct value of occupational therapy.
- The green rectangles represent sources of knowledge in the community. Members of the knowledge community may include anyone with insight on the core subject of occupation such as professors, classmates, occupational therapists, and peer-reviewed journal articles. In this program, your professors will intentionally create opportunities for you to co-construct knowledge and collaborate with other members of the knowledge community. As students, you are now active constructors of knowledge as well.
- The grey circle in the background represents the learning context including internal and external influences on teaching and learning. Examples of contextual factors include knowledge trends and issues in the profession. In our program, the learning context includes problem-based learning, hands-on experiences, and interprofessional education.
- The interconnecting lines signify where teaching and learning occurs. Your professors have designed learning activities to help you connect the orange stars and green rectangles to the core construct of occupation. Ultimately, the SCIL-OT model encourages educators to teach, and students to learn, how to draw connections among the profession’s core subject of occupation.

## 2025-2026 Sequence of Courses

<b>Spring I</b>	<b>Credits</b>
OCCU 511 Lifespan & Occupational Performance	2
OCCU 512 Professional Skills & Occupation-Based Practice I	2
OCCU 513 Functional Anatomy & Movement	3
OCCU 514 Wellness & Occupational Performance	2
OCCU 515 Occupation-Based Practice & Theory for Older Adults	4
OCCU 516 History & Theory of Occupational Therapy	1
OCCU 550 Fieldwork Level Ia & Seminar	1
<b>Credits</b>	<b>15</b>
<b>Summer I</b>	<b>Credits</b>
OCCU 510 Scholarship & Research I	2
OCCU 520 Brain, Behavior & Occupation	3
OCCU 522 Professional Skills & Occupation-Based Practice II	2
OCCU 523 Occupation-Based Practice & Theory for Adults	4
<b>Credits</b>	<b>11</b>
<b>Fall I</b>	<b>Credits</b>
OCCU 530 Scholarship & Research II	2
OCCU 531 Practice & Theory for Children & Adolescents	4
OCCU 532 Assistive Technology & Occupation	2
OCCU 533 Telehealth, Occupation & Modalities	2
OCCU 534 Occupational Therapy & Mental Health Practice	2
OCCU 552 Fieldwork Level Ic & Seminar	1
<b>Credits</b>	<b>13</b>
<b>Spring II</b>	<b>Credits</b>
OCCU 540 Scholarship & Research III	2
OCCU 541 Leadership & Ethics in Occupational Therapy	2
OCCU 542 Occupation-Based Practice & Theory for Populations	4
OCCU 543 Professional Development Preparation	2
OCCU 553 Fieldwork Level Id & Seminar	1
OCCU 593 Occupational Therapy Culminating Experience	1
<b>Credits</b>	<b>12</b>
<b>Summer II</b>	<b>Credits</b>
OCCU 554 Fieldwork Level IIa	12
<b>Credits</b>	<b>12</b>
<b>Fall II</b>	
OCCU 555 Fieldwork Level IIb	12
OCCU 594 Fieldwork Seminar (online)	1
<b>Credits</b>	<b>13</b>
<b>Total Credits</b>	<b>76</b>

Link: MSOT Program Course Descriptions & Pre/Co-Requisites

<https://catalog.coloradomesa.edu/course-descriptions/occu/>

## Graduate Academic Policies

### Program Policies

1. Throughout their matriculation in the MSOT program, students are expected to demonstrate behaviors and attitudes consistent with that of a professional.
2. Professional behaviors and attitudes are attributes and characteristics that are not explicitly part of a profession's core of knowledge and technical skills but are nevertheless required for success in the profession.

Failure to meet professional behavior standards, as determined by the MSOT program faculty, will affect academic performance and be reflected in course grades.

Related breaches of professional behavior in the classroom or in any fieldwork setting, as determined by the MSOT program faculty, will result in the following corrective action(s):

1. 1<sup>st</sup> written warning
2. 2<sup>nd</sup> written warning
3. Academic probation
4. Dismissal from the program

Each related incident will be documented by faculty and discussed privately with the student (See Appendix F). The documentation form will be signed by the student involved and recorded in their academic file.

3. The faculty are readily accessible to students by scheduled appointments, regular office hours, and/or virtual office hours. Do not schedule an appointment or drop in to see an instructor during the times you are scheduled to be in class. Please be considerate of faculty's time by scheduling in advance whenever possible.
4. Classes start on time, both at the beginning and after breaks. Students are responsible for material missed. Instances of unexcused tardiness will be considered breaches of professional behavior and documented accordingly.
5. Attendance at all classes is expected. Anticipated absences need to be cleared with the course instructor at least two weeks in advance. It is the student's responsibility to inform the faculty of a planned or unplanned absence. In the event of an absence, it is the student's responsibility to initiate a plan for make-up work. Students who do not make arrangements with faculty prior to an absence will not be excused. More than two unexcused absences will result in a remediation plan.

6. Assignments are due on the date and time (Mountain Time) stipulated by the course instructor. Late assignments will have points deducted at the discretion of the instructor of record.
7. All written work is to be submitted in the format required by the instructor, using the current APA manual.
8. Students requiring accommodations must contact the Educational Access Services office to make an official request.

Link: Educational Access Services (EAS)

<https://www.coloradomesa.edu/resources/categories/academics/educational-access-services.html>

### **Belonging**

Colorado Mesa University is committed to a safe and healthy campus environment dedicated to fostering a sense of belonging irrespective of factors including, but not limited to, age, race/ethnicity, language, national origin, religion/faith, gender, ability status, veteran status, immigration status, political ideology, socioeconomic background, or sexual orientation. We believe in the power of a Human Scale University to sustain a community where everyone can thrive and feel a true sense of belonging.

Link: Belonging

<https://www.coloradomesa.edu/belonging/index.html>

### **Advising**

The purpose of advising is to:

1. Review professional behavior progress and goals.
2. Discuss academic progress.
3. Discuss fieldwork progress.
4. Mentor in the profession of occupational therapy.

Each student who is admitted to the program will be assigned a faculty advisor. Advisee assignments will be announced at orientation. Students will meet with their advisor each semester of the academic portion of the program. Students will complete the Professional Behaviors Form before every meeting (see Appendix D). Advising sessions will be documented and remain confidential. Documentation will be stored in the student's file.

### **Outside Employment**

It is understood that school is expensive, and many students need to work to support themselves and/or their families. The MSOT program highly suggests traditional students work no more than 20 hours per week. Furthermore, employment should allow flexibility for students to take advantage of

short notice learning opportunities that may become available. The MSOT program expects graduate education will take a reasonable priority in the lives of students. Students may be asked to limit outside activities if they interfere with study time or other program commitments. It is imperative, however, that students have the flexibility in their employment to take time off for Level I FW experiences, and other unique learning activities, as appropriate.

### **Grading Scale and Remediation Policy**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Under 60%

Competence is measured against the Graduate School standard of 3.0 (B, or 80%) for final course grades in all courses, overall semester GPA, and for cumulative GPA throughout the program. Students who earn less than a 3.0 GPA in any course will be placed on academic probation. Students remain on probation until their cumulative GPA meets or exceeds a 3.0. Students may be placed on academic probation a maximum of two times after which they will be dismissed from the program.

Students are required to earn a letter grade of B (80%) or better for all MSOT courses. Students who earn a final grade of C or below (< 79%) in any didactic course, or who earn a 'no credit' in any course or fieldwork placement will remain in the program, be placed on academic probation, and must repeat the course or fieldwork experience the next time it is offered.

Deceleration (having to repeat a course) means completion of the academic program will be delayed. For didactic coursework and Level I Fieldwork experiences, this means a one-year delay. Final Level II Fieldwork scores of 'no credit' generally will mean a delay of at least one semester, determined by the ability to secure a fieldwork site. Once minimum competence has been demonstrated in the repeated course or fieldwork experience the student will be removed from academic probation.

The need to repeat any two courses in the MSOT curriculum will result in dismissal from the program.

### **Alcohol and Drugs**

In accordance with the university standards of conduct, CMU Trustees prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on the property or as part of the activities of the university. For the full policy, disciplinary action and definitions see: Maverick Guide, p. 38 "Drug Free and Schools Community Act."

<https://www.coloradomesa.edu/student-services/maverick-guide.html>.

## **Felony Conviction Statement**

A felony may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students are required to contact NBCOT directly if this condition applies. Any student who has concern about their potential eligibility for the certification exam is encouraged to complete the Early Determination Review through the NBCOT.

Link: NBCOT Early Determination Review

[www.nbcot.org/en/students/services#earlydetermination](http://www.nbcot.org/en/students/services#earlydetermination)

## **Program Requirements**

1. Students must successfully complete all 76 credits of the occupational therapy curriculum, including all Level I and Level II fieldwork, in order to earn the Master of Science Degree in Occupational Therapy. Fieldwork correlates to the university requirement for demonstration of ability to integrate and synthesize curriculum content. Level II Fieldwork must be completed within 24 months after the end of the academic portion of the program, as required by AOTA.
2. All 76 credits must be taken at Colorado Mesa University. As a rule, credits from other occupational therapy programs are not accepted for transfer into the CMU MSOT program.
3. Students are expected to earn a minimum grade of B (3.0 or 80%) or better in all coursework in order to qualify for the master's degree. Please refer to the Grading and Remediation Policy for further detail on remediation, deceleration, and academic probation.

## **Dress Code**

The following guidelines will help you decide what is appropriate to wear to class and fieldwork. In general, clothing that would typically be worn to exercise, the beach, and the bar may not be appropriate for the classroom. A good rule of thumb is not to wear clothing that reveals too much of your chest, back, feet, midriff/stomach, or bottom. You should also consider the length and tightness of garments when choosing appropriate clothing.

### **1. Classroom**

Black scrubs, CMU OT polo with black or khaki pants, or business casual attire.

### **2. Fieldwork**

CMU OT polo with black or khaki pants (unless the setting has other requirements). Please refer to the Fieldwork Manual for policies & procedures.

### **3. Footwear**

Appropriate: Casual slip-on or lace-up shoes, clean athletic shoes.

Inappropriate: Flip-flops, open toe, construction or hunting boots.

#### **4. Special Events**

Community labs, guest speakers, simulation, etc., are critical components of learning activities that involve persons from the community. In these cases, follow dress code instructions from your course instructor or default to business casual.

#### **5. Name Tags**

Students must wear their CMU OT name tag to all professional and fieldwork assignments.

Replacements for name tags will be a \$10 charge. Contact the Staff Assistant to order a new one.

#### **Deferment Policy**

The CMU MSOT program cannot honor requests for deferral of admission during the period between offer of admission and enrollment.

#### **Dismissal from the Program**

The following situations will result in dismissal from the program:

1. Dismissal for academic reasons will occur for any one of the following situations:
  - a. Failure to meet academic requirements during academic probation.
  - b. The need to repeat any two courses in the program's curriculum.
  - c. Failure to pass the same course for a second time.
  - d. Not passing any two fieldwork experiences (Level I and/or Level II). This could include not passing a Level I placement and later a Level II placement. It could also mean not passing two Level I or Level II placements.
  - e. Not successfully finishing both Level II experiences within the allotted two-year window from the completion of didactic coursework.
2. Dismissal from the MSOT program will result from more than three documented breaches of professional behaviors, as determined by the faculty, program director, and department head. Any misuse of social media that includes a breach of confidentiality of an individual, organization, or the program will be considered a professional behavior violation. Examples include, but are not limited to, misrepresentation of the program, professional ethical violations per AOTA ethical standards, and any violation of the Occupational Therapy Code of Ethics (see Appendix B), or policy related to academic dishonesty, as outlined in the CMU Graduate Policy & Procedure Manual, deemed "flagrant" by the course instructor or Academic Fieldwork Coordinator, in conjunction with the head of the department.

Link: CMU Graduate Policies & Procedure Manual

<https://www.coloradomesa.edu/graduate/policies.html>

## **Appeal Process for Students Challenging Academic Decisions**

Students who wish to pursue an academic grievance involving departmental policies, procedures, individual course grades, or have a complaint about a faculty member, should provide a written appeal to the MSOT Program Director within 10 business days of the occurrence of the event the student 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 student. More detailed information can be found in the CMU Graduate Policies and Procedures Manual.

Link: CMU Graduate Policies & Procedure Manual

<https://www.coloradomesa.edu/graduate/policies.html>

## **Readmission to the University**

The MSOT program is under no obligation to assist students who have been dismissed from the university and wish to be readmitted. The program may decide, however, to support a student's application for readmission, if determined that circumstances warrant such action.

Link: Readmission Information

<https://www.coloradomesa.edu/admissions/requirements/returning-students.html>

## **St. Mary's Medical Education Center (MEC) Facilities**

1. Please take care of your personal garbage in your classroom and lab rooms.
2. Wash any dishes that you use and wipe down any mess.
3. Throw away old food in the refrigerator.
4. Return all items cleaned to their original location at the end of the class.
5. The ADL lab is not a student lounge. Do not use this room for lunch or relaxation.

## **Study Rooms**

1. Please wipe down all materials after use.
2. To reserve a room, there must be at least two people.
3. The rooms can be reserved for a maximum of two hours per day.
4. NO PETS.
5. The MEC is a busy place! Must be reserved in advance.

## **Printer & Computer Use**

A student computer with a printer that is available to OT, PT and PA students during office hours. A desktop computer is also available in each study room.

## **Student & Faculty Communication**

### **Confidentiality**

The MSOT program adheres to Federal law ensuring confidentiality of information regarding students. Accordingly, we do not release lists of names, grades, or status in the program to any individual other than the involved students.

It is understood that the faculty can discuss student performance among themselves in the privacy of faculty meetings. It is necessary for all faculty members to be apprised of any information that may affect academic performance. These discussions are in the best interest of students since not all faculty share the same perspective on student issues.

Students are also responsible for maintaining confidentiality appropriately. Avoid sharing academic or any information of a personal nature unless you are willing to have it known by all. Any information that is shared in the classroom under the auspices of confidentiality may not be shared elsewhere. In all written or oral work, do not use any client names. Use only first initial or first names. Do not use any other identifying information related to the client, such as name of organization where the client was seen. Breaches of confidentiality may be considered violation of ethics and possibly grounds for dismissal from the program.

It is the student's responsibility to schedule advising appointments with their advisor at least one time per semester. Faculty office hours will be posted on their door and written in course syllabi. Faculty can be available for additional advising appointments upon request.

### **Email Communication**

Faculty and staff will regularly check email during business hours only. DO NOT expect an immediate reply after office hours. You are provided with a CMU email account, which you must use in all correspondence with the university. The department faculty will use the student's CMU email address to contact students. Please make sure you are acquainted with how to access and use your assigned email account. Many messages and important communications will be sent to you via email (including during the time students are out in fieldwork). This policy will be firmly enforced.

### **Phone and Address Changes**

If you have a new address or telephone number contact Human Resources (email: [humanresources@coloradomesa.edu](mailto:humanresources@coloradomesa.edu), or visit HR in Lowel Heiny Hall (LHH) to ensure it is changed within the University's system. In addition, please notify the program's administrator of the changes.

## Anticipated Program Costs

The table below provides an estimate of anticipated costs for the MSOT program. Tuition and fees are subject to change and additional program costs will vary by student.

Tuition and Fees*	Year 1	Year 2	Total Cost
In State	\$23,700	\$23,015	\$46,715
Out of State	\$35,445	\$34,536	\$69,981
<i>*Total estimated tuition and fees does not include additional program costs.</i>			

Student Responsibilities for Additional Program Costs**	
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 (Student Rate)	\$150
Immunizations, Annual TB Test, Flu Shot	\$250
Background Check and Drug Screen	\$150
Fieldwork Attire	\$250
Startup Kit	\$130
Estimated Living and Transportation Expenses Per Semester***	
Housing and Food	Varies
Transportation	Varies
Miscellaneous Living Expenses	Varies
**Additional program costs are estimates and will vary based on student preference.	
**Tuition and fees are estimated costs and are based on the current CMU tuition rates: <a href="https://www.coloradomesa.edu/student-accounts/expenses">https://www.coloradomesa.edu/student-accounts/expenses</a> . These rates are subject to change and will be updated each academic year.	
	Updated October 2, 2024

As agreed upon in the [Student Financial Responsibility Agreement](#) upon registration, students incur a financial obligation to Colorado Mesa University. Anyone who registers for one or more classes is expected to pay the full amount of tuition and fees, unless they officially withdraw by the specified deadlines listed on the [Important Dates](#) web page.

### Financial Aid

There are several types of financial aid available for students, including student loans, grants, and scholarships. Most of this information can be found on the Financial Aid website.

Link: Financial Aid and Resources

<https://www.coloradomesa.edu/iris/financial-aid.html>.

## Health and Safety

## **Health Compliance Training**

Students are required to complete the following health compliance training modules during the first semester in the program:

- Bloodborne Pathogens
- Health Insurance Portability and Accountability Act (HIPAA)

## **Equipment and Supplies**

MSOT faculty provide safety information on the appropriate use of equipment and supplies. Safety considerations are included in weekly learning modules in each course site on D2L. Faculty and students are responsible for maintaining and cleaning equipment in the classroom and labs. Cleaning supplies must be requested from the MSOT program Professional Staff Assistant. Failure to adhere to program health and safety policies will be considered a breach of professional behavior.

## **Evacuation Procedures**

Colorado Mesa University's Emergency Operations Plan is designed to effectively coordinate university and community resources to protect life and property immediately following a major natural or accidental disaster on CMU's campuses. The plan is placed into operation whenever an emergency affecting the campus cannot be controlled through normal channels.

The primary emergencies envisioned by the plan include:

- Active Shooter
- Critical Incident (Lockdown/Shelter in Place)
- Fire
- Chemical Spill
- Radiological Emergency
- Bomb Threat
- Campus Wide Evacuation

University personnel and equipment will be utilized to provide priority protection of:

1. Life
2. Environment
3. Property
4. Restoration of the academic program

In the event of an emergency, please follow the guidelines developed by the university.

Link: Colorado Mesa University Emergency Response Guide

<https://www.coloradomesa.edu/safety/response-guide.html>

## APPENDICES

### **Appendix A**

#### *Health Compliance*

##### **Background and Purpose**

This policy provides clear requirements for the Colorado Mesa University Master of Science in Occupational Therapy program Immunization and Health Screening procedures.

Health compliance requirements are to be completed by the program's identified due date. Failure to complete these items on time may impact a student's ability to participate in experimental learning.

##### **Post Acceptance Requirements**

Students are required to submit documentation of health compliance items prior to the due date communicated by the Academic Fieldwork Coordinator. EXXAT is the platform used by the MSOT program for Health compliance at <https://login.exxat.com/>.

- Immunizations & Health Information documentation
- Current BLS for Health Care Providers or CPR/AED that includes Pediatric Certification & First Aid
- Valid Driver's License
- Certified Background Check and Drug Screen

\*Students should begin submitting health compliance documents as soon as possible. Some requirements may take several weeks, or months to complete.

##### **Immunization and 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 requires that all university students have two valid doses of Measles, 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. If a student completes an exemption form and an MMR outbreak occurs, the student will be subject to exclusion from the school. Students must show 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 and boosters. Students who have medical contraindications to receiving the vaccine must provide documentation from a medical provider. This information should be provided to EXXAT, 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. Program faculty will not have access to students' medical records except immunizations, TB screenings, results of drug screens, and criminal background checks, which are not considered 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 the 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 (note: there is no current proof of immunity for COVID 19):
  - 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, including bivalent.
1. 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 for 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. <http://www.cdc.gov/tb/topic/testing/default.htm>.

2. 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).

### **Health Information**

Clinical sites hosting fieldwork students will require a copy of student's immunization history/status and tuberculosis screening results. The program requires all students to sign a Health Information Release form that will authorize the program to access a copy of the information in their student record, and release copies of this information to clinical fieldwork sites. This form is included in the post-acceptance documents sent to students prior to enrollment.

### **Background Check and Drug Screen**

CMU has partnered with EXXAT and Universal Background Screening for the required drug testing. All students will be able to order and pay for the drug testing services directly from the EXXAT platform. Universal Background Screening, which maintains the highest level of security and confidentiality. They will gather your information required for you students to register for their drug test. Before initiating the screening, students need payment information, social security number, birth date, and current address to locate the nearest testing facility. Only legal names (as listed on your social security card) will be accepted. Once the fee is paid and facility site selected, you will receive an email confirmation with information about screening. Once the lab visit is complete, results will automatically upload into EXXAT in approximately two weeks.

### **Health Insurance**

Healthcare agencies require that students have health insurance to participate in clinical experiences. Due to the potential for exposure in the medical environment, all students must have valid health insurance in Colorado through a family or individual plan or professional group plans. The payment of medical fees incurred due to injury or illness arising out of participation in the program is the student's responsibility. Students must show proof of insurance before classes start and maintain throughout the 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. Students who are enrolled in the program must submit a Health Insurance Statement and sign a waiver assuming all financial responsibility for any illness or health care costs incurred throughout their studies. The student must obtain medical care from either their personal healthcare provider or the University's health center. The Student Wellness Center is at: 1060 Orchard Ave, Suite N (970-644-3740). The STW is open during the fall and spring semesters. Appointments are recommended. (You can also visit for more information: <https://www.coloradomesa.edu/wellness>).

**\*\*All registered CMU students who have paid their student fees have access to health services available at the Student Wellness Center. A \$15.00 co-pay will be due at the time of service. Additional fees may be charged for special services, (e.g., medical procedures, bloodwork, laboratory tests etc.).**

### **Health Information Release**

Fieldwork sites will require a copy of students' immunization record and tuberculosis screening results. The MSOT program requires students to sign a Health Information Release form authorizing the MSOT program to maintain a copy of the student record and release it to fieldwork sites. This form is included in the post-acceptance documents sent to students prior to starting the program.

### **Criminal Background Check**

Colorado State Law requires healthcare facilities complete background checks on all employees (and students). If an employee (or student) has been convicted of certain crimes, they may not be allowed to work in that facility. A student convicted of these crimes may be unable to complete the clinical requirements of the MSOT program, and may not be able to graduate from the program. Additionally, the application for occupational therapy licensure will ask 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.

Each student is responsible for accessing their EXXAT account to complete a background check and a drug screen before classes start and annual updates as needed. The MSOT faculty does not receive any information regarding student 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 director of a clinical facility. In addition, 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 are the student's responsibility.

Any questions regarding background checks should be addressed to:

Colorado Department of Regulatory Agencies

1560 Broadway, Suite 11001/2022

Denver, CO 80202

## **Appendix B**

### *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.

Link: AOTA Code of Ethics

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

**Appendix C**  
*Competency Contract*

Colorado Mesa University  
Occupational Therapy Program  
Competency Contract

Student:

Course:

Competency to be addressed:

A. Student Action Plan (outline the plan and steps needed to achieve competency)

B. Action Plan agreed upon by Course Instructor and Student

C. Date for Action Plan to be completed:

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D. Signatures

Student

Date

Instructor

Date

Student Advisor

Date

## Appendix D

### *Professional Behaviors Worksheet*

Colorado Mesa University  
Occupational Therapy Program  
Professional Behaviors Worksheet

Name:

Advisor:

---

Students are expected to demonstrate the professional behaviors as noted with a consistency of 76-100% of the time (4) by the last semester of the didactic program.

Scoring:	Almost Always (76 – 100%)	4
	Mostly (51 – 75%)	3
	Sometimes (26 – 50%)	2
	Rarely (1 – 25%)	1

Goal?	I. Professionalism				
	<b>A. Desirable Personal Attributes – I am able to:</b>				
	Work independently	1	2	3	4
	Take responsibility for my share of collaborative work	1	2	3	4
	Demonstrate intrinsic motivation	1	2	3	4
	Take a leader or follower role appropriately	1	2	3	4
	Take responsibility for my own actions & feelings	1	2	3	4
	Recognize my personal strengths	1	2	3	4
	Recognize my personal weaknesses	1	2	3	4
	Display self-confidence without arrogance	1	2	3	4
	Balance my personal & professional obligations	1	2	3	4
	Maintain a generally positive demeanor with clients & colleagues	1	2	3	4
	Maintain an appropriate perspective when under stress	1	2	3	4
	Demonstrate a strong work ethic	1	2	3	4
	Be honest and trustworthy in my dealings with others	1	2	3	4
	Demonstrate the integrity of my moral principles	1	2	3	4
	Demonstrate an appropriate sense of humor	1	2	3	4
	Show respect for the beliefs and values of others	1	2	3	4
	Respond to social cues appropriately	1	2	3	4

	Exhibit empathy for others	1	2	3	4
	Resolve conflicts to the best advantage of most	1	2	3	4
	Set appropriate limits and boundaries with others	1	2	3	4
	Take emotional risks to enhance my learning	1	2	3	4
<b>Goal?</b>	<b>B. Expectations and Protocols – I am able to:</b>				
	Be appropriate in terms of my attitude and demeanor	1	2	3	4
	Advocate for myself appropriately	1	2	3	4
	Arrive promptly for class, breaks, and appointments	1	2	3	4
	Complete and submit ALL requirements on time	1	2	3	4
	Prioritize my activities effectively	1	2	3	4
	Use my time wisely and productively	1	2	3	4
	Come to class appropriately prepared	1	2	3	4
	Be appropriately professional in my attire	1	2	3	4
	Be safety conscious for peers and clients	1	2	3	4
	Be proactive in contacting faculty in case of absence/lateness	1	2	3	4
	Practice ethical behavior, including fairness, confidentiality, respect for the rights of others, information accuracy, competence, and policy adherence	1	2	3	4
	Seek and respond appropriately to critical and constructive feedback	1	2	3	4
	<b>C. Communication Skills - I am able to:</b>				
	<b>Oral Communication and Written Communication Skills</b>				
	Verbalize ideas and thoughts clearly and succinctly	1	2	3	4
	Use appropriate professional language and terminology when speaking	1	2	3	4
	Demonstrate active listening skills	1	2	3	4
	Recognize and use non-verbal communication appropriately (no eye rolling, mocking, etc.)	1	2	3	4
	Use assertive appropriately	1	2	3	4
	Adapt my language to the level of my audience's understanding	1	2	3	4
	Express myself accurately and succinctly in all written communications	1	2	3	4
	Structure reports to include an introduction, body, and conclusion	1	2	3	4
	Use proper writing mechanics, grammar, and punctuation	1	2	3	4
	Use APA format appropriately in all my work	1	2	3	4

	Use appropriate professional language and terminology in my writing	1	2	3	4
	Adapt my language to the level of my readers understanding	1	2	3	4
	Address content breadth and depth appropriately	1	2	3	4
	Write legibly for documentation	1	2	3	4
	Express myself accurately and succinctly in all written communications	1	2	3	4
	Structure reports and essays to include an introduction, a body, and a conclusion	1	2	3	4
	Use proper mechanics, grammar & punctuation	1	2	3	4
	Use APA format appropriately in all my work	1	2	3	4
	Use appropriate language to the level of my readers' understanding	1	2	3	4
	Address content breadth and depth appropriately	1	2	3	4
	Write legibly for documentation	1	2	3	4
<b>Goal?</b>	<b>II. Higher Order Cognitive Functioning</b>				
	<b>A. Critical Thinking - I am able to:</b>				
	Identify significant problems in the field	1	2	3	4
	Accurately prioritize problems	1	2	3	4
	Consider all facets of a problem to find solutions	1	2	3	4
	Seek information from a variety of sources	1	2	3	4
	Demonstrate tolerance for ambiguity and uncertainty	1	2	3	4
	Use my observation skills effectively	1	2	3	4
	Differentiate between thoughts and feelings	1	2	3	4
	Critically reflect on my own thoughts and behaviors currently and from the past	1	2	3	4
	Interpret information accurately	1	2	3	4
	Question & critique my personal assumptions	1	2	3	4
	Be independent of authority and the beliefs of traditions or society	1	2	3	4
	Generalize ideas from one context to another	1	2	3	4
	Display sound professional judgment	1	2	3	4
	Synthesize and evaluate information effectively	1	2	3	4
	<b>B. Desirable Intellectual Traits - I am able to:</b>				
	Seek out intellectual challenges	1	2	3	4
	Actively explore new learning independently	1	2	3	4

	Ask appropriate questions for clarification and/or guidance	1	2	3	4
	Recognize the need for research in the professions	1	2	3	4
	Willingly devote time and energy to the learning process as a primary priority	1	2	3	4
	Realize self-directed learning as an adult skill	1	2	3	4
<b>C. Professional Socialization - I am able to:</b>					
	See the need for, and pursue, additional learning opportunities when presented	1	2	3	4
	Understand and use the OT process effectively	1	2	3	4
	Demonstrate a commitment to the program	1	2	3	4
	Demonstrate my commitment to the profession and its core concept of occupation	1	2	3	4
	Demonstrate my internalization of OT professional norms and values in my professional encounters	1	2	3	4
	Appropriately advocate for the profession	1	2	3	4
	See the need to be active in the professional organization at both state and national levels	1	2	3	4
	Willingly address the needs of others before my own	1	2	3	4
	Actively participate in service/volunteer work in my community	1	2	3	4

### My Professional Behavior Goals

Goals	Date & Status (Established, Progressing, Achieved)
1.	
2.	
3.	
4.	

### Team-Based Learning

Identify one strength related to your contributions during group learning activities.

Identify one area of need related to your contributions during group learning activities.

**Advisor Signature**

**Date**

**Student Signature**

**Date**

Friedman, A. A. (2004). The relationship between personality traits and reflective judgment among female students. *Journal of Adult Development, 11*(4).

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Koenig, K., Johnson, C. Morano, C. K., and Ducetter, J. P. (Summer 2003). Development and validation of a professional behavior assessment. *Journal of Allied Health, 32*(2).

Picard, D. Ten behavioral characteristics of professionals.

Randolph, D. S. (Summer, 2003). Evaluating the professional behaviors of entry-level occupational therapy students. *Journal of Allied Health, 32*(2).

Stark, J. S., Lowther, M. A., & Haggerty, B. M. K. (1986). *Responsive professional education: Balancing outcomes and opportunities*. Washington, DC: Association for the Study of Higher Education.

## Appendix E

### *Professional Behavior Report and Remediation Plan*



#### Professional Behavior Report and Remediation Plan

Date: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Advisor: \_\_\_\_\_

Reporting Person: \_\_\_\_\_

Narrative (identify the professional behaviors identified as an issue i.e. learning commitment, personal responsibility, cooperation with others, supervisory relationships, attitude, confidentiality, integrity, etc.):

Student Statement:

Faculty Decision (s): 1.) Verbal warning 2.) Written warning 3.) Remediation plan 4.) Probation 5.) Dismissal

Signature of PD:

Date:

Signature of Advisor:

Date:

Signature of Student:

Date:

Student Elects to Appeal Faculty Decision:    yes    no

Date:

## Remediation Plan

**The remediation plan will include the following items:**

Description of specific behaviors that the student is expected to demonstrate:

The specific tasks that the student is expected to accomplish:

Time frame to accomplish the tasks and behaviors:

Outcomes for inability to meet the terms of the contract:

Who will monitor the remediation plan?

How will the plan be monitored?

**Student Signature:**

**Date:**

**Remediation Plan Completed:**    Yes    No

**Date:**

**Monitor Signature:**

**Date:**

## **Appendix F**

### *Student Handbook Consent Form*

#### **Occupational Therapy Program Student Handbook Consent Form**

I hereby agree to abide by the Colorado Mesa University Occupational Therapy Program Student Handbook. I also understand that this handbook may be revised. I acknowledge my responsibility to review the Student Handbook each semester. I understand that I must adhere to any verbal or written policies and procedures that are communicated to me by program faculty and preceptors. Failure to adhere to all verbal or written policies and procedures will result in disciplinary action that may include a reprimand, probation, suspension, or dismissal from the Colorado Mesa University Occupational Therapy Program.

Student's Printed Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_