MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

2026

Student Handbook

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.

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. 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.

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Occupational Therapy Program Faculty & Staff Directory

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Program Mission, Vision & Philosophy

Mission

The mission of the Colorado Mesa University's Occupational Therapy Program is to prepare students with the knowledge, skills, and professional behaviors necessary to become competent and ethical occupational therapy practitioners who are equipped to meet the needs of diverse populations (e.g., individuals, groups, and communities) in a variety of practice settings.

Vision

Colorado Mesa University's Occupational Therapy program strives to help students learn how to think (not what to think) by building skills in critical thinking, professional reasoning, and evidence-based practice; develop professional identities through participation in leadership, advocacy, and research; solve big problems through collaboration, innovation, and mutually enriching community partnerships; and foster a sense of belonging in a supportive classroom environment that emphasizes student-centered learning.

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).

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. Students develop skills in critical thinking, professional reasoning, evidence-based practice, and professionalism. Through this process, students build the foundation of their professional identity.

To fulfill the mission and vision of Colorado Mesa University, the Occupational Therapy Program's philosophy reflects seven values: Love, Dignity, Courage, Humility, Resiliency, Curiosity, and Power.

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

Curricular threads represent thematic strands woven throughout a curriculum. These threads provide a framework for integrating knowledge and skills to foster deeper understanding over time. The following themes have been threaded into the MSOT program: occupation and the occupational therapy process; critical thinking and professional reasoning; scholarship and evidence-based practice; and professionalism.

1. Occupation and the OT Process

Content related to occupation addresses client-centered practice; therapeutic use of occupation; occupation as end and means; influence of context; performance patterns, performance skills; and client factors on occupational performance.

2. Critical Thinking and Professional Reasoning

Content related to critical thinking and professional reasoning addresses the interaction between client, context, and meaningful occupations; and the impact of mind-body-spirit connection on engagement in occupations.

3. Scholarship and Evidence-Based Practice

Boyer's Model of Scholarship (1990) outlines four interrelated types of scholarship that can be applied across disciplines. Applying Boyer's Model to the MSOT program demonstrates the broad contributions faculty and students can make to the profession and society. Content related to scholarship and evidence-based practice addresses:

- Scholarship of Discovery: Involves generating new research and the dissemination of findings through presentation and publication. Faculty and students conduct original research that advances understanding of occupational performance, disability, and health.
- Scholarship of Integration: Involves interpreting, synthesizing, and applying knowledge to create a more comprehensive understanding. Students and faculty integrate knowledge and ideas from multiple disciplines to make connections and draw conclusions that add new meaning.
- Scholarship of Application: Involves application of knowledge to address real-world problems. Students apply knowledge and research evidence during fieldwork experiences, service-learning projects, and partnerships with local organizations to benefit individuals, groups, and the community.
- Scholarship of Teaching and Learning: Involves systematic study of teaching practices and learning outcomes. Faculty assess the effectiveness of instruction and teaching methods. Students participate in peer-teaching projects and reflect on their development of critical thinking and professional reasoning skills. advance learning and skill mastery with students, clients, and colleagues.

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.

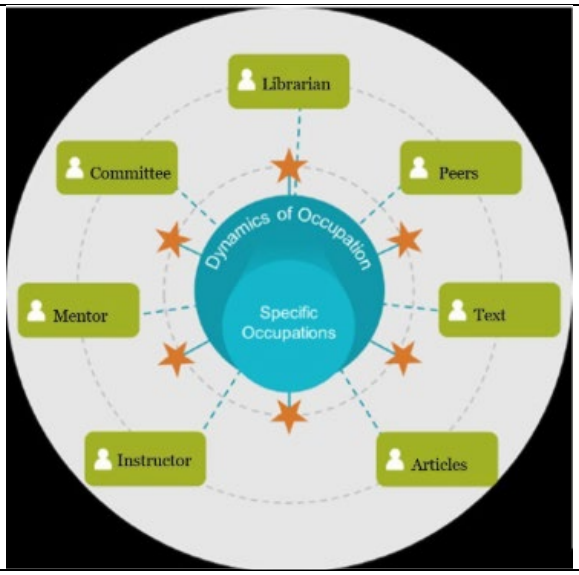

Figure 1. The Model of Subject-centered Integrated Learning in Occupational Therapy. Note. Five elements of the SCIL-OT Model: (1) occupation, comprised of specific occupations and dynamics of occupation (center circles); (2) topics that students learn (orange stars); (3) the knowledge community (human 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.

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

2026-2027 Sequence of Courses

Year I

Fall I		Credit Hours
OCTH 512	Foundational Skills in Occupational Therapy	3
OCTH 513	Functional Anatomy	4
OCTH 516	Applied Theories in Occupational Therapy	2
OCTH 517	Applied Kinesiology in Occupational Therapy	2
OCTH 518	Creative Occupations	2
OCTH 519	Evidence-Based Practice	2
OCTH 550	Fieldwork Level IA and Seminar	1
Fall I Credits: 16		

Spring I		Credit Hours
OCTH 520	Neuroanatomy	2
OCTH 521	Occupational Therapy Assessment and Evaluation	3
OCTH 522	Conditions in Occupational Therapy	3
OCTH 526	Occupational Therapy in Pediatrics I	3
OCTH 528	Research I	3
OCTH 551	Fieldwork Level IB and Seminar	2
Spring I Credits: 16		

Summer I		Credit Hours
OCTH 535	Physical Rehabilitation I	4
OCTH 536	Occupational Therapy in Pediatrics II	3
OCTH 537	Leadership and Management in Occupational Therapy	2
OCTH 538	Research II	3
OCTH 552	Fieldwork Level IC and Seminar	2
Summer I Credits: 14		

Year II

Fall II		Credit Hours
OCTH 542	Community-Based Practice in Occupational Therapy	3
OCTH 544	Mental Health in Occupational Therapy	3
OCTH 545	Physical Rehabilitation II	4
OCTH 548	Research III	3
OCTH 553	Fieldwork Level ID and Seminar	2
OCTH 593	Occupational Therapy Culminating Experience	2
Fall II Credits: 17		

Spring II		Credit Hours
OCTH 554	Fieldwork Level IIA	6
Spring II Credits: 6		

Summer II		Credit Hours
OCTH 555	Fieldwork Level IIB	6
OCTH 594	Fieldwork Seminar	1
Summer II Credits: 7		

Total Program Hours: 76

Link: Occupational Therapy (MS) | Colorado Mesa University Catalog

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.

Classroom

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

Fieldwork

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

Footwear

Appropriate: Casual slip-on or lace-up shoes, clean athletic shoes.
Inappropriate: Flip-flops, open toe shoes, construction or hunting boots.

Special Events

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

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.

MAVcard

Students will need to swipe their MAVcard (student ID) to access the St Mary's Medical Education Center building. All exterior doors (except the main entrance) remain locked at all hours of the day. If you have questions or need to replace your card, contact the MAVcard office at 970-248-1059 or email mavcard@coloradomesa.edu. If you have trouble accessing the building with your activated MAVcard, contact the MSOT Program's Professional Staff Assistant.

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):

   - 1st written warning
   - 2nd written warning
   - Academic probation
   - Dismissal from the program

   Each related incident will be documented by faculty and discussed privately with the student (see Appendix E). 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 and during 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 time by scheduling in advance whenever possible.

4. Classes start on time, both at the beginning and after breaks. 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 plan 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)

Use of Artificial Intelligence (AI)

All work submitted in this program must be your own. Any use of generative AI tools (e.g., ChatGPT, Claude, etc.) when working on coursework is forbidden. Use of generative AI (including creating outlines and rephrasing) will be considered academic misconduct and subject to investigation.

The assignments in this program have been designed to challenge you to develop creativity, critical thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning objectives in this program. If you have any questions about the use of AI in this program, please contact your professor.

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

Advising
The purpose of advising is to:

- Review professional behavior progress and goals.
- Discuss academic progress.
- Discuss fieldwork progress.
- 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 be 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 will remain on probation until their cumulative GPA meets or exceeds a 3.0. Students who are placed on academic probation two different times 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 (< 79.99%) 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 the Drug Free and Schools Community Act in the Maverick Guide.

Link: Maverick Guide

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

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.

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:
    - Failure to meet academic requirements during academic probation.
    - Not passing any two courses with 80% or higher.
    - Failure to pass the same course for a second time.
    - 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.
    - Not successfully finishing both Level II experiences within the allotted two-year window from the completion of didactic coursework.

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

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

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

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. This includes the weekend.
5. The MEC is a busy place! Study rooms must be reserved in advance.

Printer and Computer Use
A student computer with a printer that is available to OT, PT, and PA students during office hours (Monday-Friday 7:30am-5pm). 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 students involved.

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 and personal information 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 client names. Use only first initials or first names. Do not use any other identifying information related to the client, such as the name of the 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 once 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 regularly check email during business hours. 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. 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 Level II 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, or visit HR in Lowel Heiny Hall (LHH) to ensure it is changed within the University's system. In addition, please notify the professional staff assistant of the changes.

Anticipated Program Costs

The table below provides an estimate of anticipated costs for the MSOT program based on Fall 2026-Spring 2027 tuition rates. Tuition and fees are subject to change, and additional program costs will vary by student.

Tuition and Fees*	**Year 1 (46 credits)**	**Year 2 (30 credits)**	**Total Cost**
In State	$29,974	$19,548	$49,522
Out of State	$45,540	$29,700	$75,240
****Total estimated tuition and fees do not include additional program costs.*			

Student Responsibilities for Additional Program Costs**	
Textbooks/Resources/Miscellaneous Supplies	$2,000
Computer/Printer	Varies
Professional Liability Coverage (Depends on Fieldwork Site)	Up to $50
Training and Certifications	Varies
Professional Membership AOTA & OTAC (2026 Student Rate)	$135
Immunizations, Annual TB Test, Flu Shot	$250
Background Check and Drug Screen	$150
Estimated Living and Transportation Expenses Per Semester***	
Housing, Food, Transportation, and Miscellaneous Living Expenses	Varies
Medical Insurance (Required)	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: https://www.coloradomesa.edu/student-accounts/expenses. These rates are subject to change and will be updated each academic year.	Updated July, 2026

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

Financial aid is 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

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

Appendix A

CMU MSOT Program 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.

Compliance and Immunization Requirements

The MSOT program follows Colorado State Law, as well as CDC vaccination recommendations. Students are required to provide documentation for health compliance and immunizations. This information must be provided prior to starting the program and should be uploaded to Exxat via the student's profile. Requirements are subject to change as mandated by professional sites or changes in the law.

Due to the requirements of our program's fieldwork partners, students are required to receive their annual flu shot in the fall and a TB test. Students who qualify for a medical exemption to not receive these vaccinations must provide documentation from a medical provider.

- NOTE: Any student who chooses not to meet the immunization and health screening requirements, or does not complete an exemption form, may be unable to complete their fieldwork on time and experience a delay in graduation.

A complete list of compliance and immunization requirements for starting the MSOT program is provided below. Additional site-specific requirements may be requested prior to starting fieldwork.

Compliance Requirements	
Background Check	Must be completed through Universal Background Screening. • Additional background checks may be required by fieldwork sites. • Once you have submitted your application, results should be received within 48-72 hours. If it has been over 72 hours, please contact Universal Client Services at ExxatCS@universalbackground.com. • If there is a question about billing/accounting, please contact Universal Background Screening at ExxatCS@universalbackground.com
Drug Screen	Must be completed through Universal Background/Drug Screening. • Additional Drug Screening may be required by fieldwork sites. • Results should upload automatically to EXXAT within two weeks. • If it has been two weeks without any results and you have a question, please contact Universal Background at ExxatCS@universalbackground.com • If there is a question about billing/accounting, please contact Universal Background Screening at ExxatCS@universalbackground.com
CPR (BLS for Health Care Providers)	Must include CPR and AED training for adults, children, and infants. • Must be in accordance with the American Heart Association guidelines (AHA) or American Red Cross. • Must be a hands-on/face-to-face component. • Upload front and back of the card or copy of the certificate. • Expiration date will be auto-filled as per school guidelines
First Aid	Certification may be completed by any online vendor. • Must be a separate class from the BLS (CPR/AED/First Aid). • Upload front and back of the card or copy of the certificate. • For expiration date, enter renewal date on the card/certificate.
Health Insurance *Annual requirement	Students must maintain health insurance through duration of program. • Upload the front and back of card. • Student name should be on the card OR if a student is a dependent and does not have their own health insurance card, upload documentation from health insurance showing dependency. • Enter completion date as document uploaded. • Expiration date will be auto-filled as per school guidelines.
Driver's License	• Upload front and back copy of your driver's license. • Enter expiration date as 'renewal date' shown on card.
Immunization Compliance	
Varicella (Chicken Pox)	• Two documented vaccinations OR positive antibody titer (lab report required) • If titer is negative, must repeat the series of two vaccinations • If titer is low/equivocal, students must complete and upload booster dose. • History of chicken pox is not accepted.
Tetanus, Diphtheria, and Pertussis (Tdap)	• Tdap vaccination within 10 years. • Td is not accepted. • Expiration date will be auto-filled as per school guidelines.
Measles, Mumps and Rubella (MMR)	• Two documented vaccinations OR positive antibody titer for all three components (lab report required). • If titer is negative, must repeat the series of two vaccinations • If antibody titer is equivocal/low, students must upload booster dose.

Hepatitis B (Hep B)	• Require three documented vaccinations OR positive antibody titer (lab report required). • If titer is negative/low/equivocal, must repeat the series of three vaccinations. • A repeat titer is not required. • For students who have not completed the full series (three injections), proof of the completed vaccinations for Hepatitis B must be uploaded by the due date. The full series of injections must be completed by the end of the first semester of the program.
Polio	• Documentation of completed primary series (three vaccinations) OR positive antibody titer (lab reports required). • If titer is negative, must repeat series of three vaccinations OR booster dose as per healthcare professional recommendation. • Childhood immunizations accepted.
Influenza (Flu) *Annual requirement	• Documented flu vaccination for current flu season (starting in September). • Pharmacy receipt or prescription as proof of vaccination is accepted if the document includes flu shot name, manufacturer, date of administration, administered by, health care facility. • Expiration date will be auto-filled as per school guidelines.
COVID-19 **OPTIONAL 08/2026*	• Please upload proof of COVID vaccination either one-dose or a two-dose series, including booster doses if applicable. • Vaccination card must include brand name and date administered • Enter completion date as date last vaccination was administered.
Tuberculosis (TB) Test *Annual requirement	• Please upload the two-step PPD test result. The interval between the steps should be at least one to three weeks. • QuantiFERON Gold or T-Spot (blood test) is accepted (lab report required). • If two-step PPD or QuantiFERON Gold test is positive provide a negative Chest X-Ray (valid for 1 year). • For PPD skin test, enter expiration date one year from result date. • For QuantiFERON and Chest X-Ray expiration date will be auto-filled as per school guidelines.
HIPAA Training, OSHA Training (Blood Borne Pathogens), and the Program Liability Waiver will be completed in the first semester of the program prior to starting Level I Fieldwork.	
Contract Information Release Forms, Health Financial Responsibility Waivers, Health Information Release Forms must be completed and uploaded to Exxat before starting the program.	

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 be uploaded 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 Student Wellness Center located at 1060 Orchard Ave. Phone: (970-644-3740). A $15.00 co-pay will be due at the time of service. Additional fees may be charged for special services (i.e., medical procedures, bloodwork, laboratory tests, etc.). Appointments are recommended. Hours of Operation: Monday – Saturday, 8:00am – 8:00pm; and Sunday, 12:00pm – 4:00pm
Link: Student Wellness Center

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.

Questions regarding background checks should be addressed to the Colorado Department of Regulatory Agencies: 1560 Broadway, Suite 11001/2022 Denver, CO 80202

Appendix B

American Occupational Therapy Association Code of Ethics

The 2025 *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, 2025).

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

Appendix C

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:

D. Signatures

Student Signature	Date
Instructor Signature	Date
Student Advisor Signature	Date

Appendix D

Colorado Mesa University Occupational Therapy Program Professional Behaviors Worksheet

Student Name:

Advisor:

Semester:

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				
	A. Desirable Personal Attributes – I am able to:				
	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

	I. Professionalism				
Goal?	**B. Expectations and Protocols – I am able to:**				
	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
	C. Oral and Written Communication Skills - I am able to:				
	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/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 written work to include an introduction, body, and 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

Goal?	II. Higher Order Cognitive Functioning				
	A. Critical Thinking - I am able to:				
	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, current and 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. Desirable Intellectual Traits - I am able to:				
	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 priority	1	2	3	4
	Realize self-directed learning as an adult skill	1	2	3	4
	C. Professional Socialization - I am able to:				
	See the need for, and pursue, additional learning opportunities as 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's 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.

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Appendix E

Professional Behavior Report and Remediation Plan

Date: **Student 700 #**:

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

Program Director Signature	Date
Advisor Signature	Date
Student Signature	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:**