



COLORADO MESA
UNIVERSITY
GRADUATE STUDIES



Department of Kinesiology



OCCUPATIONAL THERAPY LEARNER HANDBOOK
2023-2024

coloradomesa.edu/occupational-therapy

Welcome! We are glad you are here!

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

This handbook is meant to be informative and answer some of the practical questions that might arise during your studies at CMU. Selected policies and procedures that guide our program and administrative decision-making are included. The CMU Handbook should be followed as closely as possible.

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

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

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

Preface

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

Profession of Occupational Therapy

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

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

Titles

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

Pronouns

Learners, staff, and faculty are welcome to disclose preferred pronouns if they choose and preferences will be respected.

Accreditation of the Occupational Therapy Program

The Colorado Mesa University Master of Science in Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's phone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the

national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Please feel free to contact ACOTE if you have additional questions about accreditation of the program:

Accreditation Council of Occupational Therapy Education (ACOTE)
6116 Executive Blvd, Suite 200
North Bethesda, MD 20852-4929
Ph: 301-652-6611
accred@aota.org

SECTION II- The Master of Science in Occupational Therapy (MSOT) Program at Colorado Mesa University

Overview of Colorado Mesa University

Colorado Mesa University (CMU) is a 4-year public university in Grand Junction, the largest community on the Western Slope of Colorado. CMU is the regional higher education provider for 14 western Colorado counties and is accredited by the Higher Learning Commission (HLC). The university offers programs leading to awards in four levels - certificates (graduate, professional, and technical), associate degrees, baccalaureate degrees, and graduate degrees (e.g., master's and doctoral degrees). In accordance with university mission and goals, CMU is committed to investigating educational endeavors and degree programs that meet the regional needs of western Colorado. One such need centers on health care, specifically, the need for advanced practice providers, especially in service to rural populations.

CMU's Institutional Mission Statement

As a Human Scale University, our mission is to provide an affordable and accessible education and form meaningful and mutually enriching partnerships that support the well-being and vibrancy of our community.

CMU's 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 create — a world where people aspire to love, extend dignity, choose courage, demonstrate humility, develop resiliency, celebrate curiosity, and use power for good.

The mission and vision are actualized and exemplified in the many supports provided across campus for students in living spaces with an active student life program, outdoor recreation program, a food pantry, food credits for the cafeteria for financially stressed individuals, a student success center, walk-in mental health, and an Integrated Resources for Information and Solutions (IRIS) program that is a one-stop shop for students with questions or needs. Faculty are supported serving students through programming to support online learning and classroom learning, provision of technology for teaching and learning, instructional designers, and on-

demand content for improvement of teaching. The community and region have exceptional opportunities to observe the rich cultural life of the university through the arts, theater, and sports.

Mission & Philosophy of the Master of Science in Occupational Therapy Program:

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

The **MSOT mission** reflects the following value statements:

CMU MSOT promotes the development of ethically and socially responsible practice scholars who learn in context.

CMU's graduates will become entry-level practitioners in the profession of occupational therapy and within the communities in which they live, work, and play.

The outcome value of the curriculum will be reflected by the graduates' ability to meet the occupational challenges and needs of individuals, communities, and populations at the local, regional, state, and national levels; especially in targeting the occupational concerns of the rural and frontier communities of the Western slope.

The graduate's abilities to address these needs are demonstrated through the accomplishment of meeting the program's learning objectives, completing fieldwork, passing the NBCOT (National Board for Certification in Occupational Therapy) examination, becoming licensed, and securing professional positions in regional cities and towns.

The **philosophy** of the MSOT program encompasses viewing humans as occupational beings who are intrinsically motivated to actively seek and engage in meaningful, purposeful activities. Purposeful engagement in occupations influences one's health outcomes and perceived quality of life (Hooper & Wood, 2019). Likewise, the MSOT program emphasizes client, population, and community health. Practice outcomes focused on occupation in context, community development, occupational justice, and prevention of physical, mental, and social illness- are all necessary for promotion of positive health and well-being across the life span. Thus, learners who graduate with a MSOT from CMU will demonstrate excellence in critical thinking skills to meet the occupational needs of individuals, groups, and populations across the lifespan, inclusive of basic and instrumental activities of daily living, play, leisure, work, and rest.

The **pedagogical philosophy** of this curriculum emphasizes *learning by doing* and *team-based learning* using primarily the learning theories of social constructionism and cognitive theory. As part of being a student-centered program, faculty are encouraged to give learners the opportunity

to share in decisions, to have confidence in the learners' capacity to lead themselves in learning experiences, and to remember how it feels to learn as a novice practitioner (a beginner's mind). Learners are encouraged to embody the role of novice practitioner and participate in the learning process where topics are relevant to their current and future professional lives, needs, and interests, and where they are actively engaged in creating, understanding, and connecting to knowledge.

Judicious use of cognitive scaffolding is used to support the novice practitioner in independent/team learning and such supports are gradually removed as learners demonstrate intermediate to entry-level capabilities in knowledge, skills, and attitudes.

An additional pedagogical philosophy influencing the curriculum is the **pedagogy of kindness** (Gorny-Wegrzyn & Perry, 2021). The pedagogy of kindness, a construct for the art of teaching, describes the inherent power dynamic of the faculty over learners; a dynamic that creates conditions of unequal power distribution. Such imbalances may lead to oppression, paternalism/maternalism, and dominance over students. The CMU MSOT program encourages faculty to temper the dynamic by creating a learning environment that embraces differences in learners, flattens the hierarchy of power (we are an acknowledged community of learners), encouraging learner's voices, and promoting independence in learning. If novice practitioners are to become advocates, consultants, and critical thinkers they must not be oppressed by the learning institution or intimidated by future power systems of care, policy, regulation, and governance. Rather, they learn to have respectful dialogue and equal status in relationship to power structures that may create conditions of occupational injustice and occupational deprivation.

Lastly, in making the curricular thread of social responsibility manifest in the MSOT program, we view learners and faculty as agents of change in the turbulence of healthcare systems and societal problems (Lamb, 2017). To that end, the learning community embraces the philosophy of becoming disruptive leaders in pursuit of occupational justice within societal systems. "The core building blocks of any disruptive leader are empathy, self-awareness, passion integrity, resilience, and judgment" (Sonnenfeld & Cohn, 2021, in B. Breier's Intentional Disruption). Disruptive leaders lead with intentionality, adaptability, and the capacity to perturb conditions to favor opportunity and change. Perturbations are frequently the simplest, finely graded, and targeted actions that create movement in an adaptive direction.

The need for disruptive and discerning leadership is never clearer than when the systems of organizations, institutions, or governments are faced with seismic, and sometimes global, events ranging from fiscal crisis to climate change, pandemic, and societal/civil tensions. Disruptive leaders have readiness for assessing a situation and bringing together the people, resources, and ideas/innovations to meet the challenge. On a moderate or micro scale, occupational therapy professionals who are socially responsible/disruptive leaders, can foster change at clinical, community, and regional levels. For example, innovating and creating solutions to occupational deprivation problems ranging from removing food deserts, improving accessibility of public space, increasing livability of homes, and expanding access to affordable healthcare resources and wellness.

Curriculum Design and Curricular Threads

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



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 Education*, 4(2).
<https://doi.org/10.26681/jote.2020.040201>

For faculty, the learning model helps in the instructional design process. In the CMU MSOT program, we also emphasize utilizing the digital technologies available from the learning management system at CMU to “flip” courses so instruction can emphasize “learning by doing.” Online technology provides a home for the course and repository of the syllabus, gradebook, and curation of learning materials, assignment instructions, exemplars, video lectures, visual/audio feedback, and other tools that can be accessed asynchronously. **Learners are asked to preview and read before attending the classroom.** The classroom is used as an active learning space with short mini-lectures, demonstrations, applied learning through simulation and case study, and where the physical, cognitive, and attitudinal practice of skills can occur.

The curricular threads of the MSOT program focus on a **student-centric** approach that welcomes diversity and produces **excellence in critical thinking** with an overarching focus on **creativity, ethical decision-making, and social responsibility in occupation-centered practice**, resulting in the promotion of health and well-being for a diverse society. For the CMU MSOT program the curricular threads are defined:

- **Excellence in critical thinking:** Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating occupation-centered practice information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven & Paul, 2003).
- **Ethical decision making:** “Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories, and weighing alternatives, making reasoned decisions, acting, and reflecting on

outcomes” (American Occupational Therapy Association, 2020).

- **Social responsibility:** a professional commitment to ensuring appropriate access for all to have quality well-being, health care and quality outcomes. At CMU, **occupation-centered practice** is defined as working systematically with a client through a sequence of actions called the occupational therapy process (assessment/evaluation, intervention, and outcome) to address occupations that may be goal-directed, task-oriented, purposeful, culturally relevant, role specific, individually tailored, or community-oriented, depending on one's values, beliefs, context, and environment. Occupational therapy practitioners use occupational science and evidence-based practice (EBP) to design solutions to occupational-performance issues (EBP=the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences. (American Psychological Association, 2008).
- **Creativity:** The practitioners of occupational therapy recognize the art and science of practice combine to produce innovative solutions to problems of daily life experienced by people with life challenges.

Number of Student Cohorts & Entrance Dates

The plan is to have one cohort of approximately 16 students to be admitted Spring semester the first year (2022). Each successive Spring semester for the next 2 years, the cohort will be increased by 4 students, for a maximum of 24 students: 1st Cohort (16 students), 2nd Cohort (20 students), 3rd Cohort (24 students). Final faculty-to student ratio is planned as 1:24 for lecture/online learning and 1:12 for lab utilizing additional adjunct and/or community faculty. Smaller faculty-to- student ratios (1:6) may occur for certain labs (i.e., biomechanics; modalities, sensory integration, Problem-based learning).

Length of the Program

The length of the MSOT Program at CMU was determined from surveilling graduate and doctoral education in other occupational therapy programs in the state and region. The average master’s program is 24 months. The tuition is comparable, if not less, than other graduate programs in health professions at CMU and the region. Institutional requirements for a conventional graduate degree at CMU are at least 30 credit hours and 60 credit hours for a doctoral degree. The length, cost, and credits for the CMU MSOT enables the delivery of an effective learning program at a significantly competitive cost and develops a graduate ready for entry-level professional work.

Internal Programs (all public universities)	Cost per credit hour (approx.)	Approx. Time and Hours	Approx. Total Cost: Tuition and Fees
CMU PA Program (Masters)	\$636	27 months, 112 Credits	\$71,232
CMU DPT Program	\$636	24 months, 105 Credits	\$55,740
CMU MSOT Program	\$530	24 months, 76 Credits	\$40,280
CMU MS Athletic Training	\$530	24 Months, 38 Credits	\$20,140
CMU Nursing Graduate Program	\$636	24, 42 Credits	\$40,450

Colorado Mesa University Occupational Therapy Program

External Programs	Cost per credit hour (approx.)	Hours	Approx. Total Cost: Tuition and Fees
Creighton at Regis U (OTD) (Private)	\$972	36 months, 125 Credit Hours	\$121,500
Colorado State University (Masters OT discontinued) Public	\$601 + \$2,000 per semester differential	24 months	No data
Colorado State University Doctoral OT (public)	\$601 + \$250 per credit hour differential = \$851	36 months, 99 credits	\$84,249
University of Utah Masters OT (public)	\$752 (includes differential)	26 months, 91 credits	\$68,452

The didactic portion of the curriculum (4 semesters over 18 months) will prepare learners to be scholars of practice using practical applications from casework, simulated case studies, and the experiential component of Level I Fieldwork. Level I and Level II Fieldwork will both require the learner to integrate the curricular threads of occupation-based practice and ethical decision-making for the promotion of health and well-being for individuals, communities, and populations. Level I Fieldwork are affiliated with the content of didactic coursework being emphasized during the semester, for example:

- Older adult/adult FW I are associated with the wellness and older/adult practice skills courses.
- Pediatrics FW I in Fall Y1 is associated with pediatrics content; and,
- Y2 Spring FW I emphasizes interprofessional/teamwork/leadership in conjunction with population health, leadership and ethics, and professional development coursework.

Every student will participate in Level I Fieldwork for 3 out of four semesters. The purpose of Level I Fieldwork is to provide students with the opportunity to apply knowledge from didactic learning/labs in the context of practice settings and populations served the Grand Junction area. Students will have the opportunity to debrief their fieldwork experience with faculty and peers each semester while enrolled in Level I Fieldwork Seminar. Level II Fieldwork is an additional 24 weeks (6 months). **The total program is 24 months.**

The MSOT curriculum requires a minimum of 76 graduate-level credits. The Master's entry-point to the profession is the most cost-effective, efficient, and timely use of resources from CMU. The curriculum "fits" the needs of communities and prospective learners (primarily associate and baccalaureate level) with the opportunity to benefit from the program and fill health professions shortage areas. The didactic, experiential, and assessment components of the MSOT will ensure learners demonstrate in-depth knowledge and scholarly application as evidenced by the following **educational outcomes** at CMU and the Graduate OT (Occupational Therapy) Program:

1. Critically apply the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge (CMU Graduate learning objective 1, 4 & 5).
2. Articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings (CMU Graduate learning objective 2 &3).
3. Develop and implement client-centered care that is inclusive of cultural values, beliefs and needs (CMU graduate learning objective 6).
4. Articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation (CMU Objective 2 &3).
5. Plan and apply evidence based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of

performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework (OTPF) (CMU Graduate Objective 2&3).

6. Exemplify professionalism by employing therapeutic use of self and science driven evidence in all practice areas and settings inclusive of a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer (CMU Graduate objective 6).
7. Uphold the ethical standards, values, and attitudes of the occupational therapy profession in all aspects of practice and professional interactions (CMU Graduate objective 6).

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World Federation of Occupational Therapy: <https://wfot.org/about/about-occupational-therapy>

Prerequisites: Admission into the Master of Science in Occupational

Sequence and Scope of Coursework by Semester

Academic Year 1

Spring Semester I (15)	Summer Semester II (10)	Fall Semester III (13)
OCCU 511 Lifespan & Occupational Performance (2)	OCCU 510 Scholarship and Research I (2)	OCCU 530 Scholarship & Evidence- Based Practice I (2)
OCCU 512 Professional Skills & Occupation-Based Practice I (2)	OCCU 520 Brain, Behavior & Occupation (2)	OCCU 531 Occupation-Based Practice & Theory for Children & Adolescents (4)
OCCU 513 Functional Anatomy & Movement (3)	OCCU 522 Professional Skills & Occupation-Based Practice II (2)	OCCU 532 Assistive Technology & Occupation (2)
OCCU 514 Wellness & Occupational Performance (2)	OCCU 523 Occupation-Based Practice & Theory Adults II (4)	OCCU 533 Telehealth, Occupation & Modalities (2)
OCCU 515 Occupation-Based Practice & Theory for Adults I (4)		OCCU 534 Psychosocial (1)
OCCU 550 Adults Fieldwork Level Ia & Seminar (1)		OCCU 552 Children & Adolescents Fieldwork Level Ic & Seminar (2)
OCCU 516 History & Theory (1)		

Academic Year 2

Spring Semester IV (13)	Summer Semester V (12)	Fall Semester VI (13)
OCCU 540 Scholarship & Evidence-Based Practice II (2)	OCCU 554 Level IIa Fieldwork (12)	OCCU 555 Level IIb Fieldwork (12)
OCCU 541 Leadership & Ethics (2)		OCCU 594 Fieldwork Seminar (hybrid) (1)
OCCU 542 Occupation-Based Practice & Theory for Populations (4)		
OCCU 543 Professional Development (2)		
OCCU 553 Inter-professional Education & Level 1d Fieldwork (2)		
OCCU 593 Culminating Project (1)		

Course Descriptions

OCCU 511 Lifespan and Occupational Performance (2 Credits)

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

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Offered: SPRING Y1

OCCU 512 Professional Skills and Occupation-Based Practice I (2 Credits)

Analysis of occupation from an in-depth look at its various forms as defined in the Occupational Therapy Practice Framework, including activity demands for all ages. Learners learn to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal, and temporal contexts across the lifespan for diverse populations. Introduction of formal and informal assessments to inform practice.

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 511, OCCU 513, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Offered: SPRING Y1

OCCU 513 Functional Anatomy and Movement (3 Credits)

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

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 511, OCCU 512, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Offered: SPRING Y1

OCCU 514 Wellness and Occupational Performance (2 Credits)

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

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 515, OCCU 550, OCCU 596

Offered: SPRING Y1

OCCU 515 Occupation-Based Practice and Theory Adults I (4 Credits)

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

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 550, OCCU 596

Offered: SPRING Y1

OCCU 516 History and Theoretical Foundations of Occupational Therapy (1 Credit)

Introduction to the history of the occupational therapy profession, occupational science, and theories. Skills associated with analysis, critical reasoning, and theory development associated with the occupational therapy process.

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 550

Offered: SPRING Y1

OCCU 550 Fieldwork Level IA and Seminar (1 Credit)

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

Prerequisites: Admission into the Master of Science in Occupational Therapy program.

Corequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 596

Offered: SPRING Y1

OCCU 510 Scholarship and Research (2 Credits)

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

Prerequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Corequisites: OCCU 520, OCCU 522, OCCU 523

Offered: SUMMER Y1

OCCU 520 Brain, Behavior and Occupation (3 Credits)

Foundational neuroscience preparation includes nervous system development, plasticity in typical development and in response to trauma and disease. Topics include the neuronal pathways underlying function with emphasis on sensation, movement, cognition, and pain. By analyzing differences in central and peripheral nervous system functions, learners learn to articulate how occupational performance affects, and is affected by, neurological processing.

Prerequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Corequisites: OCCU 510, OCCU 522, OCCU 523

Offered: SUMMER Y1

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

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

Prerequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Corequisites: OCCU 510, OCCU 520, OCCU 523.

Offered: SUMMER Y1

OCCU 523 Occupation-Based Practice and Theory for Adults II (4 Credits)

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

Prerequisites: OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 550, OCCU 596

Corequisites: OCCU 510, OCCU 520, OCCU 522

Offered: SUMMER Y1

OCCU 530 Scholarship and Evidence-Based Practice I (2 Credits)

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

Prerequisites: OCCU 510, OCCU 520, OCCU 522, OCCU 523

Corequisites: OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Offered: FALL Y1

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

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

Prerequisites: OCCU 510, OCCU 520, OCCU 522, OCCU 523

Corequisites: OCCU 530, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Offered: FALL Y1

OCCU 532 Assistive Technology and Occupation (2 Credits)

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

Prerequisites: OCCU 510, OCCU 520, OCCU 522, OCCU 523

Corequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 534, OCCU 552

Offered: FALL Y1

OCCU 533 Telehealth, Occupation and Modalities (2 Credits)

Investigation and analysis of the appropriate application of telehealth and the safe and effective use of physical agent modalities (PAMs) to support function and occupational engagement.

Topics include the use of telehealth for urban and rural populations and professional decision making for use of modalities in practice to support occupational engagement.

Prerequisites: OCCU 510, OCCU 520, OCCU 522, OCCU 523

Corequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 534, OCCU 552

Offered: FALL Y1

OCCU 534 Psychosocial and Mental Health Aspects of Occupational Therapy (2 Credit)

Exploration of psychosocial dimensions of human performance as fundamental to all aspects of occupation and occupational therapy, with every client, across all practice settings and application of occupational therapy as a component of interdisciplinary care that complements mental health treatment. Topics include cultural humility, psychological theories used in occupational therapy, OT process and intervention strategies for individuals, families, groups, communities, and mental health care settings.

Prerequisites: OCCU 510, OCCU 520, OCCU 522, OCCU 523

Corequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 552

Offered: FALL Y1

OCCU 552 Fieldwork Level IC and Seminar (1 Credit)

Participation in traditional and emerging practice areas, inclusive of behavioral health, where occupation is the focus of intervention for infants, children, and adolescents with congenital or acquired disability. Exploration of factors influencing occupational performance and behavioral health via supervised hands- on experience and practice of professional skills.

Prerequisites: OCCU 520, OCCU 522, OCCU 523

Corequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 533

Offered: FALL Y1

OCCU 540 Scholarship and Evidence-Based Practice II (2 Credits)

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

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Corequisites: OCCU 541, OCCU 542, OCCU 543, OCCU 553, OCCU 593

Offered: SPRING Y2

OCCU 541 Leadership and Ethics in Occupational Therapy (2 Credits)

Preparation in leadership skills for assuming roles requiring ethical prioritizing and professional decision making. Topics include policy development, advocacy, business aspects of practice, legislation affecting practice, marketing the delivery of services, quality management and improvement, and ethical decision making and supervision of personnel.

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Corequisites: OCCU 540, OCCU 542, OCCU 543, OCCU 553, OCCU 593

Offered: SPRING Y2

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

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

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Corequisites: OCCU 540, OCCU 541, OCCU 543, OCCU 553, OCCU 593

Offered: SPRING Y2

OCCU 543 Professional Development Preparation (2 Credits)

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

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Corequisites: OCCU 540, OCCU 541, OCCU 542, OCCU 553, OCCU 593

Offered: SPRING Y2

OCCU 593: Occupational Therapy Culminating Project (1 Credit)

Culminating experience to demonstrate synthesis of knowledge gained from a graduate-level research project. Research findings will be disseminated to peers, stakeholders, and wider audiences through poster presentations and submission of a manuscript to a scholarly journal. Emphasis on contributing to the growth and dissemination of research and knowledge in the occupational therapy profession.

Pre-requisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Co-requisites: OCCU 540, OCCU 541, OCCU 542, OCCU 543, OCCU 553

Offered: SPRING Y2

OCCU 553 Fieldwork Level ID and Seminar with Inter-Professional Education (1 Credit)

Didactic and experiential course providing opportunities in analyzing diverse cases from multiple inter-professional perspectives to prepare the learner for professional life. The learner will experience various professional perspectives including special education, nursing, physical therapy, speech therapy, athletic training, physicians, and physician assistants.

Prerequisites: OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, OCCU 552

Corequisites: OCCU 540, OCCU 541, OCCU 542, OCCU 543, OCCU 593

Offered: SPRING Y2

OCCU 554 Fieldwork Level IIA (12 Credits)

Fieldwork experience under the mentored supervision of a licensed occupational therapist. Includes an in-depth experience in delivering occupational therapy services to clients throughout the occupational therapy process. Learners are expected to assume increasing responsibilities related to client care.

Prerequisites: OCCU 540, OCCU 541, OCCU 542, OCCU 543, OCCU 553, OCCU 593

Typically, SUMMER Y2

OCCU 555 Fieldwork Level IIB (12 Credits)

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

Prerequisites: OCCU 554

Corequisites: OCCU 594

Typically FALL Y2

OCCU 594 Fieldwork Seminar (1 Credit)

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

Prerequisites: OCCU 554

Corequisites: OCCU 555

Offered: FALL Y2

Section III- Organizational Information

Department of Kinesiology Administrators, Support, Roles

The Master of Science in Occupational Therapy Program is a division of the Department of Kinesiology.

Important contacts in the Department of Kinesiology include:

Department Head

Jeremy Hawkins, PhD, LAT, ATC

Foster Field House 134

Phone: 970.248.1374 (o)

Email: jrhawkins@coloradomesa.edu

Kinesiology Department Contact

Krista L. Bonino, Administrative Assistant
Maverick Center 240
Phone: 970.248.1635
Email: kbonino@coloradomesa.edu

Occupational Therapy Faculty and Learner Description

Occupational Therapy Program Director (PD)

Carla Wilhite, PPOTD, OTR/L, FAOTA
MEC 115
Phone: 970-248-2302
Email: cwilhite@coloradomesa.edu

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

Academic Fieldwork Coordinator (AFWC)

Rachael Eisfelder, cPhD, MOT, OTR/L
MEC 126
Ph: 970-248-1716
Email: reisfelder@coloradomesa.edu

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

Occupational Therapy Faculty and Staff

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

Victoria Hibler, OTD, OTR/L, ATP
MEC 129
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Email: vhibler@coloradomesa.edu

Jennifer Fortuna, PhD, OTR/L
MEC 136
Phone: 970-248-2310
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Melissa Mattner, DHSc, OTR/L
MEC 167c
Phone: 970-248-1066
Email: mmattner@coloradomesa.edu

Sarah Gray, OTD, OTR/L
MEC 122
Phone: 970-248-2309
Email: sgray2@coloradomesa.edu

Brittany Fridal, B.S.
Professional Staff MEC 113
Phone: 970-248-1484
Email: bfridal@coloradomesa.edu

Professional staff primary responsibilities are supporting the program director, management of the unit, budget, inventory, and assigned projects. Discretionary responsibilities may involve ordering of supplies, assisting students with information or resources, and assisting faculty.

Occupational Therapy Student (OTS)

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

Faculty Roles

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

Meeting with Faculty:

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

Do not expect faculty to be free to meet with you when you “pop in.” Barring emergencies, plan so that an appointment can be made fitting both the learner’s and the faculty member’s schedules. Setting regular meeting times/dates for major projects may help keep you on track and assure you continuous access to your mentoring faculty member.

Come prepared to meetings, with a prepared list of questions, if appropriate, or some well-thought-out issues. Give your faculty member a copy of the work ahead of time (at least two

days) so they can read it and be ready to help you. This will help to use your meeting time more effectively.

Faculty members have many books and resources that may be helpful to you. When you borrow a resource, return in a timely manner for other learners or faculty to use.

If you have an issue, it is your responsibility to seek out faculty advice. You can be assured of confidentiality regarding personal issues. Faculty members do not share personal or confidential information with others unless granted permission.

Role of Faculty as Advisors

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

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

- To support learners to successfully complete the graduate program
- To encourage and assist professional development
- To help make decisions about electives
- To discuss part-time enrollment as appropriate
- To advise as needed about issues or concerns
- To serve as a learner advocate during remediation planning
- To work with the learner on fulfillment of remediation plans

Anticipated Program Costs

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

This table is designed to estimate the cost of the Master of Science in Occupational Therapy program. Please keep in mind that tuition and fees are subject to change and the cost of additional required elements of the program will vary by student.

Estimated Current Cost*	Year 1 costs	Year 2 costs	Total cost for program
In State tuition and fees	\$23,000	\$21,992	\$44,992
<i>*Total estimated program tuition and fees for in-state students. Does not include additional program costs.</i>			
Out of State tuition and fees	\$35,000	\$30,152	\$65,152
<i>*Total estimated program tuition and fees for out-of-state students. Does not include additional program costs.</i>			

Student Responsibilities for Additional Estimated Costs Associated with the Program**	
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
Estimated Living and Transportation Expenses Per Semester***	
Housing and Food	Varies
Transportation	Varies
Miscellaneous Living Expenses	Varies
Notes: *Tuition and Fees are estimated costs and are based on the current approved CMU tuition rates. These rates are subject to change. This information will be updated each academic year.	Last updated October 13, 2022

<p>**Additional Costs are for required expenses but are estimates as each student's requirements and preferences will impact costs.</p> <p>***Expenses vary based on student's location.</p>	
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Section IV-Academic Information

Overview of Classroom and Professional Experiences

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

There is an expectation that learners will incorporate newly learned knowledge and skills in the classroom and during their fieldwork experiences. These classroom and fieldwork experiences are designed to challenge the OTS to utilize, apply, and develop their learned knowledge and skills in real situations. Fieldwork education experiences are designed to expose learners to patients/clients throughout the lifespan, different sexes, varying socioeconomic statuses, varying levels of activity and ability to perform occupations. Fieldwork settings range from community-based experiences to acute inpatient, outpatient, home care, primary care, rehabilitation centers, schools, and workplaces. Our goal is to provide experiences to develop the learner for entry-level employment and to be contributors to the evidence for occupational therapy wherever they practice.

Overview of Professional Skills Competencies

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

Learning Progression Utilized by the Occupational Therapy Program

Novice to Advanced Beginner to Competent

We believe there is always added information to learn, areas to improve, and places to better oneself in the practice of occupational therapy. As faculty, we are always trying to improve our skills in occupational therapy as practitioners and educators. When learners first enter the MSOT Program, they are at the level of a novice. At this stage, the learners are early learners and most, if

not all, of the information is new to the learner. Skills being taught have never been practiced, and direct supervision is required to ensure professional practice safety. This is where we expect learners to start, but not to stay.

The next stage a learner will progress to is an advanced beginner/intermediate learner. Information and knowledge are starting to be retained, skills are improving, and there is clear advancement in one's improvement and abilities. Supervision continues to be a requirement, but there is confidence in the learners' ability to perform some tasks.

The final stage learners must accomplish while in the didactic program includes all skills and competencies at the **near entry level of competence**. At this stage, there is a comfort that the learner can practice skills, clinically reason, respond to supervision, and make sound decisions. Though we expect that learners reach this mark in all areas of knowledge and skills by graduation, some learners may reach competence earlier in one's education, and the learner may be well-suited in being able to assist other learners reach competence or to self-identify new opportunities for discovery in the field of occupational therapy. However, to be completely ready for unsupervised professional practice we must ensure that the learners are competent in all areas. Fieldwork II completes the process of bringing students to **entry level competence**.

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

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

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

Grade System

Grades of "A," "B," "C," "D," and "F" are used and computed in the GPA.

Other marks used are "I" (incomplete); "W," (withdrawn); "NC," (no credit); and "P," (passing).

At the discretion of graduate programs, Pass/Fail (or "P/F") grades may be allowed for research, practicum, and thesis courses. Grades of "I," "W," "NC," and "P" are not counted in determining GPA.

Courses for which "C," "D," "F," "I," "W," or "NC" grades are awarded shall not count in graduate degree programs and **shall not** satisfy program deficiency requirements.

Incomplete (“I”) grades are temporary grades given to a learner only in an emergency case and/or at the discretion of the instructor.

At the end of the semester following the one in which an “I” is given, the “I” becomes the grade that is submitted by the instructor to the Registrar’s Office. If the instructor does not submit a grade by the deadline for that semester, the grade becomes an “F.” For, example, a grade of “I” given spring semester should be addressed by the end of the following fall term unless a longer term is specified by the instructor.

Extension of time to complete work may be made in exceptional circumstances at the instructor's discretion. A learner with an “I” grade, however, may not change the “I” by enrolling in the same course another semester, except in the case of thesis and dissertation courses, which require continuous enrollment while progressing toward the degree. Grades can be changed, using the Special Grade Report, within the first two weeks of the semester following the receipt of the original grade by the Registrar’s Office.

GPA Requirements

Learners must have a cumulative GPA of at least a 3.0 to graduate.

Students who earn less than a 3.0 GPA during a term will be placed on "Academic Probation." Students remain on Academic Probation until their cumulative GPA meets or exceeds a 3.0.

Students who earn less than a 3.0 during a subsequent term while on Academic Probation will be dismissed from the program.

Students may be placed on Academic Probation a maximum of two times after which they will be dismissed from the program.

Students who earn a "D" grade in any didactic course (regardless of GPA or semester) will be placed on Academic Probation and "Suspended" (required to sit out a year, take the course again and successfully complete the course with a grade of a "B" or better before proceeding in the program.

Students who earn a grade of "F" in a didactic course will be dismissed from the program.

First Term Students

To progress to the second term, students must earn a minimum GPA of a 2.75.

First semester students who earn a semester GPA between 2.75-2.99 will be placed on academic probation.

First semester students who earn a semester GPA of **less** than 2.75 will be referred to a review committee comprised of three occupational therapy faculty and a recommendation will be made to the Program Director for: 1) dismissal or 2) suspension.

Subsequent Terms

All students must earn a minimum GPA of 3.0

Additional Information As allowed by specific program requirements, learners may repeat a maximum of two different courses at the graduate level for up to 6 credit hours. No course may be repeated more than once. When a course is repeated, the highest grade earned is computed into the learner's GPA. All attempted courses and grades remain in the academic record but are not computed in the overall average. In these cases, transcripts will contain a statement indicating the grade point average has been re-computed and stating the basis for re-computation. *Note: if learners are suspended, they may not take any other course until the repeat course is completed with a "B" or better. This mean learners will sit out for a year.*

Learners are notified of their Academic Probation in a written letter from the Graduate Program Director. The letter will specify the date and reason for Academic Probation and what steps should be taken to lift it. Appeals of probation follow the Appeals Process outlined in this manual. See Section X.G. at

<https://www.coloradomesa.edu/graduate/documents/GraduatePoliciesProcedures.pdf>

Learners may be dismissed from a degree program for the following reasons:

- The learner earns a "F" in a course.
- The learner is placed on Academic Probation for a third time.
- The learner has less than a 3.0 cumulative GPA for two semesters.
- The learner fails the written and/or oral comprehensive examination or its approved equivalent as specified by specific program requirements.
- The learner earns an "F" on a thesis, practicum paper, or culminating activity.
- The learner exceeds the time allowed for program completion before completing all degree requirements.
- The learner violates the policies or procedures in this manual or set forth by the department in its graduate handbook.
- The learner does not behave professionally, including instances of academic misconduct.
- The learner does not make satisfactory progress on the remedial terms specified in a formal letter of probation.
- The learner on Academic Probation and Suspension for earning a "D" earns less than a "B" in taking the course again or earns a "D" in a second course.
- The learner is found to have committed research misconduct by the Office of Sponsored Programs. (See Section XI in the Graduate Policies and Procedures Manual)

Learners are notified of their dismissal in a written letter from the Graduate Program Director. The letter will specify the date and exact reason for dismissal and a copy will be sent to the Director of Graduate Studies and the University Registrar.

Appeals of dismissal follow the Appeals Process outlined in this manual. See Section X.G. in the Graduate Policies and Procedures Manual <http://www.coloradomesa.edu/graduate/documents/GraduatePoliciesProcedures.pdf>

Learner Retention/Suspension/Dismissal Policy

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

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

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

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

Other Reasons for Suspension or Dismissal

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

- Performing assigned professional experiences under the influence of alcohol or drugs.
- Unauthorized release of patients/client's medical records. The unauthorized release of individuals' medical records is a crime. You cannot discuss an individual's injury or status with anyone without the patient's permission. If you are going to discuss a case as an example or as a case study, you must keep the patients/clients' identity anonymous.
- False representation. Falsely representing yourself regarding status or position. You are an Occupational Therapy Student - make sure people understand this when you present yourself. Please ALWAYS wear your nametag.
- Sexual misconduct. Using your position as an OTS to make advances toward or take advantage of an individual during an evaluation or treatment will not be tolerated. Evidence and information supporting intentional sexual misconduct will automatically result in dismissal with no possibility of reinstatement, in addition to charges that the victim may wish to file (refer to The Maverick Guide- pages 52-56).
- Deficient performance/behavior classroom or fieldwork (e.g.)
 - Failure to be punctual.
 - Conduct unbecoming a professional (rudeness, refusals, threats, etc.).
 - Failure to give notification of an absence.
- Academic Misconduct. Academic misconduct includes, but is not limited to, plagiarism, the appropriating of written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of the same and passing them off as the product of the learner's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof.

- Regarding written work in particular, direct quotations, statements which are a result of paraphrasing, summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, including artificial intelligence. If learners acknowledge their sources and if there is no reason to believe that they have attempted to pose as the originator, learners shall not be charged with plagiarism even though the form of the acknowledgement may be unacceptable. However, learners should be aware that most professors require certain forms of acknowledgment, and that adequate referencing (or acknowledgement) may be a part of the grading criteria for specific graduate coursework or program requirements. More information on academic misconduct can be found in the Maverick Guide:

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

OT Program Technical Standards

As an Occupational Therapy learner/novice practitioner, you will be providing Occupational Therapy services at a variety of fieldwork sites. The MSOT Program at CMU has developed guidelines to safeguard the well-being of the OTSs and the patients/clients in compliance with the Accreditation Council for Occupational Therapy Education. Colorado Mesa University does not discriminate against persons with disabilities in its admissions process or the selective admissions process for individual programs. Learners with documented disabilities who anticipate special needs with any aspect of the Occupational Therapy Program including the professional instruction practicum are urged to contact Educational Access Services.

The faculty of the Occupational Therapy program will cooperate with Educational Access Services to make reasonable accommodations for learners with documented disabilities admitted to the program.

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

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

Qualifying applicants and enrolled MSOT Program learners must possess aptitude, ability, and skills for professional practice. The technical standards, along with the academic standards, are requirements for admission, progression, and graduation. Students may achieve these technical standards with or without reasonable accommodation. Students who upon review of the technical standards determine that they require accommodation to fully access and engage in the program are encouraged to contact Student Accessibility Services to discuss their access needs confidentially. Timely accommodation requests are essential and encouraged, as the program's clinical nature may require more time to develop and implement accommodation. These technical standards were adopted with permission from Ithaca College's Occupational Therapy program.

Technical Standard-Acquiring fundamental knowledge

Learners are expected to:

- Synthesize theories and concepts to develop an understanding of human experience and integrate these into occupational therapy practice.
- Become proficient in basic healthcare policy and regulatory environments, including local, state, national, and global healthcare trends.
- Learn through a variety of modalities, including but not limited to classroom instruction; laboratory instruction, including cadaver lab; physical demonstrations; small group, team, and collaborative activities; individual study; preparation and presentation of information; clinic- and community-based learning experiences; and use of computer technology.
- Develop communication skills: Learners are expected to:
 - Display interpersonal skills needed to accurately evaluate, address, and monitor client needs and outcomes and enable the delivery of client-centered services.
 - Clearly and accurately record information.
 - Interpret clients' verbal and non-verbal communication accurately.
 - Communicate effectively in person and written format to collaborate with all members of a service delivery team, including other professionals, clients, and caregivers.
 - Interpret data and clinical information

Learners are expected to:

- Interpret, assimilate, and understand complex information required to function effectively within the occupational therapy curriculum.
- Recognize and define problems, develop, and implement solutions, and evaluate outcomes.
- Demonstrate critical thinking skills and appropriate decision making, with the ability to differentiate relevant versus irrelevant information.
- Recall, comprehend, analyze, synthesize, and apply large volumes of information to clinical situations in classroom discussion and in clinical settings.
- Understand, calculate, and interpret basic statistical tests and measures.
- Integrating knowledge to establish clinical judgment

Learners are expected to:

- Conduct or direct routine assessments to form an accurate and comprehensive occupational profile.
- Provide or direct therapeutic interventions.
- Retrieve, appraise, and synthesize evidence to improve client outcomes.
- Integrate evidence, clinical judgment, and client preferences in planning, implementing, and evaluating client outcomes.
- Follow safety standards for the environment and universal precaution procedures.
- Developing appropriate professional attitudes and behaviors

Learners are expected to:

- Recognize and critically self-evaluate the impact of social status and professional attitudes, behaviors, values, and expectations on clients.
- Understand and function according to the ethical, legal, and moral behaviors commensurate with the role of a CMU learner and occupational therapist in all

professional, clinical, and research activities.

- Maintain commitment to the educational process and best practice guidelines.
 - Develop mature, respectful, and effective relationships with peers, clients, professionals, and community members, regardless of gender identity, age, race, sexual orientation, religion, disability, or other protected status.
 - Develop flexibility in intervention strategies and behavior as needed to adapt to and function within changing environments and uncertainties in client circumstances.
- (Technical Standards adapted from Ithaca College, Occupational Therapy program)

When indicated, learners unable to resolve deficiencies in the above areas with or without appropriate accommodation may be counseled to pursue alternate career paths.

Appeal Process for Discipline

Responsibility for student discipline rests with the FACULTY, not an individual faculty member. The FACULTY will determine the conditions of the students' discipline: verbal warning, written warning, remediation, probation, suspension, or dismissal. Learners may appeal the decision through the Occupational Therapy Learner Grievance Process. If the learner is not satisfied with the decision of the Occupational Therapy Program Grievance Committee (FACULTY) the learner can proceed with the appeal up to the level of Vice President of Learner Affairs.

Process

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

business days of receipt of the learner's formal letter of appeal.

- g. If the appeal is not successfully resolved with the Director of Graduate Studies, the learner may direct the appeal to the Vice President of Academic Affairs. The learner should present the appeal letter and all materials/letters from previous appeal levels within 10 working days of receipt of the Director of Graduate Studies' letter.
- h. The Vice President of Academic Affairs should reply in writing to the learner within 10 business days of receipt of the learner's formal letter of appeal. The decision of the Vice President of Academic Affairs is final and cannot be appealed.

Grade Appeals

Learners wishing to appeal an assigned grade should follow the academic appeals procedure, as outlined in the Maverick Guide at:

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

Occupational Therapy Learner Grievance Process

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

A grievance is an official statement of a complaint over something believed to be wrong or unfair (Oxford dictionary). Grievances may be individual or professional issues. Or grievances may involve other parties: peers, staff, or faculty.

If there is a grievance regarding the classroom environment, a peer, or instructor, the learner should speak to the instructor first. If the grievance is unresolved, the learner should contact the Program Director. If the Program Director does not resolve the grievance to the learner's satisfaction, the learner can move the issue to a grievance committee.

The grievance committee hearing the complaint will be the learner's assigned advisor, the Occupational Therapy Program Director or Academic Fieldwork Coordinator, and the Department of Kinesiology Chair. Alternate faculty may be assigned if members of the grievance committee are parties to the complaint. The decision of the grievance committee is final.

Work Policy

The Occupational Therapy Program highly discourages working while enrolled in graduate studies. Graduate level work is far more demanding physically, emotionally, and cognitively than undergraduate level studies. If a learner has no other choice but to work, these must be secondary to academic and professional education activities. Learners who are caregivers to other people (e.g., spouse/partner/children/elderly family) often have no choice about providing the work necessary to give care. This makes graduate school a more arduous undertaking.

All learners should strive to build strong networks of support from family, friends, spiritual community, and community organizations so that they are best positioned to succeed in graduate school. Please consult your faculty advisor as needed to advise on issues related to challenges for participation in the OT program.

Requirements to Sit for the Board of Certification Examination

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

It is important to understand that completion of the Occupational Therapy Graduate Program will not in itself authorize an individual to practice occupational therapy in the United States. To become certified as a **registered** occupational therapist (OTR), an individual must successfully complete an accredited program of study in occupational therapy, including at least six months of Level II fieldwork experience. Once individuals have completed their course of study, they are eligible to sit for the certification examination conducted by the National Certification Board for Occupational Therapy (NBCOT). The certification examination is a comprehensive, computerized multiple-choice test given on demand.

Additional information is available on the NBCOT web page at www.nbcot.org or can be found by calling (301) 990-7979 or by mailing to NBCOT One Bank Street, Suite 300 Gaithersburg, MD 20878.

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

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

Division of Professions and Occupations
1560 Broadway, Suite 1350
Denver, CO 80202
Phone: 303-894-7800
Fax: 303-894-7693
Email: dora_dpo_licensing@state.co.us

SECTION V- Fieldwork Education

Introduction

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

SECTION VI – Occupational Therapy Learner Rights and Privileges

Non-Discriminatory and Diversity Statements

The Colorado Mesa University Occupational Therapy Program and affiliated sites believe in and uphold the university's non-discriminatory and diversity statement which appears as: "Colorado Mesa University does not discriminate based on sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or to the U.S. Department of Education's Office of Civil Rights."

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

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

Learner Services

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

- Educational Access Services- 970-248-1856
- Career Services- 970-248-1404
- Office of Learner Success- 970-248-1340
- Integrated Resources for Information and Solutions (IRIS)-student assistance for advising registration, financial aid, and billing
- Testing Center- 970-248-1260
- Tutorial Learning Center- 970-248-1392
- Writing Center- 970-248-2208
- Vice President of Learner Services (John Marshall)- 970-248-1366
- Grand Junction Alcohol Awareness Classes, Drug Education, MIP, and DUI classes-
<https://www.alcoholdrugclass.com/Alcohol-Awareness-Class/Colorado-Grand-Junction.aspx>
- Learner Wellness Center- 970-644-3740 Ext. #4

- Behavioral Health Services-
 - 24/7 Emergency-888-207-4004
 - Appointments-970-644-3740
- National Suicide Prevention Lifeline- 800-273-255
- Mentoring a CMU
 - Fran Morales- 970-248-1441
 - Jesse Scott- 970-248-1257
 - Rose Willett- 970-248-1718
- Sexual Assault Response Team (SART)- 709-270-5895
- Grand Junction Police Department- Non-Emergent Number- 970-242-6707

Financial Aid

Scholarships

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

Telephone/Printer/Computer Use

Telephones, printers, and computers in the Occupational Therapy facility are for official college business. Computers for students are available in the group learning rooms, and students may print documents to a student printer located in the faculty office reception area.

OT Classroom, Facilities, and Labs

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

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

On Campus Dress Code and Professional Appearance

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

Appropriate Attire

Clinic, community, and practice coverage

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

Clothing Stains/Damage

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

Name Tags

Learners must wear their CMU OTS name tag to all professional and fieldwork assignments and in the Occupational Therapy Facility during classroom hours. Replacements for name tags will be a \$10 charge and you will need to contact the Staff Assistant to order a new one.

Immunizations and Health Screening

All Occupational Therapy learners must verify that they do not have conditions that endanger the health and well-being of other learners and patients/clients.

Colorado state regulations require that all university learners have two (2) valid doses of Measles, Mumps, and Rubella vaccine, unless the learner was born before July 1, 1957, or the learner can provide acceptable laboratory evidence (blood test) showing immunity to Measles, Mumps, and Rubella. 6 CCR § 1009-2: IX.

If the learner completes an exemption form for MMR (Measles, Mumps and Rubella) and an outbreak occurs, the learner will be subject to exclusion from the school. Learners must show documentation of receiving these immunizations or a titer showing immunity.

Due to the requirements of our program professional partners, learners may also be required to receive the annual flu shot in the fall and the COVID-19 vaccination plus boosters. Learners who have medical contraindications or qualify for a medical exemption to receive these vaccinations must provide documentation from a medical provider.

Any Occupational Therapy learner that chooses not to meet the immunization and health screening requirements or does not complete an exemption, may be unable to complete their required professional experiences and risk delay in graduation.

Screening requirements are subject to change as mandated by professional sites or changes in the laws regulating occupational exposure. **See Appendix C for further information.**

Post-Admission Immunization Requirements, Screens, Criminal History, and Memberships:

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

- Current BLS CPR / First Aid certification must include Pediatric BLS and CPR. Must conform with the American Heart Association guidelines (AHA) or American Red Cross (Will need copy of front and back of the card).
- Criminal Background Check and Drug Screen (Must be completed the summer prior to your matriculation into the program. Only one is needed for the program, but various professional sites may require updated Criminal Background Checks and Drug Screens)
- AOTA Learner Membership (American Occupational Therapy Association)
- OTAC Learner Membership (Occupational Therapy Association of Colorado)
- Attestation of ability to meet OT Program's Technical Standards
- Hepatitis B series vaccination
- Measles, Mumps and Rubella (MMR) vaccination
- Varicella vaccination
- Tetanus/Diphtheria/Pertussis: Record: Proof of current vaccination of having received one (1) dose Tdap
- Influenza vaccination (annually)
- COVID-19 vaccination and boosters, including bivalent
- Tuberculosis Screening

Attendance

Attendance to all curricular and some extra extracurricular activities are mandated. Treat the program as your "workplace." If a learner will be absent for class or scheduled curricular activity, they must notify the instructor of record. In general, missed quizzes, tests, practical & skills checks, or hands on laboratory work cannot be made up. If the missed work is part of a program competency or fulfillment of an ACOTE standard, the learner may be required to take an Incomplete for the course until they can demonstrate the competency. An excused absence for illness requires a primary provider's note before returning to class.

In case of planned absences of more than one day or for emergency situations, the learner should

request the absence from the Program Director, who may grant the request at their discretion.

In all instances of absence, learners must plan to make-up for missed content, quizzes, or exams. Instructors are not required to accommodate any absences or provide make-up unless it is an absence for an illness with a primary provider's note. Instructors of record may take deductions for absences or for work turned in late.

Frequent absences or any non-notification of absence could result in discipline (e.g., probation, suspension, or even termination from the program). Please read your syllabi carefully for your instructor's additional classroom policies, as they may vary.

CAMPUS SAFETY

It is the policy of Colorado Mesa University to provide for the safety and security of all members of its campus community. CMU believes that academic freedom can only flourish in an environment that is free of criminal or other discriminatory behavior and unsafe conditions. Colorado Mesa University is committed to maintaining the campus community as a place of study, work and residence that is free from abuse, intimidation, and harassment and where everyone is treated with respect and courtesy. The university will not tolerate criminal activity and will actively pursue internal discipline, criminal prosecution, or both for all offenders.

IN ANY POLICE, FIRE OR MEDICAL EMERGENCY, CALL 911

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.

Primary emergencies envisioned by the plan are active shooter/critical incident, fire, chemical spill, radiological emergency, bomb threat or the need for campus wide evacuation.

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

- Life
- Environment
- Property
- Restoration of the academic program

This outline is not intended to cover all contingencies that may result in a campus emergency. However, it is designed to provide employees with general guidelines to follow in certain emergency situations. The guide provides information on Active Shooter, Critical Incident (Lockdown/Shelter-in- place), Bomb Threat, Campus Wide Evacuation, Chemical Spill, Fire, Medical Situations, and Radiological Emergency.

Go to the following web page for the complete guide:

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

ST. Mary's Education Center Safety Specific Information

For alerts about campus closures or other emergencies, staff should sign up for emergency text messages through the Colorado Mesa Emergency Warning System at:

https://cmussb.coloradomesa.edu/PROD/codered.P DispForm?called_from=mavzone

Evacuation

There will be occasions when the building may need to be evacuated for a variety of reasons.

NOTIFICATION: As soon as any fire, large or small, is detected, notify the occupants of the building by sounding the fire alarm or by personal contact if your building is not equipped with a fire alarm system. Call or have someone else call 911 from any campus or residence hall phone.

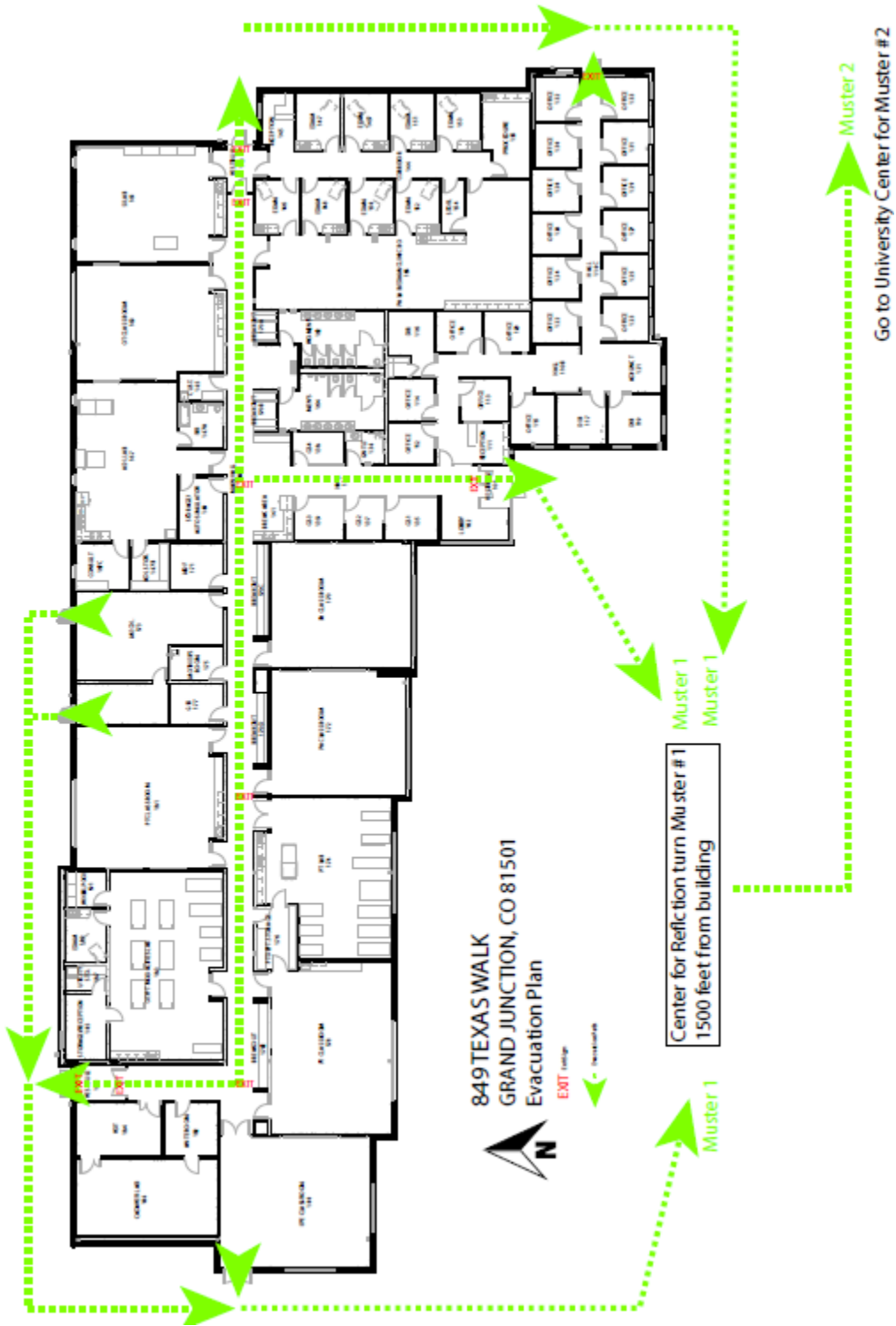
IF THE FIRE IS SMALL, attempt to put it out with a fire extinguisher.

Training in the use of fire extinguishers is available through Facilities Services at Colorado Mesa University and should be obtained before the need arises. Call 970.248.4357 or 970.248.1105 to arrange for training.

IF THE FIRE CANNOT BE CONTROLLED, close the door to the room where the fire is located and evacuate the building. Stay in the area to inform emergency personnel of the nature and location of the fire.

EVACUATE THE BUILDING: Whenever you hear a fire alarm, evacuate the building. Do not use the elevator (if any); use stairwells. Do not attempt to re-enter the building for any reason until local fire officials give permission.

NEXT PAGE: Evacuation Routes



Lockdown

You will be alerted to undergo Lockdown or Shelter-in-Place through the Colorado Mesa University Emergency Text Notification System.

1. Students should report to the nearest classroom.
2. Close all windows, lock your doors, and do not leave for any reason.
3. (For Shelter-in-Place only) Seal the gap between the bottom of the door and the floor.
4. Stay away from all doors and windows (For Lockdown Only) Move students to interior walls and drop to the ground.
5. (For Lockdown Only) Shut off lights, BE QUIET!
6. (For Shelter-in-Place only) Permit classroom use of telephones in emergencies only.
7. Wait for further instructions.

Infection Control

To ensure safe health care practices for protection of clients, self, and others:

All students, employees, and faculty will practice Infection Control procedures and universal precautions to ensure optimal health practices.

1. During the first semester in the OCCU courses, all students are trained in Universal Precautions.
2. Washing hands is a required prevention activity prior to and following all client care and lab activities.
3. No outside food and drink, with exception of water, are to be consumed in the lab spaces, with the exception of laboratory activities that require food and/or drink. This is at the discretion of course faculty.
4. All mats are to be cleaned after usage using approved cleaning wipes. Mats must be cleaned after each use, prior to a new person using it. No shoes should be worn on any plinths or floor mats throughout all Departmental labs. Labs and equipment are to be cleaned after each usage to prevent spread of potential germs/infections. Course faculty who are supervising labs are responsible for this procedure.
5. Gloves are to be worn for any infection, open wounds, or scabs. Gloves are to be discarded in foot operated waste cans.
6. If any injury occurs, it is to be reported immediately to the Division of OT.
7. Safe body mechanics and procedures are to be used at all times.

8. Appropriate infection control attire must be adhered to per facility policies.
9. Students are to wear clean attire, minimal jewelry; keep hair tied away from the face and not report to class/fieldwork when ill.
10. All division linens utilized are to be washed after each lab usage and returned to the lab within two working days. Course faculty who are supervising labs are responsible for this procedure.

(Source: August University, Occupational Therapy Program)

Basic Safety of Guest Clients in the MEC

Students, staff, and faculty will take care to keep all guest clients safe while visiting the classrooms of the program. Students will be educated to apply knowledge and critical reasoning regarding safety from practice courses (i.e., OCCU 515, 522, OCCU531, etc.).

- Appropriately identify the guest client and seek consent prior to initiating demonstrations of care procedures.
- Practices/demonstrations must be within the scope of practice and competency of faculty.
- Practices/demonstrations by students must be under the supervision of faculty.
- Recognize risks associated with the individual's health history and prevent adverse events.
- Encourage guest clients to speak up if they have discomfort or perceive risks to their health or safety.
- Respond appropriately to the guest client's concerns and complaints.
- Equipment, supplies, and technologies will be implemented using accepted safety practices and precautions as supplied by reputable sources (i.e., vendor, clinic).
- Conduct surveillance of the classroom/lab/clinic environment for hazards.
- Report concerns related to hazards, errors, and near misses using CMU reporting systems.
- Maintain readiness/capability to practice (person factors).

(Adapted from <https://patientsafetyfornursingstudents.org/>)

APPENDIX A – OT Code of Ethics

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

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

The Code is available at: https://research.aota.org/ajot/article-standard/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics

APPENDIX B – Professional Practice Standards

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

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

Standards of Practice for Occupational Therapy. *Am J Occup Ther* November/December 2015, Vol. 69(Supplement_3), 6913410057p1–6913410057p6. doi: <https://doi.org/10.5014/ajot.2015.696S06>

APPENDIX C- Immunization and Health Policy

Policy Name: Immunization and Health Policy

Version Number: 1.2

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.

IMMUNIZATIONS & HEALTH SCREENING

All MSOT students must verify that they do not have conditions that endanger the health and well-being of other students and patients. Colorado state law require that all university students have two (2) valid doses of Measles, Mumps, and Rubella vaccine, unless the student was born before July 1, 1957, or the student can provide acceptable laboratory evidence (blood test) showing immunity to Measles, Mumps, and Rubella. 6 CCR § 1009-2: IX. If the student completes an exemption form and an 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 Approve, and it will be available for review by the Colorado Department of Public Health and Environment and the local community health board. Screening requirements are subject to change as mandated by clinical sites or changes in the laws regulating occupational exposure. To that end, the following policies are presented:

1. Students are responsible for any/all charges related to verification of screenings.
2. Students may choose the examiner from the list provided.
3. The program's health forms are to be used to complete all health screening requirements satisfactorily. Health screening forms are considered confidential and are housed with Exxat Approve. Program faculty will not have access to students' medical records 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.

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

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

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 PA 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. Pre-matriculants 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. Please see the Maverick Guide, p. 10 "Medical Services." The Student Wellness Center is at:

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

The Student Wellness Center, located at 1060 Orchard Avenue, Suite N.

The SWC is open during the fall and spring semesters when school is in session. The physician, health care practitioners and counselors have varied hours, but services are available:

Monday – Saturday, 8am-8pm and Sundays, 12pm-4pm.

Appointments are recommended; call (970) 644-3740 to arrange. This number can also be called after hours for 24/7 emergency coverage.

Website for SWC: <http://www.coloradomesa.edu/student-services/health-safety/clinic.html>

Medical Services

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

Behavioral Health Service

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

Health Information Release

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

Criminal Background Checks

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

The State Licensing Board of Occupational Therapists may refuse to grant an occupational therapy license to the applicant. As a result, all students who are accepted to the program will initially be offered conditional acceptance, pending the results of their background check. Acceptance into the program with a record will be determined on a case-by-case basis. However, any student who has a criminal history that precludes them from working in healthcare, as determined by the Department of Regulatory Agencies, will be dismissed from the program (i.e., serious crimes against persons). In some states, including Colorado, a student should know if accepted with a minor criminal record (i.e., DUI) they may not be able to obtain a license. Any student concerned about licensure may contact the State Licensing Board for clarification of the policy and pre-certification of moral fitness. If a student is caught engaging in criminal activity after a criminal background check is completed, it is the student's responsibility to disclose it to the program director. Such incidents may limit educational opportunities. If a student does not disclose information, it may result in immediate dismissal from the program.

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

Colorado Mesa University Occupational Therapy Program

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

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

First Review: 10/2021 Next Review: 10/2024

APPENDIX D: Learner Handbook Informed Consent Form

Colorado Mesa University Occupational Therapy Program Learner Handbook Informed Consent

I hereby attest that the Colorado Mesa University Occupational Therapy Program Learner Handbook is an online document on the Occupational Therapy Program website. I agree to abide by the Learner Handbook and further understand that this Learner Handbook may be revised. I acknowledge my responsibility to review the Learner Handbook before starting each semester so I may learn of recent revisions. I understand that revisions will be posted on the internet for my review and furthermore, I am subject to adhere to any verbal or revised written policies and procedures that are communicated to me by a program faculty member or preceptor. Failure to adhere to 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.

Learner Printed Name: _____

Learner Signature: _____ Date: _____

APPENDIX E: Blood Borne Pathogens Informed Consent Form

Colorado Mesa University Occupational Therapy Program
Blood Borne Pathogens Informed Consent

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

There is no vaccination against HIV currently. Universal precautions have been developed to protect health care workers from HIV. You will receive training in these procedures annually. The Occupational Therapy Faculty and Fieldwork Educators have also received training in universal precautions and are available to assist should you have any questions or need assistance. The necessary supplies for universal precautions are available in all Occupational Therapy classroom facilities.

If you have any questions regarding HBV, the HBV vaccine, HIV, or universal precautions, please contact your family healthcare provider, the Colorado Mesa University student health services, or a member of the Occupational Therapy faculty.

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

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

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

2) Please Print Name	Signature	Date
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3) I have received and understand the information contained on this form and been instructed by the Occupational Therapy faculty and have elected not to receive the vaccination for Hepatitis B.

Please Print Name	Signature	Date
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APPENDIX F: Release of Information Informed Consent

Colorado Mesa

University

Occupational Therapy

Program

Release of Information Informed Consent

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

Learner Printed Name: _____

Learner Signature

Date

APPENDIX G: Fieldwork Manual

Colorado Mesa University OT Program FIELDWORK MANUAL

This Fieldwork Manual is provided to all students at the Colorado Mesa University Department of Kinesiology to make clear the purpose, objectives, policies, and methods of evaluation of students as related to fieldwork experiences. Be sure to keep this manual accessible throughout the occupational therapy program so you can refer to it when questions arise about fieldwork.

We appreciate the support of the University of Utah, University of Mary, and the University of North Dakota as they have given permission to use segments of their fieldwork manuals to assist us in the development of our own manual.

A copy of this manual is available on the MSOT Program website.

Department of
Kinesiology
Occupational
Therapy Colorado
Mesa University
St. Mary's Medical
Education Center 827
Texas Walk
Grand Junction,

CO 81501

970.248-2713

Purpose of Fieldwork Experiences

Level I Fieldwork

The first level of fieldwork includes those experiences designed as an integral part of the OT course series offered throughout the occupational therapy program, including practice areas of mental health, pediatric, and adult physical disabilities. Directed observation, participation, and clinical reasoning experiences will be provided by qualified competent personnel, who may or may not be occupational therapy personnel. These experiences are designed to enhance initial learning of basic material and are not to be considered substitutes for or part of sustained fieldwork experience as defined by Level II Fieldwork.

Relationship to Curricular Design:

The didactic, experiential, and assessment components of the MSOT will ensure students demonstrate in-depth knowledge and scholarly application as evidenced by the following educational outcomes:

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

No portion of the Level I Fieldwork placement may be substituted for any part of a Level II Fieldwork placement.

Level II Fieldwork

Level II Fieldwork is that part of the student's educational program designated for full-time occupational therapy training in the clinical or community setting. During these experiences, the student will engage in evaluation, planning, implementation and integrating knowledge from the occupational therapy program in collaboration with other disciplines within the health care facility and the community.

Experiences are designed to include the analysis of psychosocial factors influencing the engagement in occupation and facilitate client-centered, meaningful, and occupation-based outcomes.

Level II Fieldwork provides the opportunity to show entry-level practice competencies under a fieldwork educator's supervision. At least two 12-week experiences are required, twelve weeks full time in a health care, clinical setting, and twelve weeks in a community, rural or emerging practice setting.

Students can access a FW website containing general information about all fieldwork sites, including previous student evaluations of those sites. Once the AFWC completes all students' placements for any given level I or level II placement, the assignments will be published on the FW class website in D2L.

Level II fieldwork is full-time, and students are expected to follow the schedule of their FW educator, which may include weekends or holidays. In extraordinary circumstances, and with the approval of the Program Director, a student may be able to complete Level II fieldwork on a part-time basis. This arrangement must be consistent with the fieldwork placement's usual and customary personnel policies, and it must be 50% or greater of full-time equivalency at that site. If a site that accepts part-time students is not available, then the student will not be allowed the part-time scheduling option and must complete the full-time option or be placed in a different setting if available.

General Objectives of Fieldwork

Each center offering fieldwork has its own unique characteristics. The philosophy of the facility, its organization and environment directly affect the occupational therapy program. Thus, each setting must establish its own educational objectives in collaboration with the Colorado Mesa University OT program curriculum, reflecting those learning experiences available.

Concomitantly, objectives have been identified by clinical and academic educators in applicable occupational therapy. Student performance is evaluated according to the level at which a student demonstrates appropriate knowledge, skills, and attitudes during the fieldwork experience.

These general objectives reflect the AOTA Fieldwork Evaluation for the Occupational Therapist including judgment, attitude and performance in assessment, planning, treatment, problem solving and administration/professionalism.

1. Ability to interpret and report orally or in written form on results of assessments and

evaluations, patient's/client's behavior, and patient/client progress.

2. Ability to analyze and segregate the elements involved in processes and activities.
3. Proficiency in evaluation and treatment procedures.
4. Ability to apply theoretical knowledge appropriately: to plan, present, execute and adjust the patient's/client's occupational therapy program.
5. Ability to instruct, to present processes and activities in logical sequence at an appropriate level for the patient/client.
6. Ability to communicate accurately and appropriately, purposes of treatment, treatment rationale and treatment procedures.
7. Ability to maintain effective therapeutic and professional relationships.
8. Ability to maintain confidentiality and privacy of client/ patient/ facility information.
9. Employ judgment to analyze situations, grasp essentials, reach sound conclusions, and plan necessary steps in accordance with priorities.
10. Demonstrate the maturity to appraise situations realistically and objectively and to maintain professional composure in reacting to them.
11. Demonstrate a sense of responsibility for readiness and dependability in organizing and discharging all assigned duties in relation to patient welfare and department administration.
12. Demonstrate your resourcefulness by utilizing personal assets, available resources, and facilities alone or under supervision as indicated.
13. Show professional behavior as evidenced by an appropriate attitude toward institutional, departmental, and personal standards involving grooming, bearing and manner, professional ethics, and etiquette.
14. Professional Ethics: understands the core values and principles of the AOTA Code of Ethics and can apply them to the ethical decision-making process including systematic and critical reflection.

The above objectives are accepted by the fieldwork site when supervising students from the Colorado Mesa University Master of Science in Occupational Therapy program.

Adapted, with permission, from University of North Dakota, University of Mary & University of Utah Fieldwork Educator Manuals

Fieldwork Prerequisites

Students must complete all required coursework prior to entering Level II Fieldwork. Level I Fieldwork will be woven within the framework of the course sequence. Failure to pass requirements imposed by fieldwork sites and the National Board for Certification of Occupational Therapists (NBCOT) may negatively affect a student's eligibility for fieldwork placements and to sit for the national certification exam. Requirements at fieldwork sites include criminal background checks, drug screening, and health/immunization requirements.

Students who claim an exemption to immunizations must know and acknowledge that:

- there are a very limited number of sites who may allow unvaccinated learners to participate in any activities or programs with that facility;
- they may not get their desired sites;
- they will not or may not go to any medical facility; and,
- their graduation may be delayed ensuring they get the variety of sites for fieldwork required to meet accreditation requirements.

General Level I Fieldwork Objectives

Definition and Purpose from www.aota.org

The AOTA *Standards* describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

Objectives for all Level I:

By the end of the Level I experience the student will be able to:

- Develop an increased comfort level interacting with persons who have occupational performance issues related to disabilities, emotional problems, psychiatric disorders and having difficulty performing desired occupations.
- Describe the needs of clients served by the agency/facility.
- Demonstrate respect for the values and diversity of persons with differences in culture, ethnicity, health status, disabilities, and the caregivers, staff and volunteers who work with people.
- Demonstrate an attitude of inquiry to enhance creativity, critical thinking, and problem-solving skills.
- Actively observe staff interactions, assessments and/or treatment sessions with agency/facility clients. When an occupational therapist is employed by the facility, observation of occupational therapy assessments and treatment sessions will be included.
- Participate in group or individual treatment sessions as appropriate depending on the skill level of the student and the severity of the client's disability/illness.
- Observe OT/OTA role delineation when Occupational Therapy Assistants are employed by the agency/facility.
- Display effective communication skills (verbal and nonverbal) and professional behavior at the fieldwork site.
- Display appropriate safety in site with clients and equipment.
- Adhere to site safety policies and procedures.
- Displays knowledge of appropriate ethics for practice setting.

(From AOTA *Standards*, COE (Commission on Education) Guidelines for Occupational Therapy Fieldwork – Level I, *The Essentials Guide to Occupational Therapy Fieldwork Education*)

The above objectives are accepted by the fieldwork site when supervising students from the Colorado Mesa University Master of Science in Occupational Therapy program.

General Level II Fieldwork Objectives

Requirements established in the AOTA Essentials for Level II Fieldwork include:

- At least 24 weeks of Level II Fieldwork experience, on a sustained full-time basis.
- Completion of all fieldwork experience no later than 24 months after academic preparation.
- Direct supervision provided by a registered occupational therapist with at least one year of experience. (The year start date is the day of official registration in the United States.)

Upon completion of Level II Fieldwork, the student will demonstrate the following:

- Competency in utilizing assessment tools and evaluation procedures routinely used by OTs (occupational therapists) at the fieldwork site.
- Proficiency in implementing treatment and justifying treatment plans based on the models and theories of occupational therapy practiced at the fieldwork site.
- Proficiency in working with persons who have occupational performance issues related to social emotional factors and/or psychiatric disorders and having difficulty performing desired occupations.
- Proficiency in identifying occupational performance issues with a wide variety of disease processes impacting clients through the lifespan including but not limited to neurological conditions, physical impairments, psychiatric and/or emotional conditions.
- Effective oral and written communication of ideas and objectives relevant to the roles and duties of an occupational therapist. This includes the ability to interact with patients and staff in a professional manner.
- Acquisition of professional characteristics that demonstrate the following:
 - the ability to establish and sustain therapeutic relationships;
 - a sensitivity to and respect for confidentiality;
 - the ability to work collaboratively with others and to relinquish or assume responsibility when appropriate to the task at hand;
 - responsibility in maintaining, assessing, and improving self-competency;
 - the ability to use supervision as a tool for self-directed learning;
 - the development of a broad sense of professional responsibility to the community at large and concern for social and health care issues;
 - understanding of the roles of other health professionals;
 - development of a positive professional self-image.
- Apply evidence-based, scientific, and theoretical principles to address client needs in practice settings.
- Intervention planning is client-centered, purposeful, and meaningful occupations.
- Demonstrate and apply appropriate safety in site with clients and equipment.
- Adhere to site safety policies and procedures.
- Shows behaviors aligned with professional standards and the AOTA Code of Ethics.

The above objectives are accepted by the fieldwork site when supervising students from the Colorado Mesa University Master of Science in Occupational Therapy program. Adapted from AOTA's Guide to Fieldwork Education, copyright 1984 & The Essential Guide to Occupational Therapy Fieldwork Education

Fieldwork Assignments and Dates

Fieldwork placements shall be provided to offer experience with various groups across the life span, persons with various occupational performance issues and various service delivery models reflective of current practice in the profession. Every student must complete at least one Level II fieldwork experience in a health care setting or pediatric setting and one other Level II fieldwork in a different traditional setting or a community or rural setting. Each Level II Fieldwork requires at least 12 weeks' full-time equivalent fieldwork experience.

Anticipated FW dates are published on the MSOT FW Program website and are subject to change.

Students are strongly encouraged to complete their level II fieldwork with as much diversity of population and setting as possible. The CMU is committed to graduating generalist occupational therapy students with entry-level practitioner skills prepared to work with people across the lifespan and settings where people receive services, live, play, or work.

During fieldwork assignments, students are not considered employees of the facility for compensation, fringe benefits, worker's compensation, unemployment compensation, minimum wage laws, income tax withholding or social security.

Fieldwork Level I and Level II assignments are made based on a variety of factors. Students will be asked to identify preferred fieldwork sites. Previous work and volunteer experience will be considered. The CMU MSOT Program has a commitment to provide each student with a wide range of observation/participation experiences. Preference will be given to students who do not have previous experience in the type of fieldwork selected. Students are not allowed to complete fieldwork at a site where they have been employed in the last three years or where they have been a patient receiving OT treatment. A student's professional behavior in class and other curriculum related activities is considered in making a good match between the student and the placement

Some fieldwork sites have additional requirements which may include an interview prior to accepting a student reservation for fieldwork, additional immunizations/ vaccinations, fingerprinting, or a drug screen. Individual student priorities are respected, as conditions permit, in making assignments. The placement of the student in a particular fieldwork assignment is the decision of the Academic Fieldwork Coordinator.

Students may attend placements out of state in some circumstances. To participate in a placement out of state, the student must have demonstrated strong independent learning skills.

In extraordinary circumstances, and with the approval of the Program Director & AFWC, a student may be able to complete a Level II fieldwork on a part-time basis. This arrangement must be consistent with the fieldwork placement's usual and customary personnel policies, and it must be 50% or greater of full-time equivalency at that site. If a site that accepts part-time students is not available, then the student will not be allowed the part-time scheduling option and must complete the full-time option or be placed in a different setting if available. This policy is available in the Colorado Mesa University Fieldwork Manual.

Fieldwork Supervision Guidelines

ACOTE standard C.1.13 outlines that the CMU OT program must ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

Guidelines for student supervision and Medicare requirements can be seen [here](#).

Guidelines for student supervision as outlined by the [AOTA Commission on Education](#) Guidelines for Occupational Therapy Experience- Level II (2013) state:

There are multiple supervision guidelines sources applicable to Level II fieldwork.

1. The first source are state laws and state practice acts ([Colorado State Practice Act](#)) that governs the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state.
2. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The [AOTA](#) Web site is a reliable source for the most up-to-date information on Medicare regulations for student supervision.
3. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is prepared to serve as a fieldwork educator.
4. The Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client's condition being treated, and the abilities of the fieldwork student. The COE and Commission on Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student's current and developing levels of competence (COE/COP, 2012).

These are the general guideline principles of supervision from AOTA (2014) for occupational therapy assistants that also pertain to supervision of a student:

Supervision involves guidance and oversight related to the delivery of occupational therapy services and the facilitation of professional growth and competence. The occupational therapist is responsible for providing adequate and appropriate supervision.

- The specific frequency, methods, and content of supervision may vary and are dependent on the:
- Complexity of client needs,
- Number and diversity of clients,
- Knowledge and skill level of the occupational therapy fieldwork student

- Type of practice setting,
- Requirements of the practice setting, and
- Other regulatory requirements.
- There are a variety of types and methods of supervision. Methods can include direct, face-to-face, and indirect contact.
 - Examples of methods or types of supervision that involve direct face-to-face contact include observation, modeling, client demonstration, discussions, teaching, and instruction.
 - Examples of methods or types of supervision that involve indirect contact include phone conversations, written correspondence, and electronic exchanges.
- Occupational therapy fieldwork students must abide by facility and state requirements regarding the documentation of a supervision plan and supervision contacts. Documentation may include the:
 - Frequency of supervisory contact,
 - Methods or types of supervision,
 - Content areas addressed,
 - Evidence to support areas and levels of competency, and
 - Names and credentials of the persons participating in the supervisory process.

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<https://doi.org/10.5014/ajot.2020.74S3004>

If there are questions or concerns, please contact the AFWC at Colorado Mesa University.

Student: Therapist Ratio for Fieldwork

The CMU OT Program uses sites outlined as 1:1 or 2:1 (student: therapist); however, on a case-by-case basis, at site may use a ratio of up to 4:1. This higher ratio may be more appropriate for group supervision in a more community-based setting or emerging practice setting with assurance of the adequate provision of supervision, which would be documented between the AFWC and the site. These ratios established by the CMU OT Program enable proper supervision, ensures protection of consumers, provides appropriate role modeling, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

To ensure the ratio of fieldwork educators to students enables proper supervision, protection of consumers, and opportunities for role modeling the Colorado Mesa University OT Program provides fieldwork sites with resources on supervision models and assessment of progress resources such as feedback forms, and weekly progress forms for utilization during the Level II fieldwork.

Level I experience may have a higher therapist to student ratio depending on the services provided at the facility. This will be determined by the AFWC based on the site and therapist experience for fieldwork students. Faculty may also assist a fieldwork educator to lower the therapist to student ratio if needed. Faculty may be utilized for supervision in Level I experiences based on the course content in which the Level I experience is occurring.

Requesting an Unlisted FW Experience

Students **MAY NOT** arrange fieldwork sites themselves. However, if you have an interest in a site not currently on our list, you may facilitate a request for the Academic Fieldwork Coordinator to

contract with a site. Things to consider when looking at a facility:

- Identify a particular site in the geographic or practice area of the student's interest.
- Investigate the site, using their website, printed materials, or other sources, to determine what kind of treatment or services are provided at that site. Think about one's learning needs and whether the site meets one's learning needs or not.
- Find out the name of an appropriate contact person and either the phone number or email address for the contact person.
- Discuss with the Academic Fieldwork Coordinator what has been learned and why the student is interested in the site.
- The Academic Fieldwork Coordinator may make a contact to determine if it is a suitable site and has the final decision on whether to pursue an affiliation agreement.
- Keep in mind affiliation agreements can take several months to a year to complete depending on the site, and not all facilities agree to contract with us.

Changing or Canceling Fieldwork Experiences

Once the student is placed at a facility, they may make changes only by petitioning the OT Program Academic Fieldwork Coordinator. Changes are made only for educational reasons or for an unanticipated substantial life change. If the student is requesting fieldwork at a facility that does not already have an Affiliation Agreement with the Colorado Mesa University, MSOT Program, an effort will be made to set up an Affiliation Agreement when possible. Affiliation Agreements can take up to a year to process through the facility and Colorado Mesa University legal departments. An Affiliation Agreement is required before any fieldwork placement can occur. Occasionally, a facility may be forced to cancel a student's fieldwork for a variety of reasons. The student and the Academic Fieldwork Coordinator will work together to find a suitable alternate placement as quickly as possible.

Absences

Students are expected to show professional behaviors regarding attendance and punctuality during fieldwork experiences. Should the student need to be absent due to illness or an emergency, it is assumed the student will take the professional responsibility of notifying the fieldwork supervisor in accordance with the established policies and procedures of the department to which you are assigned.

During Fieldwork II, any absence due to illness or an emergency will need to be made up at the discretion of the Fieldwork Supervisor, to ensure the successful completion of the fieldwork experience. For unusual circumstances, the student may request limited time off. It is the prerogative of the Fieldwork Supervisor to grant or deny the request. Time off, under these circumstances, should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork.

During Fieldwork II, the student will work the same schedule as the Fieldwork Supervisor, which may include taking the same holidays or working the same holidays as the staff at the facility to which the student is assigned. University student holidays do not apply during the affiliation. Holidays taken during fieldwork are not part of the three-day limit of days off due to illness or emergency, and it is the fieldwork supervisor's discretion whether the holiday must be made up or not. *Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the fieldwork supervisor.*

Policy Regarding Level I Fieldwork Evaluation/Grades

A professional behavior evaluation form will be completed by the facility fieldwork supervisor. In addition to this form, fieldwork and non-fieldwork assignments from Seminars will be used to assign a grade for the Seminars. Students need to receive a standard of 'Passing' on the *Level I Fieldwork Student Performance Evaluation* to have successfully completed the Fieldwork I experience. If a student receives a standard of 'Unsatisfactory,' the student may be required to repeat the fieldwork experience at another location at a different time and will be required to meet with their faculty advisor to develop a learning plan.

The fieldwork supervisor has the right to terminate, at any time, the student's participation in the fieldwork experience for safety issues, ethical issues, or inappropriate professional behavior. If this occurs, the student must repeat the fieldwork experience at another location.

Placement for this repeated fieldwork will be at the discretion of the Academic Fieldwork Coordinator and when the next appropriate site is available. Issues raised by the professional performance evaluation form, completed by the fieldwork supervisor, will be discussed with the student and the student's faculty advisor. After discussion with the student and the student's advisor, plans will be developed to address performance problem areas as needed. The Academic Fieldwork Coordinator will follow up to ensure the development plan is completed.

Policy Regarding Level II Fieldwork Evaluation/Grades

Upon completion of academic course work, each student must complete three months of fieldwork in a clinical health care environment and three months in a rural, community or emerging practice environment. To successfully complete fieldwork, the student must earn a total score of at least 122 points and must score at least a 3 on the ethics and safety items on the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE (Fieldwork Performance Evaluation)). Final scores are determined through collaboration of the Fieldwork Supervisor and the Academic Fieldwork Coordinator.

Students are enrolled in fieldwork for credit (OCCU 554, 555 or 594). Although students are not on campus during the fieldwork period, the cost to the University for the fieldwork experience portion of the Master of Science in Occupational Therapy Program includes faculty time, secretarial help, telephone, paper and mailing costs, travel expenses for faculty to visit the facilities regularly and for attendance at regional and national Occupational Therapy meetings pertaining to education. For students to complete the requirements for a grade, both the FWPE and Student Evaluation of Fieldwork Experience (SEFWE) must be sent to the Colorado Mesa University MSOT Program's Academic Fieldwork Coordinator, who is then authorized to send the grade report to the Registrar's

Office to be recorded on the student's transcript. The grades for Level II Fieldwork (OCCU 554, 555 and 594) are credit/no credit. Grades will not be turned in to the registrar's office until all course requirements are completed. A syllabus will be provided explaining all assignments.

The Academic Fieldwork Coordinator reserves the right, on behalf of the MSOT Program, to assign a grade other than that which is reflected by earned points alone. Justification for doing so could include such things as the failure of the student to maintain and/or provide in a timely fashion proof of requirements for Level II Fieldwork including CPR certification or evidence of academic misconduct. Before adjusting the grade, the Academic Fieldwork Coordinator will consult with the student, the Fieldwork Supervisor, and Program Director.

The process for appealing a grade for fieldwork would begin with discussing the issue with the Academic Fieldwork Coordinator and, if appropriate, the Fieldwork Supervisor. If the issue is not resolved to the student's satisfaction, the next step is to start the appeal process follows the steps outlined in the Academic Policies on pages 19 and 20 in [The Maverick Guide](#).

It is the MSOT Program's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. However, should the student have trouble which leads to the discontinuation of fieldwork, the following categories for termination apply as described below.

Terminated Passing: In this situation, the student, fieldwork supervisor, Colorado Mesa University Academic Fieldwork Coordinator, and Program Director mutually agree at some point prior to the mid-term that the student is unable to perform to his/her potential due to a mismatch of student and facility. The student can withdraw from the fieldwork or receive an incomplete and is rescheduled immediately for another. Rescheduling of another fieldwork is dependent on availability of fieldwork sites.

Terminated for Medical Reasons: This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. The student can withdraw passing and take an incomplete course and complete it when he/she is medically stable, upon recommendation by the referring medical professional.

Terminated Failing: The student is not meeting competencies and receives a non-satisfactory (failing) mid-term evaluation. This would be reflected with an unsatisfactory grade on the student's transcript. In addition, the fieldwork facility may terminate a student at any time whose performance is not competent and threatens the patient's treatment/safety. Terminated failing could also occur if the student violates a facility policy or procedure, the violation of which, if done by an employee of the facility, would cause immediate termination of the employee. Examples include drug use, theft of property, or discussion of a patient in an inappropriate situation. It is important for students to be familiar with facility policies and procedures, particularly policies related to patient confidentiality.

Reassignment After Failure of Fieldwork

Should a student fail a Fieldwork II experience, the Academic Fieldwork Coordinator will schedule another 12-week fieldwork for the student when such fieldwork is available. If a student fails two Fieldwork II experiences, he/she will be academically disqualified from the occupational therapy

program.

When a student fails the first Fieldwork II assignment, a plan will be established to assist the student to successfully complete the next Fieldwork II assignment. This plan will be designed by the student, the Academic Fieldwork Coordinator and appropriate faculty members of the MSOT Program. The plan may include tutoring on specific topics, special assignments and/or registration for university courses with content that will give the student an opportunity to develop needed skills.

Students must complete all required fieldwork within 24 months of completion of academic course work. If a student cannot complete the fieldwork within this time frame, they must retake pertinent academic coursework prior to fieldwork assignment.

Professional Ethics

Students are expected to become familiar with the rules and regulations of facilities to which they are assigned. Students should request that this information be provided to them during facility orientation if the facility does not volunteer the information.

Students are expected to incorporate AOTA standards and code of ethics policies into professional practice. Student must take personal responsibility for future professional development plans to maintain a level of practice consistent with set standards or expectations.

Students frequently encounter situations in fieldwork that create ethical dilemmas, including but not limited to high productivity standards, conflict between didactic preparation and clinical practice, and witnessing unethical behavior or perceived mistreatment of others.

Students should consult with the CMU MSOT program as they work to resolve ethical issues.

Students are expected to understand the functions of national and state occupational therapy associations and other professional/human service organizations and be prepared to participate in the effective promotion of occupational therapy through educating other professionals, consumers, third party payers and the public.

Students are expected to comply with policies, standards and guidelines contained within the Colorado Mesa University's Maverick Guide while training at fieldwork sites. The "Student Code of Conduct" is available for review [here](#).

Verification of Immunizations

No student will be permitted participation in Level I or II Fieldwork without verification that immunizations are current. This includes immunization for Measles, Mumps, Rubella, Varicella, Tetanus Diphtheria Pertussis, Hepatitis B, COVID, annual Influenza and an annual screening for TB. These are the same immunizations required for admittance to the Colorado Mesa University Occupational Therapy Program. TB tests and Influenza must be updated yearly. COVID boosters must be up to date as they are available for the individual. Some organizations or facilities require additional immunizations to participate in placements. Only medical exemptions will be accepted for included immunizations.

It is the student's personal and financial responsibility to see that these immunizations, and records of the immunizations with the Colorado Mesa University Occupational Therapy Program, are kept current.

Students who claim an exemption to immunizations must know and acknowledge that:

- there are a very limited number of sites who will allow unvaccinated students to participate in any activities;
- they may not get their desired sites;
- they will not go to any medical facility; and,
- They may have a graduation delay to ensure they get the variety of sites required to meet accreditation requirements.

CPR Certification Policy

All students must be trained in CPR including adult, child, and infant CPR. CPR certification must remain current during all semesters of the occupational therapy program including those spent off campus at Fieldwork Level II sites.

Certification is accepted if it conforms with the American Heart Association and American Red Cross unless specified differently by the training facility. It is the student's personal and financial responsibility to see that the CPR certification is renewed promptly, and a copy of the current CPR card is on file with the Occupational Therapy Program. Fieldwork sites may require additional training that would also be the student's personal and financial responsibility to fulfill.

Health Insurance Coverage

Students must be covered by an appropriate health insurance plan during the program, including both Level I and Level II fieldwork experiences. The student will be asked to provide coverage information prior to beginning the program. It is the student's responsibility to notify the Occupational Therapy Program if the health insurance coverage status changes.

The student must obtain medical care from either a personal healthcare provider or the University's health center. Please see the Maverick Guide, p. 10 "Medical Services."

Criminal Background Checks, Drug Screening and Health Immunizations Required by Fieldwork Sites

Fieldwork placement sites may have standards for determining whether potential employees, volunteers or fieldwork students/ interns have the appropriate qualifications to provide services to their clients.

These fieldwork sites may require one or more of the following student checks prior to confirming fieldwork placements:

- Updated criminal background check and/or finger printing
- Central Registry check for felony or child abuse charges
- Drug and alcohol testing
- Driving record
- Additional health and immunization requirements

Student refusal to consent to the above student checks may result in more limited choices for fieldwork placement. If a student agrees to the student check processes and the results are determined to be unacceptable according to the personnel standards for the fieldwork site, the fieldwork placement at that agency may be denied to the student. However, the Occupational Therapy Program fieldwork staff will make every effort to secure an appropriate placement.

Students are responsible for the costs of the above checks and obtaining the appropriate paperwork. Students must keep hard copy records of all immunizations and background checks to present to fieldwork sites as needed. The Academic Fieldwork Coordinator will have access to the records that the student uploads to the online tracking system.

If a student is rejected for a fieldwork placement based upon a site-specific requirement, the site may share background check results with the Occupational Therapy Program only if the student has given written consent to release the information to the CMU Occupational Therapy Program.

The details of any of these background checks or tests may result in an inability to place a student in a particular fieldwork site. In some situations, it may result in an inability to place the student in any fieldwork site. A master's degree in occupational therapy cannot be attained without completing the fieldwork portion of the program. Also, students are not eligible for the certification exam and may not practice as an OT.

Dress Code and Schedule

Clothing for Level I and Level II fieldwork must conform to the facility norm and not conflict with any agency's policies. The student is expected to be familiar with these policies and to provide themselves with appropriate clothes. If an agency does not require uniforms for occupational therapy personnel, suitable and conservative casual professional garments should be worn. For healthcare facilities this is generally: polo, khakis, close-toed flat shoes, hair pulled back, and no hanging jewelry (hanging jewelry is a safety hazard to YOU, as it may become entangled during therapy or pulled by client recipients resulting in your injury). Most facilities do not allow staff to wear jeans or open-toed shoes. Some facilities require all visible tattoos or piercings to be removed or covered. If a lab coat is required, you are expected to purchase one before your arrival to the fieldwork. Wear your Colorado Mesa University Occupational Therapy name tag unless the facility prefers one of their

own. It is recommended that your name tag says “student” on it, so clients and family have a clear understanding of your role at the facility. If the facility provides a badge for facility entry, the badge MUST be returned per the facility policy.

In most instances, students are expected to follow the regular schedule of their fieldwork supervisor, not including any vacation time off. This may include regular weekend rotations or even weekends in some settings.

Financial Responsibilities

In addition to the tuition and fees required by the Colorado Mesa University, students must assume responsibility for transportation to and from fieldwork sites and any housing, uniform, and meal costs. Occasionally, facilities provide stipends, or they may provide housing and/or meals for students either free of charge or at a reduced rate. Information on each fieldwork site is frequently updated to identify facilities that provide these benefits. This information can be found on the Fieldwork Data Form.

NBCOT Examination

To apply for the National Board for Certification in Occupational Therapy Certification examination students must have successfully completed Level II Fieldwork, have grades posted for graduation and must not have any outstanding financial obligations to Colorado Mesa University. Individual candidates are responsible for contacting NBCOT to complete an application and to ensure that all application materials are turned in on time. After the registration process is completed, the student will receive an Authorization to Test letter that provides instructions on contacting a test site to schedule the test. The NBCOT examination is computer delivered and is offered at certain test sites throughout North America. For current information on NBCOT visit their web site.

NBCOT web site: www.nbcot.org

Colorado State Licensure

Colorado State licensure is required before beginning the practice of occupational therapy in the state of Colorado. Contact the Colorado State Department of Regulatory Agencies (DORA) for information about occupational therapy licensure. 303-894-7855 or <https://dora.colorado.gov/>

Laws Related to Fieldwork

The Federal Family Educational Rights and Privacy Act: (popularly known as the Buckley amendment) provides uniform educational institution standards regarding student records privacy.

Fieldwork is an extension of the academic program. The faculty cannot release information regarding student grades to a fieldwork site. The student needs to sign a release of information form if the student would like the Academic Fieldwork Coordinator to discuss academic performance with a Fieldwork Educator. This is a particularly critical issue when a student is being reassigned after failing Level II Fieldwork experience. It may be in the student’s best interest to explain to the fieldwork site why there is a need for reassignment. The Fieldwork Educator may be able to structure the assignment in a way that will increase their chances of providing a successful experience. The Academic Fieldwork

Coordinator will meet with the student to discuss this issue before reassignment. The student can then decide to disclose the issues that caused failure during the previous assignment, not disclose this information and/or sign a statement allowing the Academic Fieldwork Coordinator to discuss the issues with the Fieldwork Educator.

The Rehabilitation Act of 1973: (Section 504)

Protects individuals with disabilities from being excluded from participation in, denied the benefits of or be subject to discrimination under any program or activity that receives federal funds.

Americans with Disabilities Act: (ADA)

National mandate for eliminating discrimination against individuals with disabilities in employment, public services, public accommodations, and telecommunication services.

Fieldwork is viewed as a pre-employment situation as it is a requirement to become an occupational therapist. Fieldwork settings must use the same standards for students as they do for their employees.

The ADA requires reasonable accommodation for qualified students with a disability to perform the essential job functions.

Disclosure of a Disability:

The decision to disclose a disability is solely the student's right. Under the ADA, institutions (including fieldwork sites) are obligated to accommodate only for the known limitation of an otherwise qualified student with a disability. Notification of the need for accommodation must occur.

Students wishing to disclose a disability for accommodation must contact the Educational Access Services at Colorado Mesa University. Their office is at Houston Hall Room 108, 970- 248-1856. The Educational Access Services is responsible for determining appropriate accommodations.

The Academic Fieldwork Coordinator does not have the right to disclose a student's disability to any fieldwork site without the student's written permission.

Students with disabilities who wish accommodations are encouraged to disclose their disability as early as possible to the fieldwork site or to give the Academic Fieldwork Coordinator permission, in writing, to disclose **after** the placement has been made.

Students with disabilities must decide whether to disclose a non-evident disability to the fieldwork site. The CMU MSOT program is prohibited by law from divulging a student's disability to a fieldwork site without the student's permission. The student must decide whether to disclose or not disclose. A student who chooses not to disclose must understand that they cannot be given accommodations for which he or she is otherwise eligible under the ADA. If the student chooses not to disclose a disability, the student must also understand they have an ethical duty to ensure that they can provide safe and effective client intervention without accommodations.

Adapted from information provided at *Meeting the Fieldwork Challenge: Strategies for a New Century* presented by Christine Bird, MA, OTR/L and Rhona Zukas, MOT (Masters in Occupational Therapy), OTR, FAOTA, June 1999.

References:

Wells, S.A. and Hanebrink, S. (1998). *A Guide to Reasonable Accommodation for OT Practitioners with Disabilities: Fieldwork to Employment*. AOTA: Bethesda, MD, Pg. 109.

Association of Higher Education and Disability (1996). *Confidentiality and disability in higher education*. Columbus, OH: Author.

Advising During and Pertaining to Fieldwork Experiences

The Academic Fieldwork Coordinator will have the primary responsibility of advising students in the scheduling of both Level I and Level II fieldwork experiences. Program faculty may also assist with the advising process. Using information held in the Department related to sites with which the Department has an affiliation agreement, students provide fieldwork preferences information to the Academic Fieldwork Coordinator at several points in the program. The Academic Fieldwork Coordinator considers those preferences in addition to student needs for growth in skills and the need for a variety of experiences when making Fieldwork placements. When fieldwork assignments are nearly finalized, pertinent faculty may be consulted to determine if there are any obvious conflicts between the student's observed classroom skills and the fieldwork site identified. The final decision for placement of the student rests with the Academic Fieldwork Coordinator. While the students are on placement, the Academic Fieldwork Coordinator will be responsible for telephone and in-person advising regarding the student's progress.

Counseling services are available on campus and may be used by students during off-campus fieldwork affiliations. The Colorado Mesa University Mental Health and Behavioral Health Services options can be found [here](#).

International Fieldwork Placement

International Fieldwork Placements may be available at the discretion of the Occupational Therapy Program. On a case-by-case basis, the student will be evaluated on prior performance and must have faculty approval. This type of fieldwork placement is most appropriate for a third, specialty placement, although some exceptions may be made. Colorado Mesa University, Occupational Therapy Program and the fieldwork placement site must have a current Affiliation Agreement in place. The fieldwork supervisor must be an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and who has at least 1 year of experience in practice.

Fieldwork experiences outside of the United States require:

- Personal health insurance that covers care in the foreign country, evacuation to the United States if necessary for medical emergencies, and a repatriation policy.
- Students must work with the AFWC and OT Program Director on the process for fieldwork outside of the USA.
- Students are responsible for acquiring the appropriate immunizations for the areas to which they will be traveling.

- Students must provide a copy of their plane ticket and itinerary to the Academic Fieldwork Coordinator.
- Minimum 3.0 GPA for international fieldwork.

Fieldwork Placement & Supervision Where No OT Services Exist

Colorado Mesa University Academic Fieldwork Coordinator will document and verify that supervision is provided in a setting where no occupational therapy services exist. This includes a documentation plan for providing occupational therapy services at the site and supervision by a currently licensed or otherwise regulated occupational therapist. This therapist must have at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. The supervision must include at least 8 hours of direct supervision each week of fieldwork experience. The occupational therapy supervisor must be available to the student during all working hours via various contact measures. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Standard: Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include at least 8 hours of direct supervision each week of fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
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Plan for supervision provided in a setting where no occupational therapy services exist includes:

- Verification of licensure OT
- Verification of experience of supervising OT
- Documentation of means of contact for supervising OT
- Verification of onsite supervisor
- Documentation of means of contact for onsite supervisor
- Professional development for supervising OT and onsite supervisor

Fieldwork Responsibilities

Colorado Mesa University Master of Science in Occupational Therapy Program Responsibilities:

- To assure continuing compliance with the educational standards as established by the Accreditation Council for Occupational Therapy Education.
- To maintain files of current information on fieldwork in the Occupational Therapy Program. This is the information provided by the fieldwork facilities annually and/or when major changes occur.
- To follow due process in working with students and fieldwork facilities.
- To establish and maintain on-going honest communication with fieldwork facilities and students.
- To schedule students for occupational therapy fieldwork and to assign only those students who have satisfactorily completed the required academic work. Close planning between

faculty, students and fieldwork supervisors is essential.

- To collaborate with fieldwork facilities in defining measurable objectives for fieldwork education.
- To counsel students in fieldwork in collaboration with fieldwork supervisors.
- To visit fieldwork centers regularly (dependent upon CMU funding).
- To evaluate the total occupational therapy program regularly, including the fieldwork experiences. Fieldwork facilities are evaluated on the ability to meet curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who can effectively meet the students' learning needs.
- To provide liability insurance and workman's compensation insurance for occupational therapy students in assigned fieldwork placements.
- To ensure that the fieldwork program reflects the sequence, depths, focus, and scope of content in the curriculum design.

Responsibilities of Level II Fieldwork Facilities:

- To maintain competency in practice, keeping abreast of current theories and techniques.
- To provide the Occupational Therapy Program with current information on the educational program for occupational therapy students in fieldwork. This includes philosophy, purpose, types of patients/clients, evaluation and treatment theories and techniques, learning experiences available, site-specific objectives as appropriate, rules and regulations of the facility and method(s) of evaluating students.
- To maintain collaborative communication with students and with Colorado Mesa University faculty to improve practice, assist in improving academic course content and learning experiences, and identify trends in occupational therapy in health care and rehabilitation.
- To provide meaningful learning experiences for students in fieldwork.
- To make available to students at the beginning of fieldwork and throughout the fieldwork experience, the facility's rules, and regulations.
- To provide supervision of students by qualified personnel. Fieldwork II Supervisors must be registered occupational therapists with at least one year's experience in clinical practice.
- To clearly define the communication channels within the facility and inform the students of these.
- To evaluate students by midterm, if not on a weekly basis. If there seems to be a problem, this should be discussed with the students as soon as possible, documenting the problem's evidence. If it is serious, the Academic Fieldwork Coordinator should be notified. If the Academic Fieldwork Coordinator is unavailable, contact should be made with the Program Director of the Occupational Therapy Program or with the Department Head of Kinesiology. Consultation with the Occupational Therapy Program should be maintained until the problem is resolved. If a student's performance in relation to patient treatment is unsatisfactory, and/or the student is unable to function satisfactorily to meet the measurable objectives of the fieldwork experience, the student's fieldwork may be terminated by the facility and the Occupational Therapy Program. Due process must be adhered to throughout the proceedings.

- To notify the Occupational Therapy Program as soon as possible of major changes in staffing, program, scheduling, etc.

Student Responsibilities:

- Professional behavior begins in the classroom. The student will demonstrate professional judgment in all class-related activities by: being prepared for class, paying attention, and participating with relevant material in class discussions
 - Showing respect for the instructor, guest lecturers, and fellow students
 - These characteristics carry over into the clinic and community. The individual with professional behavior is respected by patients, family, other members of the health care team and society. The professional person's behavior reflects the credibility of the profession.
 - The student is expected to adhere to the Occupational Therapy Code of Ethics as adapted by the American Occupational Therapy Association.
 - Students are expected to know and to adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations may involve dress, behavior, and attendance.
 - Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty, fieldwork supervisors, patients/clients, and others with whom they come in contact.
 - Students are expected to assist in promoting honest and harmonious working relationships in the facility/agency.
 - Students are expected to maintain good health habits during both academic and fieldwork experiences. Students are expected to maintain appropriate health insurance during academic and fieldwork education.
 - Students are expected to engage in only those procedures in which they have achieved an appropriate level of competence.
 - Students are expected to integrate material from all their courses as they progress through the academic and fieldwork program.
 - Students are expected to take initiative for their own learning in addition to required course content.
 - Students are expected to analyze the information in fieldwork manuals and to review appropriate material necessary for their assigned placement.
 - Students are expected to take the initiative regarding analyzing and synthesizing their perceptions of the learning experiences in both the academic and fieldwork phases of their education. If a student has concern about any phase of the learning experience, he/she will follow the appropriate channels of communication in the facility/agency.
- Academic – Instructor, Program Director of the Occupational Therapy Program, Department Head of the Kinesiology Department.
 - Fieldwork Experience – Immediate supervisor, then through the established channels of communication at the facility/agency. Both the student and the facility

are encouraged to communicate with the Academic Fieldwork Coordinator throughout the process.

- Students are expected to complete candid and constructive written evaluations of each course in which they are enrolled, including fieldwork.
- Students in non-compliance with the above may be placed on professional probation or have their academic or fieldwork registration canceled.

Adapted, with permission, from University of Utah and University of North Dakota Fieldwork Educator Manual

Level II Fieldwork Communications

CORRESPONDENCE PRIOR TO ARRIVAL AT FIELDWORK II SITE:

At least 6 weeks before each Level II Fieldwork begins, a link with student information will be sent to the clinical site coordinator at the fieldwork location. After the Academic Fieldwork Coordinator has initiated this communication, you will be notified and then will be able to request the contact information of your assigned fieldwork educator from the clinical site coordinator. Keep in mind that this is the fieldwork educator's first impression of you. This is your first opportunity to present yourself as being positive, enthusiastic, organized, responsible, focused, professionally written, punctual, thoughtful, and professional. The way you present your thoughts in writing can be as important as what you say.

Your initial contact should include the following:

- Confirmation of the beginning and ending dates of fieldwork
- Request for information regarding reporting time and location on first day
- Anticipated schedule including days worked, start time, estimated ending time
- Request for dress code information
- Confirmation of additional requirements including immunizations, CPR, etc.
- An expression of your appreciation for their participation in your professional development
- Information of a personal nature such as particular interests or goals and how these relate to this fieldwork experience

About one week before the fieldwork start date, you must call your supervisor and confirm the start date and time. Be sure you know exactly where to meet your supervisor and, if you are driving to the site, know where to park.

CORRESPONDENCE AFTER FIELDWORK:

You will write a letter of appreciation to the facility and staff within two weeks of completing your fieldwork experience. Please provide a copy of your letter to the Academic Fieldwork Coordinator.

EVALUATION OF FIELDWORK II PERFORMANCE:

Evaluation of student performance should be an ongoing process during formal and informal supervisory sessions. If your Fieldwork Supervisor does not initiate feedback sessions initially, please ask for them. Students should receive a midterm evaluation after 6 weeks of Fieldwork II using the midterm scoring system of the Fieldwork Performance Evaluation for the Occupational Therapist (FWPE). The student should also fill out the Level II Midterm Feedback form. The Colorado Mesa University does not require that a copy of the FWE be sent to the school at midterm. However, the student is responsible for completing the Level II Midterm Feedback on D2L to the Academic Fieldwork Coordinator during the seventh week of Level II. The midterm evaluation is used to help students and supervisors identify strengths and areas of concern and to clarify objectives for the rest of the Level II Fieldwork placement.

The final evaluation, using the Fieldwork Performance Evaluation (FWPE), and the Student Evaluation of Fieldwork Experience (SEFWE) need to be discussed and signed by the student and the Fieldwork Supervisor within one week of the conclusion of the fieldwork experience. Students' grades cannot be posted until this is received by the Academic Fieldwork Coordinator. A copy of each should be retained by the facility. The student should download a copy too.

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