

OCCUPATIONAL THERAPY PROGRAM

STUDENT HANDBOOK

Revised November 2021

COLLEGE OF HEALTH & HUMAN SERVICES

SCHOOL OF HEALTH SCIENCES

EASTERN MICHIGAN UNIVERSITY

Ypsilanti, Michigan 48197

www.emich.edu/chhs/hs/ot

PLEASE NOTE: Current, updated policies apply to all COT/MOT students regardless of year they entered the COT/MOT Program

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Dear Occupational Therapy Student,

It is my pleasure to welcome you, on behalf of the OT faculty and staff, to the Eastern Michigan University Occupational Therapy Program and to the profession of occupational therapy. Drawing upon our long and rich history dating back to 1941, the Program will provide you with the skills and experiences to become a leader in occupation-based and evidence-based practice in our field.

Numerous outstanding scholars and practitioners have graduated from our program and have provided service to the profession, to their clients, and to communities. Graduates of the program have gone on to create a vast array of practice experience, to educate, and to serve the profession. Our alumni and faculty have achieved some of the highest honors in Occupational Therapy, winning the AOTA Award of Merit, being named Fellows of the American Occupational Therapy Association, and serving in high level leadership positions for the profession. You will have opportunities to develop a network of like-minded individuals through your interactions with our nationally-recognized faculty, large and diverse alumni base, OT practitioners in our community that work to shape our Program, and your future classmates at EMU.

In beginning your journey to becoming an occupational therapist, you are also joining occupational therapy practitioners across the country and the globe who are committed to enhance the health, participation, and occupational performance of individuals, groups, communities, and populations. The EMU OT Program will support you in accessing resources and supporting this commitment through involvement in our student, state and national professional associations.

During your time at EMU, please take advantage of our OT rich community to form your own individual professional goals, identify, and values in becoming an occupational therapist.

Very Sincerely,



Andrea Gossett Zakrajsek, OTD, OTRL, FNAP
Professor & Director, Occupational Therapy Program
Eastern Michigan University

PURPOSE OF THE STUDENT HANDBOOK

The Student Handbook is intended to:

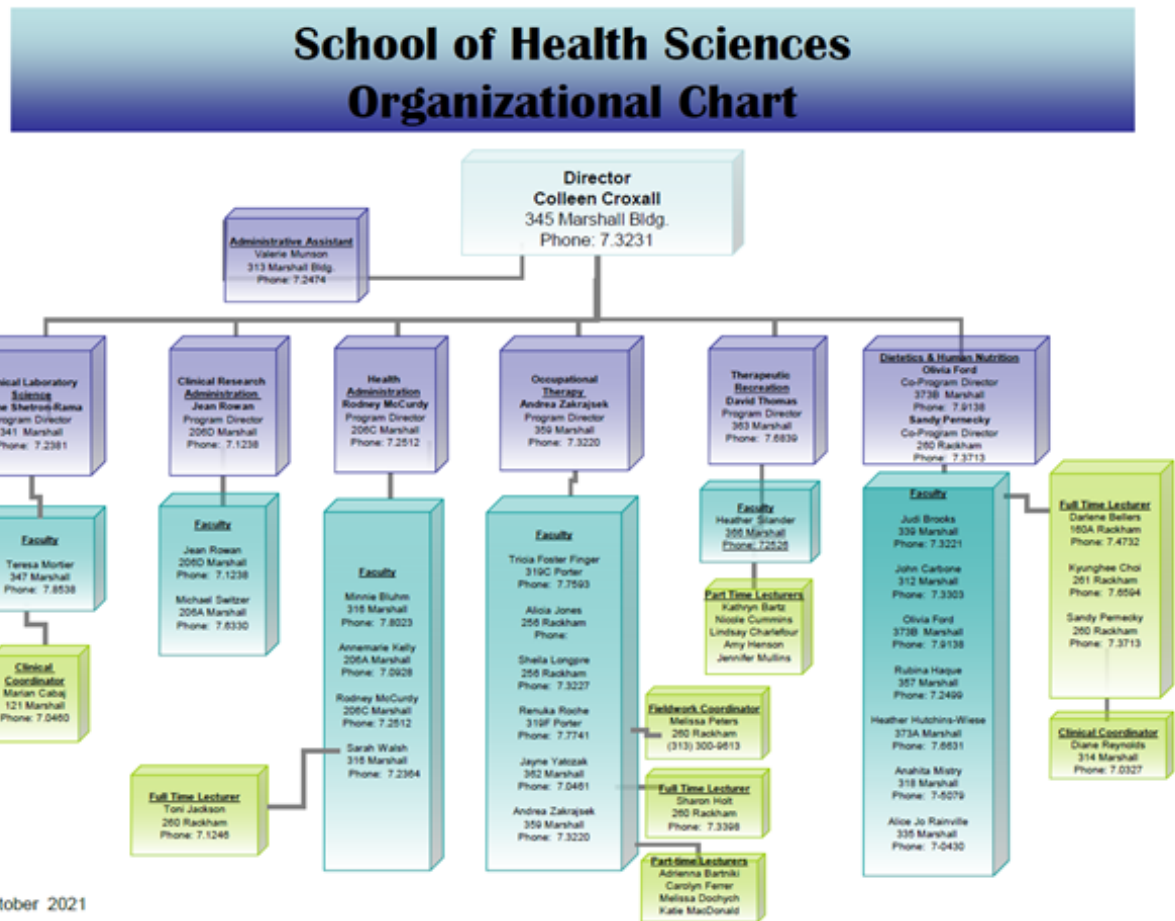
1. Provide students with the purposes, objectives, and design of the Occupational Therapy Program.
2. Provide students with the policies and procedures of the Occupational Therapy Program.
3. Increase the student's awareness of campus and curriculum resources.

ABBREVIATIONS

ACOTE	Accreditation Council for Occupational Therapy Education
AJOT	American Journal of Occupational Therapy
AOTA	American Occupational Therapy Association
CHHS	College of Health and Human Services
COT	Combined Occupational Therapy (BS + MOT Programs)
FAOTA	Fellow, American Occupational Therapy Association
HVC	Huron Valley Chapter of Michigan Occupational Therapy Association
MiOTA	Michigan Occupational Therapy Association
NBCOT	National Board for Certification of Occupational Therapy
MOT	Masters of Occupational Therapy (MOT Program)
OT	Occupational Therapy
PTE	Pi Theta Epsilon
SHS	School of Health Science
SOTA	Student Occupational Therapy Association

POSITION OF THE OCCUPATIONAL THERAPY PROGRAM AT EMU

The EMU Occupational Therapy Program is one program of the School of Health Sciences within the College of Health and Human Services in the University. Please see the organization chart below.



FACULTY AND STAFF

CORE OT PROGRAM FACULTY:

TRICIA FOSTER, PhD, OTRL

Education: PhD, Human Development and Family Studies, Child Development Specialization, Michigan State University
MOT, Occupational Therapy, Eastern Michigan University
BS, Psychology, Michigan State University

Work History: Associate Professor, Eastern Michigan University
Occupational Therapist, Charter School Partners, Michigan
Occupational Therapist, Southwest Speech Services Pediatric Clinic, Avondale, Arizona
Occupational Therapist, Washington Elementary School District, Glendale, Arizona

Academic & Research

Interests: Supporting children and parents by building family capacity; early intervention; promoting children's participation in early education settings

Leisure Occupations: Exploring the outdoors with my family, camping, reading, and playing piano and guitar

SHARON HOLT, MHS, OTRL

Education: MHS., Occupational Therapy, University of Indianapolis
BS., Occupational Therapy, Western Michigan University
BA., Dance, Western Michigan University

Work History: Full time Lecturer III, Eastern Michigan University
Adjunct Faculty, Eastern Michigan University
Staff Occupational Therapist, Hope Network Rehabilitation; East Lansing, MI
Staff Occupational Therapist, Clarian Health; Indianapolis, IN

Academic & Research

Interests: Visual skills and challenges after neurological insult, low vision, ergonomics to prevent injury, physical and neurological rehabilitation.

Leisure Occupations: Running, kayaking, hiking, yoga, gardening, home projects, traveling, reading, nature, and doing activities with my husband and 2 children.

ALICIA JONES, PhD, OTRL

Education: PhD, Kinesiology, Motor Control & Learning/Neuroscience, Wayne State University
MOT, Occupational Therapy, Wayne State University
BS, Psychology, Wayne State University

Work History: Assistant Professor, Eastern Michigan University
Lecturer II, Eastern Michigan University
Academic Fieldwork Coordinator, Baker College
Adjunct Faculty, Wayne State University
Occupational Therapist, Select Rehabilitation, Michigan
Occupational Therapist, Encore Rehabilitation Services, Michigan

Academic & Research Interests: Developing rehabilitation techniques and approaches for movement disorders. Enhancing occupational performance in older adults. Establishing the role of OT in community-based practice within disadvantaged metropolitan areas.

Leisure Occupations: Traveling with family, reading, cross-stitching and baking desserts

SHEILA LONGPRÉ, PhD, MOT, OTR/L

Education: PhD, Occupational Therapy, Nova Southeastern University
MOT, Occupational Therapy, Eastern Michigan University
BA, Psychology, Saginaw Valley State University

Work History: Associate Professor, Gannon University, Ruskin, Florida
Associate Professor, Nova Southeastern University, Tampa, FL
Senior Occupational Therapist, MD Anderson Cancer Center, Houston, TX
Senior Occupational Therapist, H. Lee Moffitt Cancer Center, Tampa, FL
Occupational Therapist, ISD 194, Lakeville, MN

Academic & Research Interests: Occupational therapy practice in oncology across the lifespan; childhood cancer, breast cancer, and head and neck cancer in relation to occupational performance, roles, habits, routines, and quality of life.

Leisure Occupations: Traveling, running, and shopping

MELISSA PETERS, MOT, OTR/L

Education: MOT, Occupational Therapy, Wayne State University
BS, Allied Health Sciences, Wayne State University

Work History: Adjunct Professor/Academic Fieldwork Coordinator, Baker College, Allen Park, MI
CEO, Skills For Life OT, LLC
Occupational Therapist, behavioral Health, Henry Ford, Mt Clemens, MI
Occupational Therapist, inpatient rehab/acute care, Henry Ford, Macomb, MI

Academic & Research Interests: Improving people of all ages across the lifespan to improve emotional intelligence and interpersonal skills
Creating new agencies to provide OT services for communities.

Leisure Occupations: Cooking from scratch to create healthy yet tasty meals for myself and family, riding my motorcycle, and traveling.

RENUKA ROCHE, PhD, MS, OTR/L

Education: Ph.D., Physical Rehabilitation Science, University of Maryland at Baltimore (UMB)
M.S., Occupational Therapy, University of Illinois at Chicago (UIC)
Post Professional Diploma in Rehabilitation (for Occupational) All India Institute of Physical Medicine and Rehabilitation
B.O.T., Christian Medical College and Hospital (CMCH)

Work History: Neuro Clinical Specialist (OT), University of Maryland Medical Center (UMMC) and the R. Adams Cowley Shock Trauma Center
Occupational Therapist, UMMC
Graduate Research Assistant, Department of Physical Therapy and Rehabilitation Science, UMB

Head Research Assistant, Department of Occupational Therapy, UIC
Occupational Therapist, Indian Red Cross Society
Occupational Therapist, The Spastics Society of TN
Consultant, Madras Dyslexia Association
Junior Tutor and Clinical Therapist, CMCH

Academic & Research Interests:

To develop a better understanding of the mechanisms underlying motor deficits in children with developmental coordination disorder and other developmental conditions, and to develop targeted therapeutic approaches to improve occupational performance in these populations.

Leisure Occupations:

Choral singing, Cooking, Baking, Quizzing, Traveling

JAYNE YATCZAK, PhD, MS, OTRL, CWC, CWT, LSVT

Education:

Ph.D. , Anthropology, Wayne State University
M.S., Occupational Therapy, Eastern Michigan University,
Graduate Certificate, Gerontology, Eastern Michigan University
B.S. Occupational Therapy, Eastern Michigan University
B.A. Psychology, University of Michigan

Work History:

MOT Program Director (past), Eastern Michigan University
Associate Professor, Eastern Michigan University
Senior Occupational Therapist Geropsychiatric Services
Botsford Hospital
Adjunct Lecturer EMU, Occupational Therapy and Gerontology
Staff therapist, Manor Care Health & Rehab
Staff therapist, Detroit Receiving Hospital
Enclave Supervisor, Washtenaw County CMH

Academic & Research Interests:

Cultural construction of occupational competence
Person-object relations and their role in the construction of occupational identity
Role of occupation in psychological well-being and quality of life in older adults
Physiological responses to occupation-based interventions in people with Alzheimer's disease
The translation of knowledge of occupation into occupation-based practice

Leisure Occupations:

Zumba, Kickboxing, Yoga, Tai Chi, Running, Gardening, Cooking & Baking, Home Food Preservation, Sausage Making, Reading, Counted Cross Stitch, Tatting, Knitting

ANDREA GOSSETT ZAKRAJSEK, OTD, MS, OTRL, FNAP

Education: OTD (post-professional), University of Illinois at Chicago (UIC)
MS (post-professional), Occupational Therapy, UIC
BS., Occupational Therapy, Eastern Michigan University

Work History: Professor, Eastern Michigan University
MOT Program Director, Eastern Michigan University
Aging Studies Program Director (past), Eastern Michigan University
Project Coordinator, OT Program at UIC
Clinical Instructor, OT Program at UIC
Contingent OT, Weiss Memorial Hospital, Chicago
Staff OT, Rehabilitation Institute of Michigan, Detroit

Academic & Research Interests: Exploring participation and health issues of older adults and people with disabilities. Applying participatory action research and community-based participatory research approaches in order to understand the individual and group experiences of participation with the purpose of working with project stakeholders towards systemic change. Age-Friendly Universities (age-inclusion in higher education)

Leisure Occupations: Travel, reading historical fiction novels, swimming, camping, engaging in co-occupations with children and husband

PART-TIME LECTURERS:

Adrienna Bartnicki, MOT, OTRL, Occupational Therapist, pediatric community-based practice
Kellie Childs, MOT, OTRL, Occupational Therapist, Ypsilanti Meals on Wheels
Melissa Dochych, MOT, OTRL, Occupational Therapist, Building Bridges Therapy Center
Carolyn Ferrer, MOT, OTRL, Senior Occupational Therapist, Rehabilitation Institute of Michigan
Katie MacDonald, MOT, OTRL, Occupational Therapist, Resilire Neuro

EMERITUS FACULTY:

NormaJean Bennett, MA, OTR, FAOTA – Professor Emeritus, Eastern Michigan University
Ruth A. Hansen, PhD, FAOTA – Professor Emeritus, Eastern Michigan University
Donna Heine, MA, OTR, LPC- Professor Emeritus, Eastern Michigan University
Frances Herrick Swailes, OTR – Professor Emeritus, Eastern Michigan University
Valerie Howells, PhD, FAOTA -- Professor Emeritus, Eastern Michigan University
Judy Olson, PhD., OTR – Professor Emeritus, Eastern Michigan University
Gretchen Dahl Reeves, PhD, FAOTA -- Professor Emeritus, Eastern Michigan University
Lyla M. Spelbring, PhD, OTR, FAOTA – Professor Emeritus, Eastern Michigan University
Yvonne Teske, PhD, OTR, FAOTA – Professor Emeritus, Eastern Michigan University

OCCUPATIONAL THERAPY PROGRAM GUIDING STATEMENTS

History of EMU's Occupational Therapy Program

- Long, rich history-dating to 1941
- Strong state reputation
- Recognized for its excellence in community-based practice and research

ACCREDITATION

The EMU Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA and its web address is www.acoteonline.org.

EMU Occupational Therapy: *leveraging our legacy to forge the practice of tomorrow.*

PROGRAM VISION

We draw upon our legacy in occupation-based practice and scholarship to enrich our communities and advance the profession through graduates who will create the practice of tomorrow.

PROGRAM MISSION

The mission of the EMU OT Program is to educate occupational therapists to value occupation and strive to understand its complexity and depth. Through this understanding of the power of occupation, graduates of our program are equipped with the tools to lead creative practice while enhancing meaningful occupation and participation at individual, community, and system levels. We meet this mission by:

- Empowering students to be active participants in their own learning
- Grounding education in authentic learning experiences
- Creating and facilitating partnerships with community stakeholders
- Engaging in scholarship that reflects our mission

CURRICULUM DESIGN STATEMENT

The EMU COT/MOT curriculum is designed to cultivate OT practitioners who are equipped with the tools to lead creative practice while enhancing meaningful occupation and participation at individual, community, and system levels. To do this, we use a developmental, occupation-based model to cultivate practitioners who: understand the complexity and power of occupation; are skilled in addressing the occupational needs of individuals, communities and populations across the lifespan in order to drive meaningful

change in health and well-being; use evidence to inform action; and approach practice with a curious mindset.

Our developmental, occupation-based curriculum provides opportunities to apply occupational therapy theory, skills and knowledge through the use of intentional and relevant experiences both in the classroom and in fieldwork. Learning experiences are designed to be scaffolded across coursework and fieldwork experiences to offer students ways to cultivate ownership of their learning to create a life-long learning mindset. As educators, we facilitate interaction and collaboration and expect our students to be active participants in the educational experience as they develop the skills needed for occupational therapy practice. Through the curriculum, students construct knowledge in order to be occupation-based, community-minded, evidence-driven, enterprising and curious practitioners.

CURRICULAR THREADS

Occupation-Based Practitioner

Students will facilitate the agency of people to choose and engage in occupations that bring meaning to everyday life by keeping the power of occupation central to their practice.

Community-Minded Practitioner

Students will design and implement effective approaches in collaboration with community partners to address the occupational needs of individuals, communities and populations.

Evidence-Driven Practitioner

Students will utilize and generate evidence in its many forms (client experiences, quality metrics, research, electronic health records, organizational data) to create solutions.

Enterprising Practitioner

Students will develop, organize and manage new and existing practice opportunities to drive meaningful change with all people, populations, and communities to impact overall health and well-being.

Curious Practitioner

Students will take charge of their learning; they will develop a mindset of lifelong learning recognizing curiosity drives our learning by taking positive risks, stepping outside of comfort zones and exploring different perspectives.

STUDENT LEARNING OUTCOMES

Occupation-Based Practitioner:

Students will facilitate the agency of people to choose and engage in occupations that bring meaning to everyday life by keeping the power of occupation central to their practice.

1. Students will **understand** that occupation is meaningful, has a relationship with health and impacts participation throughout life.
2. Students will **identify** factors that inhibit or support meaningful occupational engagement across the lifespan.
3. Students will **design and implement** occupation based interventions across the lifecourse to facilitate participation and engagement in everyday life.

Enterprising Practitioners:

Students will develop, organize and manage new and existing practice opportunities to drive meaningful change with all people, populations, and communities to impact overall health and well-being.

4. Students will **identify** occupational performance problems that impact health and well-being of people, communities, and populations.
5. Students will **develop** new and existing practice solutions that address the occupational needs of people, communities and populations.
6. Students will **implement** new and existing practice solutions that address the occupational needs of people, communities and populations.

Evidence-Driven Practitioner

Students will utilize and generate evidence in its many forms (client experiences, quality metrics, research, electronic health records, organizational data) to create solutions.

7. Students will **identify and critically appraise** the existing evidence for clinical decision making for occupation-based practice.
8. Students will **disseminate** evidence relevant to the field of occupational therapy.
 - o “Evidence” is defined by our thread as client experiences, quality metrics, research, electronic health records, organizational data.

Community-Minded Practitioner:

Students will design and implement effective approaches in collaboration with community partners to address the occupational needs of individuals, communities and populations.

9. Students will **implement** mutually beneficial experiences to address occupational participation and needs of persons, groups and populations through active collaboration with instructors, peers and community partners.

Curious Practitioner:

Students will take charge of their learning; they will develop a mindset of lifelong learning recognizing curiosity drives our learning by taking positive risks, stepping outside of comfort zones and exploring different perspectives.

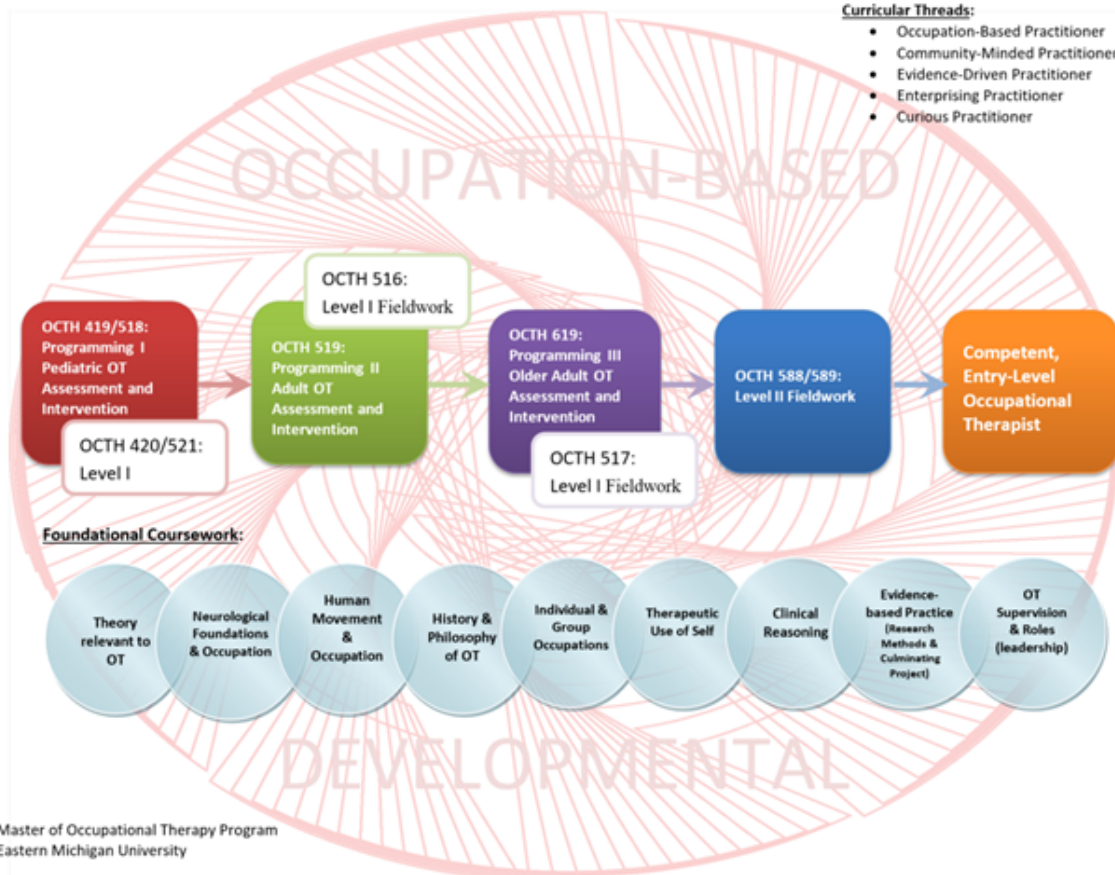
10. Students will **ask questions, engage in discussions, and develop a growth mindset** as they actively engage in constructing new knowledge.
11. Students will **develop critical thinking and reflective practice** through actively engaging in self-directed learning.

MOT CURRICULUM

MOT COURSE MAP

WINTER		SUMMER		FALL	
OCTH 500: History and Philosophy of Occupational Therapy	3	OCTH 501: Therapeutic Relationship Skills in the OT Profession	3	OCTH 419/OCTH 518: Programming I <i>(Assessment and Intervention with Children and Adolescents)</i>	6
OCTH 412/OCTH 512: Models of Practice	3	OCTH 502: Theory and Analysis of Individual and Group Occupations	2	OCTH 420/OCTH 521: Level I, Fieldwork A <i>(Pediatrics)</i>	3
OCTH 495/OCTH 595 Neurological Foundations of Human Occupation	3	OCTH 503: Clinical and Professional Reasoning in OT	2	OCTH 540: Research Methods	3
OCTH 522: Foundations of Movement and Human Occupation	3				
TOTAL CREDITS	12		7		12
		YEAR TWO			
WINTER		SUMMER		FALL	
OCTH 519: Programming II <i>(Assessment and Intervention with Adults)</i>	6	OCTH 687: Culminating Project II	3	OCTH 619: Programming III <i>(Assessment and Intervention with Older Adults)</i>	6
OCTH 516: Level I, Fieldwork B <i>(Adults)</i>	3	OCTH 601: Current Issues in OT	1	OCTH 517: Level I, Fieldwork C <i>(Older Adults)</i>	3
OCTH 686: Culminating Project I	3			OCTH 600: Supervision and Professional Roles	3
TOTAL CREDITS	12		4		12
		LEVEL II FIELDWORK			
WINTER		SPRING/SUMMER			
OCTH 588: Level II Fieldwork A	6	OCTH 589: Level II Fieldwork B	6		
				TOTAL CREDITS	71

MOT CURRICULUM GRAPHIC



**EMU OCCUPATIONAL THERAPY
STUDENT POLICIES AND
PROCEDURES**

ABSENCES & TARDINESS

Regular and prompt attendance is expected of all students. Students should notify the instructor of the course prior to class if they will be absent and their plan to make up missed content. Assignments are expected to be turned in as outlined in the course syllabi unless other arrangements are agreed upon with the instructor of record for a course.

ACADEMIC DISHONESTY & MISCONDUCT

The Occupational Therapy Program faculty considers academic dishonesty a violation of professional ethical standards. Any instructor who identifies the student engaging in academic misconduct will report each incident to the program faculty. The recommendation of the instructor may range from failing the student in the assignment, failing the student in the course, or immediate dismissal from the program. The severity of the action taken will depend upon the seriousness of the infraction and/or the student's past conduct.

Engaging in academic dishonesty in any form with respect to examinations, course assignments, research projects, grades, and/or academic records, including, but not limited to the following:

- Cheating - using or attempting to use unauthorized materials, information or study aids in any academic assignment. Examples of cheating are: looking on someone else's paper; using any kind of "cheat" sheet or other enhancement during a test; allowing someone else to take an exam in your place; submitting the same work more than once for credit; using someone else's homework or lab assignments; collaborating with another student on any assignment or takehome test if told that collaboration was not allowed; assisting another student in committing an act of academic dishonesty by allowing another student to copy homework or an exam; taking an exam for someone else; or giving test information to students in other sections of the same class.
- Falsification - falsification or invention of any information or citation in an academic assignment. Examples of falsification are: making up data on an assignment; making up a source to cite in a paper; unauthorized altering then resubmitting returned academic work; giving false information to a faculty or staff member to increase one's grade; or attempting to change, actually changing, altering grades or any other unauthorized tampering with grades.
- Plagiarism - presentation or use of someone else's work or ideas as one's own. Examples of plagiarism are: quoting a source verbatim, or paraphrasing text from a given source, without properly citing the source; turning in a research paper that was written by someone else; or in any other way passing off someone else's work as one's own; or failing to give credit for ideas or materials taken from someone else.
- Other Academic Dishonesty - public posting, selling of, or in any other way, distribution of notes of class lectures, course handouts and outlines, and/or any other University supplied materials without the express written permission of the instructor.

ADVISING & PROFESSIONAL DEVELOPMENT

Each student will be assigned a faculty advisor to offer support, advice, and professional development for their time in the program. It is the student's responsibility to contact and make an appointment with his/her faculty advisor. While faculty advisors are available to discuss problems or concerns that may be experienced in courses, students are expected to first discuss issues with course instructors and attempt to resolve issues before seeking assistance from his/her advisor. Students will also receive specific advising information about fieldwork and program graduation requirements and opportunities to meet with the academic fieldwork coordinator and program director. In addition, group advising sessions will be offered in the form of professional development seminars to support students' development of their own professional development plans.

As part of graduation requirements, a Program of Study must be completed by each student and the OT intent advisor, Sharon Holt, by April of the year in which they were admitted. Students should schedule an appointment with Professor Holt to complete their Program of Study. Please bring all documents from previous advising sessions, including course substitution forms, with you to this appointment. Students are responsible for ensuring that they meet all EMU requirements for graduation.

ALCOHOL AND DRUG POLICY

EMU MOT Students are expected to abide by the University Alcohol and Other Drugs Policy found at <https://www.emich.edu/studenthandbook/policies/aoda2019.pdf>. This policy applies to the classroom, required offsite experiences and fieldwork and is consistent with the expectations of the AOTA Code of Ethics Policy found at <http://www.aota.org/About-Occupational-Therapy/Ethics.aspx>

CELL PHONE USAGE POLICY

All cell phones must be put away during class time, and remain in your pocket, bag or other personal storage device, UNLESS being utilized for classroom learning at the direction of the instructor. Texting or other cell phone usage not related to the class during class or group meetings is never acceptable.

While on fieldwork, cell phones must be left in a secure place, and should not be carried on your person. They may only be on during approved break times. Personal calls and texting is never allowed during fieldwork hours, unless a time has been designated and approved by your supervisor. Your fieldwork supervisor may authorize cell phone use outside of this policy for emergency reasons on a case-by-case basis.

CLASSROOM SUPPLIES

Reference materials, evaluation, and assessment materials are all to be signed out and returned to the OT program through the Occupational Therapy Program Graduate Assistant or faculty member of the related course. Materials for classroom teaching are provided as part of the course and partially supported through course and lab fees as appropriate. Students are not to take any materials without the verbal or written permission of the OT faculty. These materials include, but are not limited to, assessments manuals and pieces, lab equipment (i.e. walkers, canes, dressing and feeding tools), splinting materials, craft materials, woodworking materials.

COMBINED OCCUPATIONAL THERAPY (COT) STUDENTS APPLYING TO GRADUATE SCHOOL

Students in the COT Program should formally apply to the graduate school:

- In the fall semester BEFORE beginning of the winter semester of the second professional year in the program.
- Upon successful completion of 114 undergraduate hours.
 - Completion of 114 undergraduate hours may be prior to the second professional year.

*Applications to the Graduate School must be completed before the **beginning** of the second year of the program. Apply online <https://www.emich.edu/graduate/index.php>.

*If you receive financial aid it is your responsibility to meet with the [financial aid office](#) to determine financial aid eligibility and requirements.

COMPLAINTS

Students are encouraged to discuss concerns in a timely manner with the primary responsible party prior to taking the concern to higher levels. If a student has a concern and would like advice on how to proceed they are encouraged to seek guidance from the Occupational Therapy Program Director or his/her faculty advisor. If issues cannot be resolved at the program level, the next contact would be the Director of the School of Health Sciences. If no resolution is achieved at the School level, the next contact would be the Associate Dean of the College of Health and Human Services. The Office of the Ombuds also serves as a resource for students regarding any complaint, grievance or appeal that may be academic or non-academic in nature.

COMMUNICATION POLICY

Students must be able to communicate effectively and sensitively with faculty, peers, therapy recipients and family members or care providers on an individual or group basis. Students also need to communicate effectively and efficiently with members of the health care or educational team, using alternative communication strategies as needed. Students will be provided with many opportunities throughout the program to develop professional communication skills.

Speaking up and appropriately voicing your thoughts is a part of being a professional and advocating for yourself, your profession, and your clients. This is a behavior we expect you to cultivate and demonstrate in your classes. If you find speaking in front of a group to be difficult, please discuss this with your faculty advisor and they will provide you with appropriate resources to assist you in developing this skill.

To maintain consistent communication with faculty, fieldwork educators, and fellow students:

- Students are required to use their emich email address for all written communications within the program.
- Students are required to check their @emich.edu email address daily and to respond to communication from faculty and fieldwork educators within 24 hours during the work week.
- All email communication should be professional. Students are required to use proper email etiquette including use of appropriate greetings, titles, sentence structure, spelling, and punctuation. Students should avoid using texting abbreviations and acronyms.

CONTACT INFORMATION

Each student is required to immediately notify the Occupational Therapy program in writing regarding any address changes or changes in contact information. All communication regarding the program will occur via your @emich.edu email address. In addition, each student is required to maintain current and accurate contact information in their my.emich.edu account.

CRITERIA & PROCEDURES FOR CONTINUANCE COT/MOT STUDENTS

Academic Probation

A student (degree/non-degree) is removed from good academic standing (GPA of 3.0 or better) and placed on academic probation at the end of the semester in which his/her cumulative grade point average in courses taken for graduate credit at Eastern Michigan University is less than 3.0 ("B" average) based on the student's completion of at least six graduate hours. A graduate student placed on academic probation who does not remove his/her probationary status at the end of the next two periods of enrollment is dismissed from the University for academic reasons.

1. At the end of any semester in which a student's cumulative grade point average falls below 3.0, the student is placed on academic probation. A letter is sent to the student from the Graduate School indicating the probationary status.
2. In the case that a student's cumulative grade point average is still below 3.0 at the end of the subsequent period of enrollment, the student will remain on academic probation.
3. A letter is sent to the student from the Graduate School indicating that enrollment in only one more semester will be allowed.
4. If the student's cumulative grade point average remains below 3.0 at the end of the third semester of probation the student is dismissed from the University.
5. If, at any time, a student's cumulative honor points are 15 or more points below those required for a "B" in all completed graduate level courses, the student will be dismissed.

When the student's cumulative grade point average rises to 3.0 or above during any probationary period, the student is removed from academic probation.

Dismissal Process

At the end of the third consecutive enrollment period in which any graduate student has a cumulative grade point average of less than 3.0, the student is dismissed from the University. A letter of dismissal is sent to the student from the Graduate School.

After the dismissal letter is received, the student may appeal the expulsion from the Graduate School and the University by submitting an appeals petition (letter form) for re-entry to the Graduate School. This petition should include information that reveals the causes of the student's academic problems, the modification/changes in the student's individual situation which have occurred and how such will presumably help to rectify the situation; and the student's proposed plan of action to become successful in his/her graduate studies.

Appeal Process

Upon receipt of the appeals petition, it is the responsibility of the Graduate School to uphold the dismissal decision, re-admit the student, or initiate the appeals process with the **Academic Dismissal Appeals Board**. A review by the board may not be considered for dismissed students with a GPA of less than 2.0 unless extreme circumstances can be documented.

- A. The dean of the Graduate School will notify the chair of the Academic Dismissal Appeals Board.
- B. An appeals hearing will be held within 30 days of the receipt of the appeals decision.
- C. The appeals hearing will adhere to the following guidelines:
 1. A detailed record shall be kept of the hearing, preferably a taped sound recording.
 2. The student shall be permitted an adviser. The adviser must be a member of the University community (staff, full-time faculty or student).
 3. The hearing shall be open unless the student requests a closed hearing.
 4. The student may call witnesses and the Academic Dismissal Appeals Board may question the witnesses called.
 5. All deliberations of the Academic Dismissal Appeals Board will be in executive sessions.

The Academic Dismissal Appeals Board

- A. The Academic Dismissal Appeals Board, which will serve for one year, will consist of a chair and four members.
1. The chair will be selected by the dean of the Graduate School from the membership of the Graduate Council.
 2. Two members of the Academic Dismissal Appeals Board will be selected by the dean of the Graduate School from the membership of the graduate faculty.
 3. Two members of the Academic Dismissal Appeals Board will be selected by the dean of the Graduate School from the student members of the Graduate Council.
- B. The chair does not have voting rights except in the case of a split decision.

Additional Appeals

An additional appeal will be considered only if new evidence is presented.

Academic Standing – Professional Masters Program (COT/MOT)

1. A minimum EMU cumulative GPA of 3.00 on a 4.00 scale must be maintained to remain in good academic standing (see page 33)
2. You must receive a minimum grade of B- (or grade of credit in fieldwork courses) in every course in the MOT Program. NOTE: A grade of B- is the equivalent of 2.7 points. The cumulative GPA for graduation is 3.0 (refer to page 30).
 - a. Students receiving a grade lower than a B- in any course in the MOT Program must retake that course the next time it is offered and receive a minimum letter grade of B- for that course.
 - b. Assignment of a NC (no credit) grade in any Level I fieldwork course is considered a failing grade. A grade of (CR) credit is required in a repeated fieldwork experience. A level I fieldwork experience can only be repeated the next time it is offered in the program.
 - c. Students should contact the Program Director to create a plan for resuming coursework.
3. Student will automatically and permanently be dismissed from the MOT program in any of the following situations:
 1. Student receives one course grade of an F
 2. Student receives two final grades of C+ or below in coursework
 3. Student receives a final grade of C+ or below in a course and receives a noncredit (NC) in a Level I fieldwork course
 4. Student receives a noncredit (NC) grade in two Level I fieldwork courses
 5. Student receives a noncredit (NC) grade in two Level II fieldwork courses

DRESS CODE

All students are expected to dress appropriately in class, on fieldwork, and whenever representing the occupational therapy program. Dressing appropriately demonstrates your respect for others and enhances your credibility as a professional. The expectations for appropriate and professional dress while in class and while on fieldwork are outlined below:

1. Students must be clean and well-groomed.

2. Students must avoid strong-smelling perfume, cologne, and/or aftershave. The EMU Marshall Building advocates a fragrance free environment.
3. Shorts and skirts must be longer than fingertips when arms are extended at the sides.
4. Shirts must be solid enough to not be seen through or show undergarments underneath.
5. Shirts must have a neckline with sufficient height to cover cleavage when bending forward, and length sufficient to keep low back/midriff covered when reaching overhead or bending down.
6. Pants must have a high enough waistline to keep the low back/midriff covered with reaching overhead or bending down, and should be hemmed to avoid dragging on the floor.
7. Undergarments should be fully covered at all times.

*Please Note: The above expectations are a minimum guideline. Students are expected to adhere to their agency's dress code while on fieldwork. Most fieldwork sites will have a dress code that is more stringent than the above list. It is the student's responsibility to find out what the dress code is for their fieldwork site and to adhere to that dress code.

If a faculty member deems a student's appearance to be unprofessional, an Early Concern Note will be written and the student will be asked to leave class and to return when the student has changed clothes.

If a student does not adhere to an agency dress code while on fieldwork, the student may be asked to leave the agency and to not return until the issue has been resolved. Missed hours will need to be made up.

EARLY CONCERN NOTE

The EMU MOT Program has an **Early Concern Note** process to help students identify behaviors that could potentially limit their ability to engage effectively as a therapist and to develop action plans to address such behaviors. Your advisor and the program director will work with you to support your success in carrying out your plan. When a student demonstrates ongoing behaviors or persistent difficulties in classroom performance that are not remedied by the early concern note action planning process, a meeting with the program director is required. Repeated early concern notes without sufficient progress can lead to disciplinary action, up to removal from the program. Concerns of poor performance in a fieldwork experience can also necessitate the preparation of the Early Concern Note. This is a mechanism for the program to extend support to the student for success in the program. This process contributes to the high retention rates of students within our program.

A sample of the Early Concern Note follows on the next 2 pages:

Early Concern Note

This note is used to address any concerns about the professional and/or academic behavior of an occupational therapy student.

Student Name _____

Course(s): _____ Date: _____

Name, title/role of person(s) initiating *Early Concern Note* (print):

Names of persons in attendance at meeting to discuss/develop *Early Concern Note*:

This form is based on: my direct observation(s) or encounter(s) with this student
 information about this student provided to me by a third party
 other: _____

A student with any of the following patterns of behavior is not meeting the professional and/or academic standards of the profession of occupational therapy. Please mark the area which best describes your concerns about this student. Provide comments in the space provided on the back.

Integrity and Personal Responsibility: The student

- fails to fulfill responsibilities reliably
- misrepresents or falsifies actions and / or information
- fails to accept responsibility for actions
- fails to respect patient confidentiality
- Other _____

Motivation to Pursuit of Excellence and Insight for Self-improvement: The student

- displays inadequate personal commitment to learning
- is resistant or defensive in accepting constructive criticism
- remains unaware of his/her limits
- resists considering or making changes based on feedback
- appears to seek or accept the minimally acceptable level of effort as a goal
- Other _____

Personal Interactions - Compassion and Respect: The student

- inadequately establishes rapport or empathy with patients or families
- does not function and interact appropriately within groups
- is insensitive to the needs, feelings or wishes of others
- uses demeaning or disrespectful language about others
- is abusive or arrogant during times of stress
- fails to maintain a professional appearance / attire
- Other _____

Academic Performance Issues: The student

- consistently fails to complete individual assignments by course deadlines
- consistently fails to complete individual or group assignments according to course instructions
- currently is demonstrating academic performance that will likely lead to a course grade lower than a B-
- consistently fails to contribute to course group processes
- demonstrates insufficient participation as related to course activities
- Other _____

The next page of this form must be used to describe details and examples of student behaviors which led to completion of this form. This form will be shared with the student and the information will be used to counsel the student on the problem(s) identified.

STUDENT COMMENTS (required):

PLANNED NEXT STEPS FOLLOWING MEETING:

Instructions:

- 1 Meet with the student to review/discuss the concerns on the *Early Concern Note*.
- 2 Ask the student to complete the student comment section above.
- 3 Discuss an action plan with the student to address the behavior(s).
- 4 Student should submit a plan in writing.
- 5 Student and instructor signatures are required.

Signature(s) and Title(s) of individuals completing report:

_____ Date _____

I have reviewed the contents of this Early Concern Note with the student: [] YES [] NO

For completion by the student:

I have read this evaluation and discussed it with the course or fieldwork instructor. The student's signature on this form is intended only to verify that the student has reviewed the form with the course or fieldwork instructor.

Student Signature _____ Date _____

Modified with permission from the work of Maxine Papadakis papadakm@medsch.ucsf.edu

ESSENTIAL REQUIREMENTS FOR CLASSROOM, LABORATORY, AND FIELDWORK EXPERIENCES FOR STUDENTS

Successful completion of the occupational therapy program at Eastern Michigan University requires that students meet specific cognitive, physical, and technical levels of performance. These specific levels of performance are termed the “essential functions” of the profession, and apply to the professional course of study, clinical experiences students have throughout the course of study, and throughout the actual practice within the field of occupational therapy.

Students must be capable of demonstrating expected and acceptable levels of performance in the following areas:

In the area of COGNITIVE skills, students will:

1. Acquire, process, retain, and apply knowledge and information gleaned from various instructional methods, including written and oral formats, visual media, hands on laboratory experiences, clinical experiences, and through self-directed learning.
2. Complete reading assignments involving professional journals, textbooks, and related sources that are directly or indirectly related to the field of occupational therapy.
3. Develop the skills necessary for analyzing, interpreting, applying, and critiquing information stemming from assigned readings.
4. Measure, calculate, reason, analyze, and synthesize information specific to patient care.
5. Apply theoretical concepts to practice-related problems.
6. Effectively identify and solve problems using clinical reasoning, theoretical application, and evidence-based practice skills.
7. Use and apply appropriate mathematical and basic statistical skills.
8. Recognize and appreciate the relationship between the client, the environment, and the choice of intervention as well as how a change in one of these factors elicits change in the others.
9. Orally present information to classmates, instructors, as well as fieldwork supervisors.
10. Participate in and appropriately share the workload within a group setting.
11. Maintain attention for 2-3 hours without interruption, as well as sustaining expected class performance and behaviors during days when class spans 8-10 hours.
12. Produce written documentation and assignments in the appropriate APA styling.
13. Recognize the need for and apply safety knowledge and judgment in a variety of situations.
14. Demonstrate ethical reasoning and decision making.

In the area of PHYSICAL skills, students will:

1. Demonstrate tolerance for a seated position for 2-3 hours with minimal interruption, as well as sustaining this during days when class spans 8-10 hours.
2. Demonstrate the physical strength to assist and individually perform all types of patient transfers and lifts from a variety of surfaces and levels or the use of an effective compensation strategy. This can include lifting over 50 pounds on an infrequent basis.
3. Demonstrate the skills and competence to transport patients in wheelchairs and other mobility devices, as well as the ability to assemble and disassemble the parts and accessories associated with these devices.
4. Demonstrate the ability to perform expected job duties while standing, sitting, or kneeling/squatting. These duties can include: lifting, reaching, bending, stretching, pushing, or pulling in order to support or assist a patient.
5. Demonstrate adequate levels of postural control, eye/hand coordination, strength, as well as integrated senses of vision, hearing, tactile, vestibular, and proprioception in order to

- effectively utilize and demonstrate common occupational therapy assessment tools, equipment, devices, materials, and supplies.
6. Tolerate close physical contact with individuals of all genders, ages, ethnicities, and sexual orientation, including classmates, instructors, clinical instructors and clients, for both educational and practice purposes.
 7. Demonstrate manual therapy approaches with individuals of all genders, ages, ethnicities, and sexual orientation, including classmates, instructors, clinical instructors and clients, for both educational and practice purposes.
 8. Be capable of coordinating motor skills with environmental safety concerns in order to effectively respond to emergency situations quickly and appropriately.
 9. Tolerate travel to various fieldwork and community practice locations.
 10. Must effectively and sensitively communicate patient information to patients, family members, clinical instructors, and other members of the therapeutic team.
 11. Must be able to demonstrate either the auditory capability or the use of an effective compensatory strategy to recognize the sounds of power equipment, wheelchairs, as well as monitoring devices to ensure patient safety at all times.
 12. Must be able to demonstrate the visual skills or a related compensatory strategy necessary to accurately observe, describe, and analyze patient performance in classroom, laboratory, simulation, and fieldwork settings.

In the area of INTERPERSONAL SKILLS, COMMUNICATION SKILLS, AND PROFESSIONAL BEHAVIORS, students will:

1. Maintain appropriate emotional and mental health required to exercise sound judgment, complete all assigned tasks, as well as to develop and maintain appropriate therapeutic relationships.
2. Demonstrate an array of positive interpersonal skills including, but not limited to, cooperation, flexibility, empathy, and confidence.
3. Collaborate effectively with classmates, instructors, patients, family members, as well as members of the therapeutic team.
4. Demonstrate the ability to effectively and clearly communicate using the English language in both oral and written forms; this includes utilizing proper spelling, punctuation, and grammar in order to teach specific skills and procedures.
5. Be capable of adjusting the level of language used to match the skills and education level of the intended audience, including patients, family members, classmates, instructors, as well as other members of the therapy team.
6. Demonstrate and effectively utilize active listening and non-verbal communication skills to enhance therapeutic interactions.
7. Be appropriately assertive as required to: participate in class discussions, initiate and lead the therapeutic process, and to set appropriate limits and boundaries with patients.
8. Exhibit professional demeanor and attire at all times, both in the classroom, fieldwork setting, and community lab experiences.
9. Demonstrate organizational and time management skills in order to prioritize activities, assignments, and responsibilities effectively.

EVACUATION

Students are oriented to appropriate evacuation procedures related to fire, tornado and other threats that may occur. Procedures are posted in all classroom/lab spaces and in congruence with those established by the University Safety Officer.

EXPECTATIONS FOR OUR VIRTUAL LEARNING COMMUNITY

As EMU's Occupational Therapy Program community is making the shift to rely more on online communication for meetings, classrooms, and other interactions, we have developed these expectations of members of our community (student and faculty) in order to reflect the values we hold: respect for one another and "being present" in how we engage with one another in our virtual space. As we increasingly connect with other professionals, clients, and peers online, virtual classrooms offer opportunities to develop professional skills that will be useful throughout your career.

Overall, we expect engagement in virtual communication to be at the same level of attentiveness, respect, and professionalism that we would exhibit face-to-face. However, we understand that challenges present in ways that would not exist if we were face-to-face and offer this guide to make our expectations explicit.

Prepare Your Learning Space

- Create a learning environment that minimizes distractions and provides you access with everything you will need for class.
- Communicate with your roommates and/or family about your schedule and need for non-distracted time when you are engaged in your virtual learning (during synchronous class time and/or asynchronous engagement).
- Consider your background--you want to make sure you are not disclosing items or people that do not want your fellow learners to see. Here's a link to the EMU Zoom backgrounds if you want to use these:
<https://emueagles.com/news/2020/3/26/general-show-your-eastern-spirit-with-zoom-backgrounds.aspx>
- Consider using earphones--some class content may not be appropriate for those in your household.
- Consider a location that would allow for movement.

Prepare Yourself

- Consider your appearance. Please see your OT Program Student Handbook for specifics for dress.
- Have your computer charged and wifi set-up so your virtual connection is ready.
- Organize your materials so you can access your readings, notes, Canvas module, and any other items you will need for the class session.
- Avoid multitasking, as it will distract you from your learning. Discipline yourself to attend to the work at hand.
- Turn off devices (phones, notifications, etc.) that will distract you during class or while you are working on class activities.
- For a synchronous class, be present at the time the class is scheduled to begin. Your instructors will get class started at the designated time. You may even want to reserve some time prior to the official beginning of class to review your materials for class.
- Have food/drink ready for the class session--but choose wisely! Crunchy food can be distracting for everyone!

Be Present and Respectful during Synchronous Class Sessions

- Please include the name in which you want to be called in the Zoom call. This will assist communication with everyone.
- Please mute yourself when you are not speaking in class so others will not be distracted.
- Have your video on during class to foster a sense of community in the virtual space--your presence contributes to the energy of the learning environment! If you have concerns about this requirement, please contact your instructors to discuss.
- If you have to leave for some reason (i.e. using the bathroom), please turn your video off while you are gone and back on when you return.
- Engage in critical thinking and pose questions and musings that further the class conversation. (Your instructors will create opportunities to support this)
- Use the chat feature in a way that supports everyone's learning:
 - Share thoughts or questions that contribute to the class conversation.
 - Minimize bantering--it is rarely helpful.
 - Remember, chats can be downloaded from Zoom at the end of the sessions--even chats between two attendees. Be sure you are ok with instructors seeing your chat history when engaging.
- Feel free to use reactions features that promote useful communication--thumbs up, raise hand, applause.
- Non-verbal communication is important even in a virtual environment. Please be sure to convey what you mean--nodding, smiling, etc.
- If you unexpectedly lose your connection, please try to reconnect as soon as possible. If you are unable to reconnect, please let your instructor know via email, treating it as you would an absence in a typical face to face class. As a last resort, you could call into the meeting to at least hear what is being discussed.
- If your professor unexpectedly loses their connection, please wait a few moments while they try to reconnect. This may involve rejoining a call. If your professor is unable to reconnect, they will let you know via email as soon as possible, and will advise you of next steps.
- Class sessions may be recorded for students who are unable to attend at the scheduled time. These recordings should not be used in any capacity outside of the course. They are for your learning and reference as you progress through the semester. Students who participate with their camera engaged or who utilize a profile image are agreeing to have their audio/video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.
- Have fun! Learning should be enjoyable for all!

Be Present and Respectful during Asynchronous Learning Time

- As boundaries between school and other responsibilities are becoming increasingly blurred, you must set aside specific time to engage with course content and complete assignments.
- Engage with other learners in ways that are respectful in discussion boards, other group interactions, and 1-to-1 conversations. This includes being timely, owning your responsibilities, not saying or writing things that may be offensive, and being cautious about judging others.
- With so many advancements in technology and pushes for speed, you may be tempted to use acronyms or shortened words in communication. Resist the temptation! You are

communicating with your future colleagues--use complete sentences, proper grammar and spelling.

Use your Instructors in the Learning Context

- Ask questions and clarifications.
- Meet with instructors outside of class if you need to have deeper conversations, a better understanding of material, or need direction.
- Remember that your instructors are human, too, and learning right along with you!

**GRADING SCALE USED IN THE OCCUPATIONAL THERAPY PROGRAM
(COT & MOT)**

As noted in the below grading scale it is the policy of the Occupational Therapy program that a grade is not rounded up.

95-100% A	73-76.9% C
90-94.9% A-	70-72.9% C-
87-89.9% B+	<69.9% F
83-86.9% B	
80-82.9% B-	
77-79.9% C+	

Grades below C- will be assigned a grade of F in all graduate level courses.

GRADUATION REQUIREMENTS

Before receiving a diploma, certain requirements must be fulfilled. **It is the student's responsibility to see that all requirements are met.**

Graduation Fee

A non-refundable graduation fee is to be paid when a student applies for graduation at Records and Registration; 303 Pierce Hall, (734) 487-4203. Applications can be found online at the following address: <http://www.emich.edu/registrar/gradinfo.htm>.

COT graduates need to apply for both undergraduate AND graduate degrees simultaneously. Students with a prior bachelor's degree apply only for a graduate degree.

Application for Graduation

Candidates for a degree and/or certificate must submit a formal application for graduation in the final semester in which you will complete all requirements before a degree/certificate can be awarded. Applications are accepted online via My.Emich Student Services. If you are applying for more than one degree and/or certificate, you must complete an application for each. The application fee for each degree and/or certificate will be applied to your student account. Students should expect to receive their degree-verification letter within four to six weeks after the close of the semester in which their degree or certificate is conferred. Diplomas (with a complimentary transcript) are mailed approximately six to eight weeks after the close of the semester in which their degree or certificate is

conferred. **Note: Graduation applications are due no later than the last day of the semester in which you will finish all of your degree requirements. No applications will be accepted after the last day of the semester.**

Fall registration for December graduation
Winter registration for April graduation
Summer registration for August graduation

All COT students will need both an undergraduate and graduate degree application. MOT students apply for the graduate degree only. For individual concerns, contact the Graduation Audit Office directly at (734) 487-4203.

Failure to apply or follow the correct process for graduation will result in a delay in receiving the degree.

A candidate for graduation who enrolls at another college or university for credit to be transferred to Eastern Michigan University and applied toward meeting degree requirements must submit an official transcript of such credit not later than one month prior to the closing date of the semester in which the degree is to be awarded. Delay of at least one enrollment period in granting the degree will result if transfer credit has not been received by this time. Grade reports and/or letters from instructors will not be accepted in lieu of official transcripts. Special requests for advance verification cannot be honored. **(The student's degree recommendation letter documents the University's degree verification process and can be used to inform any employer of the date when the student's degree verification can be expected.)**

Graduation Audits

When a MOT student applies for graduation, the graduate audit is automatic. For individual concerns, contact the Graduation Audit Office directly at (734) 487-4203.

If you are a COT student, then you will need both an undergraduate and graduate audit. The undergraduate audit form is online (EMU Google "undergraduate audit").

Good Academic Standing and Grade Point Average Requirements for Graduation

Students must maintain a 3.0 grade point average in all graduate-level courses to remain in good academic standing. Academic status is based on the cumulative grade point average at the end of each semester.

The grade point average requirement for graduation is a minimum of 3.0 and applies to:

- all graduate credit earned at Eastern Michigan University;
- all graduate credit included in the area of specialization.

Only grades received in courses taken for graduate credit at Eastern Michigan University are used in computing a student's grade point average. Grades received in courses accepted as transfer credits are not included in the grade point average.

Time Limitations

All requirements for a master's degree are expected to be completed within six years from the time of first enrollment. Courses used on a master's degree program that are over six years old are out of date for use in the program. It is possible to validate out-of-date credit for use on a degree program if the appropriate procedure available in the Graduate School is followed. Validation of out-of-date credit is dependent upon the requirements of the program on which they are to be used, the recommendation of the advisor, and the approval of the Graduate School.

MAXIMUM TIMELINE FOR COMPLETION OF LEVEL II FIELDWORK

All occupational therapy students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program. Students have the right to request part-time or full-time fieldwork. Students who desire part-time fieldwork must make this request in writing to the fieldwork coordinator prior to placement arrangement.

NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT) REQUIREMENTS

NBCOT Character Background Check

All students admitted to the EMU MOT Program who successfully complete the academic program and fieldwork placements are required to take the NBCOT Certification Exam in order to practice occupational therapy. During the application process for the exam, character background information is reviewed in order to determine eligibility to sit for the certification exam. If you have any previous conditions, such as a felony charge or conviction, an encumbrance of professional license, or negligence, malpractice, or willful intentional misconduct, we strongly recommend that you contact NBCOT for a confidential determination of your eligibility to sit for the exam. The fee for inquiries about early determination should be directed to: character.review@nbcot.org

NBCOT Certification Examination

The occupational therapy certification (registration) examination is administered by a testing service under contract with the NBCOT. Currently there is on-demand testing. You will be responsible for having a transcript verifying your graduation sent to NBCOT. Information about procedures will be on their website: www.nbcot.org. Eligibility includes successful completion of all academic and fieldwork requirements. The certification examination is used as a basis for licensure in those states where occupational therapists are required to be licensed. As part of your application, you will attest to your character, you will be asked to answer questions related to the topic of felonies and or convictions. Please refer to the NBCOT website at http://www.nbcot.org/index.php?option=com_content&view=article&id=259&Itemid=163 for additional information on an early determination review process relating to character or contact them via phone at (301) 990-7979 or their website.

OFFICE HOURS

All faculty and staff have posted office hours. Office hours are included in course syllabi and also posted on the office door of faculty and staff. Appointments during these office hours should be scheduled directly with the faculty or staff member. Meeting with faculty or staff at times other than those posted can be arranged with faculty or staff members individually when indicated as an option. It is highly encouraged that students use the posted office hours when possible to schedule meetings with faculty and staff.

OT RESEARCH LIBRARY

The OT Research Library is located in Marshall 211. It is available for student's use during the week. It is open from 9-5 Monday through Friday. Resources available include books, assessments

and additional learning materials that can be checked out. Open library hours are held each week and are staffed by the Occupational Therapy Program Graduate Assistant who can assist students in checking out materials. All materials must be checked out and returned to the Program Graduate Assistant. Returning materials in a timely manner is expected and is a demonstration of good professional behavior.

This room is also equipped with a microwave, a hot water pot, and coffee maker. It is expected that students will keep this room clean. This room is also used during class times and for faculty and staff meetings. Students may be asked to leave if the space is needed.

PROFESSIONAL BEHAVIOR

Occupational Therapy students are expected to demonstrate professional behavior throughout their educational program and during their fieldwork placements. Students should conduct themselves in a way that provides a classroom environment that is conducive to learning for all. What follows is a partial list of the behaviors that students are expected to exhibit. Syllabi address this further.

Responsibility: The student will demonstrate responsibility in all class-related activities and fieldwork placement. This means students are expected to attend class, notify instructors prior to class of any absences, be on time for class, organize their time, dress appropriately for class activities, and hand in all assignments in a timely manner. The same expectations apply for all fieldwork placements as well.

Self-Assessment: The student will demonstrate willingness and ability to assess themselves in a variety of situations, including classroom work and fieldwork placements.

Engagement: The student will demonstrate active engagement and participation in class, in fieldwork and community experiences and at professional conferences and events. This includes turning off cell phones while in class and on fieldwork and only using laptops or tablets for class work or for fieldwork educator approved use while on fieldwork.

Ethics: The student will abide by all ethical principles outlined in the Occupational Therapy Code of Ethics.

Judgment: The student will demonstrate professional judgment in all class and clinical activities.

Respect: The student will demonstrate courtesy and respect to fellow classmates, instructors, fieldwork educators, and clients. This includes both written and verbal communication.

Communication: The student will remain professional and courteous in all forms of written and verbal communication with fellow classmates, instructors, fieldwork educators, and clients.

Appropriate titles (Dr., Professor, Mrs., Mr., Ms., etc.) should be used when greeting instructors and fieldwork educators, including in person, on the phone, and via email. Emails should remain professional, including the use of appropriate greetings, spelling, punctuation, and grammar.

Confidentiality: The student is expected to maintain the confidentiality of fellow classmates and clients at all times. The student is expected to only disseminate appropriate information, documents or photos via email. Client confidentiality should be discussed with students' fieldwork educators at each fieldwork placement. Please contact your advisor if you have questions on how to disseminate appropriate information.

If a student's behavior is deemed unprofessional by an instructor, the instructor will contact the student to set up a time to discuss the matter privately. The instructor will advise the student that the unprofessional behavior should not be exhibited in the future. Should an infraction occur a second time, an Early Concern Note will be written and the student will be asked to leave class and to return when the behavioral concern has been resolved.

PROFESSIONAL ORGANIZATION MEMBERSHIP

The EMU Occupational Therapy program requires membership in the American Occupational Therapy Association and the Michigan Occupational Therapy Association. Membership numbers are collected annually and it is the expectation that students keep membership current and active. The AOTA membership provides students with access to materials and resources that will be valuable in the program. As a result of the 100% student membership in AOTA the program receives a complimentary annual conference registration each year. Students can submit their name for a drawing that occurs in the winter semester for the upcoming AOTA Annual Conference. AOTA and MiOTA offer reduced rates for conference attendance. As a member of MiOTA students get a discount on their first year of membership after graduating. Student membership also makes students eligible to apply for a MiOTA scholarship. Students are also encouraged to participate in the Huron Valley Chapter of MiOTA.

SOCIAL NETWORKING

While social networking social media venues (i.e. Facebook, Instagram, Twitter, LinkedIn, TikTok) are an important and timely means of communication, they should be used judiciously. Students are reminded that they should have no expectation of privacy on such sites. Students must also be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability. Offenses may be considered non-academic misconduct and be subject to the appropriate policies and procedures.

The following actions are strictly forbidden:

- In your professional role as an occupational therapy student, you may not present the personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from one of the medical outreach trips) may still allow the reader to recognize the identity of a specific individual. This is the result of enactment of the HIPAA laws.
- You may not report private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course or fieldwork grades, narrative evaluations, examination scores, or adverse academic actions. This would violate FERPA rules.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson for the University or the program.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance use, or sexually explicit behavior.
- Presentation of personal engagement in illegal activities including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual's social media platform.

- Information received via email, or through Canvas, from a course instructor should not be posted to public networks.

When using these social networking websites/applications, students are strongly encouraged to use a personal email address, rather than their EMU email address, as their primary means of identification. Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

STATEMENT OF ACCREDITATION

The Master of Occupational Therapy program at Eastern Michigan University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) located at 4720 Montgomery Lane, Suite 200, Bethesda, Maryland 20814-3449. ACOTE's telephone number, c/o the American Occupational Therapy Association is (301) 652-AOTA and its web address is www.acoteonline.org.

Graduates of accredited programs are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR) and will be eligible to apply for licensure or registration in the state in which they intend to practice. Most states require licensure in order to practice.

STUDENT CONDUCT/GRIEVANCES

Students are referred to and are responsible for reading the EMU Student Handbook (<https://www.emich.edu/studenthandbook/policies/academic.php>) in order to obtain specific information regarding the Student Conduct Code and the Grade Grievance Procedure. The OT Program Director will review and clarify information on request of the student.

STUDENT ACADEMIC LEAVE and/or INTERRUPTION OF ENROLLMENT IN PROFESSIONAL COURSEWORK

When a student finds it necessary to temporarily leave the Program for a semester (or more); they must follow these procedures prior to leaving campus:

1. Notify assigned advisor and Program Director
2. Make a written request, including these facts:
 - a. name, date of request, advisor's name
 - b. reason for the leave
 - c. courses in which currently enrolled
 - d. expected length of leave
 - e. date of return
 - f. plans to keep current in the field

The faculty will discuss the student's request and notify the student of its decision.

3. Student must contact the Program Director and his/her advising team prior to the semester returning.

Students who are enrolled in the OT Program part time or students who are re-taking required OT courses in the program can opt to sit in and observe class sessions **only** if they have successfully passed the course the first time **and** if they have course instructor and program director approval.

Interruption of Enrollment Procedures

1. Students with insufficient credit hours to be able to apply to the Graduate School by October 15 of the first Fall semester in the program must complete the Interruption of Enrollment form. This form is available from the OT Program Director, room 316 Marshall Building.
2. Write a letter explaining the need for your withdrawal giving one copy to your OT Program Advising Team and a second copy to the OT Program Director (room 316 Marshall Building). In your letter identify your plan to take classes to be able to apply to the Graduate School.

Reapplying After Interruption of Enrollment

1. Inform the Program Director and your Advising Team of your wish to return.
2. Complete the *Graduate Enrollment Change Form* if you are returning within two (2) years. If you wish to return after this period, you must reapply. Forms are available from the Office of Admission on their website.
3. Complete the above steps at least one month prior to re-enrollment.
4. You will need to return at the beginning of the same semester in the program that you left, (i.e., if you withdraw in the fall semester, you must wait until the following fall semester to return).

STUDENT ORGANIZATIONS & MEMBERSHIP

Coalition of Occupational Therapy Advocates for Diversity (COTAD), EMU Chapter

The purpose of Eastern Michigan University's COTAD chapter is to promote diversity and inclusion among students in the occupational therapy field to subsequently diminish health disparities. This is achieved through outreach, providing education, as well as other opportunities to marginalized populations in order to promote the work, thoughts, and ideas of diverse professionals practicing in the field of occupational therapy. Monthly meetings are held as well as other events and minimal dues are assessed each semester. Students interested in joining COTAD are encouraged to contact the COTAD faculty advisor or speak with a COTAD officer.

Pi Theta Epsilon

Pi Theta Epsilon is the National Occupational Therapy Honor Society. EMU's OT program is the Epsilon chapter and is a recognized student organization. At the conclusion of the first semester of study in the OT program, grade point averages are calculated and the top 35% of students are invited to join the organization. The focus of the organization is on advancing scholarly activity and service. An induction ceremony is held in the second semester of the program for those students, their families and friends and faculty.

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association (SOTA) is a recognized campus organization consisting of currently enrolled occupational therapy students and intent students. General business meetings are held monthly and minimal membership dues are assessed each semester. Students interested in joining SOTA are urged to contact the SOTA faculty advisor or speak to a SOTA officer.

STUDENT WORKLOAD REQUIREMENTS

The work requirements of a graduate program, and the EMU OT Program in particular, are rigorous and demanding. For every one credit requirement, students can expect to commit 2-3 additional hours outside of class time for that course per week (e.g. for a 3-credit-hour course, an OT student can expect to spend 6-9 hours outside of class working on class-related activities each week). For a typical semester, students can expect that their graduate studies are the equivalent of a full-time job. Employment outside the program will likely have an impact on academic performance in the program; if students choose to be employed outside the program, we ask them to carefully consider their work within the context of the already intensive hours required as part of their role as student. The instructors are committed to providing the highest quality education possible to our students, and, consequently, we are unable to accommodate individual work schedules. We recognize and celebrate that students come to the OT Program with lives already in progress, and we encourage occupational balance and self-care while students are in our program, and throughout their careers. To this end, please see the 'Resources' section in this handbook.

TECHNOLOGY REQUIREMENTS FOR THE PROGRAM

The OT Program makes use of various technologies to support student learning. Students will need access to a desktop or laptop computer with a functional webcam with video capability and microphone as well as stable wi-fi internet connection with reliable speed. If you have any questions or concerns, please contact your faculty advisor.

TECHNOLOGY USE IN THE CLASSROOM

Laptops and tablets are encouraged in classrooms to enhance students' learning and/or to contribute to the learning of the broader community. Students may use laptops and other electronic devices during class but they can only be used for taking notes or for in-class activities specifically required by your instructor. Faculty support the use of laptops and other devices to engage in learning, to search educational websites, to develop PowerPoints, access the learning management system (i.e. Canvas), etc as appropriate in your class.

Laptops and other electronic devices may not be used during class for personal use. If you are found emailing, tweeting, accessing the internet, accessing social media or using your technology in ways not expressly related to a topic assigned by your instructor during class time, you will lose the privilege of using electronic devices during class for the rest of the semester.

TRANSPORTATION

Throughout the curriculum the student will be assigned off campus learning experiences as an integral component of the educational program. This includes Level I and II fieldwork experiences. It is the student's responsibility to provide transportation to and from these facilities. This might be managed through private or public transportation, arrangements with classmates, etc. University transportation is not available for this purpose.

VISITORS IN CLASS

Students should NOT bring visitors to class without consulting the instructor prior to class time. This includes children, friends, spouses, pets, etc.

FIELDWORK

GENERAL OVERVIEW OF FIELDWORK

The American Occupational Therapy Association's (AOTA) standards for an Accredited Master's-Degree-Level Educational Program for the Occupational Therapist (ACOTE, 2011) state that "fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution" (p.32). The Occupational Therapy Program at Eastern Michigan University has developed specific criteria and objectives for selection and review of fieldwork agencies (see Appendix). An agency must meet the identified criteria before a student can be placed there and a contract must exist between EMU and each of the fieldwork agencies.

At Eastern Michigan University, we strive to provide our occupational therapy students with fieldwork experiences in a variety of settings and across the life course. Students are placed in locations where occupational therapists commonly work, as well as those where occupational therapy would be a beneficial resource or addition. We also ensure that our students have an opportunity to work with people experiencing barriers to occupational performance as a result of mental health concerns, social inequities and limited resources.

Students participate in two levels of fieldwork experiences. Level I fieldwork is completed on a part-time basis concurrently with coursework in the third, fourth, and sixth semesters of the program. Level II fieldwork is completed on a full-time basis in two 12-week placements after the successful completion of all academic coursework. Level II fieldwork is a full-time commitment, where students follow the work schedule of their assigned clinical educators. All clinical educators have different work schedules which may include weekend days and extend beyond the 40hr work week. The EMU OT Program follows a full-time level II schedule. Part-time level II fieldwork is only prohibited due to documented extenuating circumstances. If a part-time level II fieldwork schedule is permitted, the alternative schedule is no less than 50% of the work week which will double the length of the weeks of the rotation from 12 to 24 weeks in total.

FIELDWORK PREREQUISITES

There are several prerequisites that students must complete before being placed for level I and level II fieldwork:

1. Complete all required health and educational prerequisites (see Health & Educational Requirements Policy) by the assigned due dates for each prerequisite. Documentation of these prerequisites is stored electronically on the EXATT website. Students will be required to print off and provide documentation of the prerequisites required by their assigned fieldwork site to their fieldwork educators. It is the student's responsibility to make sure that all documentation is up to date and to provide documentation to their sites. Fieldwork sites may have additional health and/or education prerequisites that must be completed by the student prior to their start date.

2. Complete a Criminal Background Check (See Criminal Background Check Policy) by the assigned due date. Results of the background check are stored electronically on EXATT. Students will be required to print off and provide documentation of background check results if required by their fieldwork site. It is the student's responsibility to make sure that this requirement is kept up to date and to provide documentation to the fieldwork site. Fieldwork sites may have additional safety requirements (e.g. fingerprinting, drug screen) that must be completed by the student prior to their start date.
3. Sign the Consent to Release Information form (See form in Appendix) by the assigned date. This form must be signed and uploaded into EXATT to allow for release of educational and/or medical information to a student's assigned fieldwork placement in order to comply with contractual requirements.
4. Complete the Student Data Form (see Appendix). This form will be provided to students electronically. Students are responsible for updating this form before each level I and level II fieldwork experience and for providing it to their fieldwork site prior to the start of each fieldwork placement.

LEVEL I FIELDWORK

AOTA states that “The goal of level I fieldwork is to introduce students to fieldwork experience, apply knowledge to practice, and to develop understanding of the needs of clients” (ACOTE, 2018, p. 41). It is the intent that Level I fieldwork “enriches didactic coursework through direct observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments, Standardized patients, Faculty practice, Faculty-led site visits, Supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor” (ACOTE, 2018, p. 41).

Level I Fieldwork provides an introduction to the fieldwork experience while familiarizing students with a variety of clients and contexts of intervention. The learning outcomes identified below reflect what we at EMU expect for our level I students at the culmination of all three fieldwork experiences. We have built these objectives into our programs faculty guided level I fieldwork model.

Level I course sequence Goals/Objectives (what the program will do):

- Introduce students to fieldwork experiences in practice settings with children, adults and older adults. Expose students to three, semester-long, Level I experiences in settings where occupational therapy does or could occur.
 - Provide students with the opportunity to understand the laws, regulations, reimbursement factors and policies impacting practice in a variety of settings (in setting and in seminar)
 - Foster opportunities to compare and contrast the occupational needs of children, adults and older adults.

- Familiarize students with barriers to occupational participation across the life course
 - Provide hands-on experiences with populations across the life course to support participation in required and/or desired occupations.
 - Provide experiences with standardized and non-standardized assessments used in fieldwork for evaluating occupational performance.
 - Utilize the three Level I experiences to help students understand the impact of environment and context on participation in occupation.
- Provide experiences in widespread settings within the communities where people live, work and play.
 - Opportunities for fieldwork experiences exist in a variety of settings.
 - The Academic Fieldwork Coordinator will ensure that students are placed in three different settings to expose students to places where people live, work and play..
- Support students in applying knowledge and skills obtained from available evidence and coursework.
 - The fieldwork experience will include in class preparation, experience in the field and reflection with student presentations to describe their experience.
 - The course instructor will serve as a coach and mentor to students while they engage in community programs for 8 weeks and actively participate in the OT process.

Student Learning Outcomes for the Level I Fieldwork Course Sequence:

Our Level I fieldwork program is designed to enrich the classroom experience and to introduce students to three different areas of practice across the life course. In line with our curriculum design, student learning is scaffolded throughout their occupational therapy education, including Level I fieldwork. Powerful changes occur from the time students begin their first fieldwork and complete their final fieldwork experience. As students gain knowledge and experience in the field and classroom, their ability to integrate learning, seek and analyze information, think creatively and critically, and problem solve from an occupational therapy perspective deepen and solidify. The learning outcomes identified below reflect what we expect for our Level I students at the culmination of all three fieldwork experiences.

Integration of Learning:

1. Students apply skills, abilities, models of practice/frames of reference gained across experiences both in the classroom and the field to new situations to solve problems or explore issues related to clients' participation in occupation.
2. Students envision a future self as an occupational therapist that builds on past experiences that have occurred across the curriculum.

Creative Thinking:

1. Having selected from among alternatives, students develop a logical plan to address occupational performance issues.
2. Students experiment with creating a novel or unique occupation-based treatment idea.
3. Students synthesize ideas related to the practice context, occupational profile and assessment process to develop occupation-based interventions.

Inquiry and Analysis:

1. Students will find and discuss relevant sources of evidence related to the populations encountered in their fieldwork settings.

Problem Solving:

1. Students begin to demonstrate the ability to construct a problem statement with evidence of the most relevant contextual factors as it relates to occupational performance.
2. Students identify occupation-based approaches that support participation in desired or required occupations.
3. Students evaluate the effectiveness of interventions observed in Level I fieldwork and hypothesize other solutions.

Critical Thinking:

1. Students take information from sources (client, team, family, environment, context, classroom) with enough interpretation/evaluation to develop a coherent analysis or synthesis.
2. When drawing conclusions, students take in to account the complexities of an issue and acknowledge the clients point of view, the fieldwork educator's perspective, the role of OT in the setting, and their own level of knowledge.

Psychosocial Specific Objectives:

1. Students are able to identify the importance of addressing psychosocial factors and its importance and relevance in providing OT treatment.
2. During assessments, students will obtain information regarding clients mental, emotional, social and spiritual health.
3. Students identify occupation-based interventions that include and address clients mental, emotional, social and spiritual health.
4. Students will recognize the importance of social engagement throughout the lifespan, and begin developing rationale for treatments that include addressing this area of occupation.
5. Students will begin identifying barriers to social engagement and the impacts this can cause and apply critical thinking to find ways to remove these barriers.
6. Students are aware of the impact of spiritual health and develop ways to evaluate client's satisfaction in this area. When dissatisfaction is observed students are able to verbalize ways to improve this psychosocial need.

To meet the Level I goals and student learning outcomes, we have the following framework for our Level I fieldwork experiences:

1. Each student will complete three Level I placements. These placements correspond with an assessment and intervention course to allow students to begin to understand aspects of the OT process in a variety of settings, both with and without the on-site

guidance of an occupational therapist. The semester long format will provide an avenue to apply what is learned in the classroom to individuals and groups in various fieldwork settings. All courses below are overseen by a faculty instructor.

- a. OCTH 420 is a fieldwork experience with children and/or adolescents. Placements might be in schools, childcare centers, telehealth, community centers, and private clinics.
 - b. OCTH 516 is an adult fieldwork course. The focus during this experience is on psychosocial factors that influence and impact engagement in occupations. Students will work with community partners to engage in the OT process.
 - c. OCTH 517 focuses on older adults and the aging process. Students will engage in the OT process while working with community members. Settings can include senior living facilities, assisted living facilities, skilled nursing facilities and on campus at our own EMU OT Clinic.
2. Students will be assigned to various OT part-time fieldwork experiences supervised by an occupational therapist for three semesters of the OT program. The experiences can include the following: create educational material, select and perform various assessments, create individualized or group treatment sessions, co-treat with peers, observation of peers/occupational therapists performing various OT services which can be face-to-face, virtual, phone or via educational resources.
 3. Level I absences and potential delays:
 - a. Students are never required to make up hours that are missed as a result of agency requirements, closures, or fieldwork educator absences. Concerns about hours should be directed to the Academic Fieldwork Coordinator and course instructor.
 - b. Absences for Level I fieldwork should only occur due to illness or emergency situations. All absences must be made up and arranged collaboratively by the course instructor and Academic Fieldwork Coordinator. Excessive absences that cannot be made up during the normal course of the semester will be addressed by the Academic Fieldwork Coordinator. University and agency breaks will need to be discussed on a case-by-case basis to ensure the student has adequate time at the fieldwork experience.
 - c. Faculty reserves the right to delay assignment to a Level I fieldwork experience if a student demonstrates professional or personal behavior or academic performance that could present potential harm or substandard care to the clients at any agency providing a fieldwork experience. Likewise, a student can be removed from Level I fieldwork at any time for unsafe, unethical practice or for any behavior that puts the client, the agency, themselves or the University at risk.
 4. Students will receive supervision by qualified professionals as defined by ACOTE. At EMU all level I fieldwork instructors are licensed OTs.
 5. Students are given a grade of CR or NC for each Level I fieldwork course. Student fieldwork performance evaluations will be placed in their student file. In addition to the fieldwork evaluation, students will be expected to complete assignments in the seminar portion of the course. See the course syllabi for grade requirements for seminar assignments. A grade of NC will necessitate that the student repeats the course at its next offering.

6. Level I placements are located within a reasonable driving distance. A student may need to drive for an hour or more for a given fieldwork experience. Transportation is required for Level I fieldwork.
7. No part of Level I fieldwork can be applied toward Level II fieldwork.
8. Students will not be placed in the same setting more than once for level I fieldwork to ensure exposure to a wide variety of diagnoses, settings and experiences.
9. To prevent any conflicts of interest, students will also not be placed in facilities where they currently work, have worked, have volunteered/shadowed/observed, or have family or friends on staff.
10. In the event that a Level I placement is cancelled by the agency, the AFWC will work quickly to find a replacement experience. The student and the AFWC will collaborate to determine how to manage lost fieldwork time and still meet course objectives.

LEVEL II FIELDWORK

The second level of fieldwork is a supervised, on-going experience in which the emphasis is on the application of the academically acquired body of knowledge. Students are supervised by a licensed or registered occupational therapist with a minimum of one year of practice experience. “The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings” (ACOTE, 2018, p. 42).

A minimum of 24 weeks of full time fieldwork is required. The OT program at EMU does not offer part-time level II fieldwork unless extenuating circumstances arise and are documented. The student must still be able to meet the demands of a part-time schedule that is reduced to 50% of the work week and totals 24 weeks instead of the typical 12. At EMU, students complete two 12 week full time experiences in 2 different settings. The Academic Fieldwork Coordinator strives to place students in their areas of interest while balancing AOTA’s recommendation to provide students with a variety of learning experiences. At EMU we do not place students in level II fieldwork experiences where OT does not exist. Students are assigned to a licensed OT practitioner as their clinical instructor.

Level II Fieldwork may require relocation for at least one of your experiences. Relocation means that you may be placed at an agency that is more than 100 miles from your residence. Every attempt is made to accommodate student living arrangements, however availability and need may dictate the Level II selections.

Every student must have at least one fieldwork experience that has as its focus the psychological and social factors that influence engagement in occupation (standard C.1.3, ACOTE, 2018, p. 38). Therefore, any student who has not had a Level I fieldwork

experience that fulfills this standard will be placed at a Level II agency with a primary psychosocial focus. This may require relocation as described above.

Level II Placement Process:

The Occupational Therapy Program at Eastern Michigan University has the responsibility and authority for scheduling Level II Fieldwork experiences. The Academic Fieldwork Coordinator (AFWC) selects fieldwork agencies that provide optimum integration of academic preparation with practice. EMU has contracts with many fieldwork sites. For the protection of the student, the University, and the fieldwork site, students are not permitted to contact agencies to arrange placements. If you are aware of agencies interested in fieldwork, please inform the fieldwork coordinator. To establish a partnership with a new site, the AFWC will meet with the clinical coordinator to provide information regarding EMUs OT program. If both parties would like to proceed an affiliation agreement is established prior to the start of any student rotation. Every effort is made to accommodate students' preferences; however, students are not guaranteed a placement of their first choice. At EMU level II fieldwork is not random assignment or a lottery system. The AFWC meets with all student advisors at the start of the level II fieldwork planning process to obtain feedback regarding students' academic performance, strengths, and weaknesses. A students interests as well as the feedback received from faculty are used during the level II fieldwork placement process. The AFWC sends out slot requests in March each year requesting level II fieldwork rotations. Every effort is made to ensure there are a variety of sites available for level II fieldwork. Each year the AFWC seeks out new partnerships to provide diverse and quality educational opportunities.

1. The AFWC and Program Director hold a level II fieldwork meeting the summer before the level II placement process begins. This meeting provides students with education regarding the purpose of level II fieldwork, how it aligns with EMUs curriculum and the process that will take place during level II fieldwork.
2. Following this meeting, students will meet with the academic fieldwork coordinator one on one to discuss level II options. Students will come to this meeting having filled out a level II placement interview, to help guide their decision making (See appendix for placement interview form).
3. Students will have access to a Wishlist housed in EXXAT that will display the sites that have offered a level II rotation for the upcoming year. Students will choose 5 sites for each rotation to place on their Wishlist. Please note, the Wishlist does not guarantee the placement will be assigned.
4. To help guide students in their decision making they will have access to site AOTA Data forms, SEFWEs (Student Evaluation of the Fieldwork Experience) from previous students who completed their rotation at the site. They will also have access to site documents such as site specific learning objectives.
5. Placements will be arranged in collaboration with the academic fieldwork coordinator. The student will be involved in the selection of his/her placements to the greatest extent possible. The student is expected to honor the placement to which they have been assigned and once a site and student accept the placement notification the site will not be changed, unless the site cancels the placement.

6. Final recommendation of students' readiness for Level II fieldwork will be made by the faculty of the Occupational Therapy Program at Eastern Michigan University. Faculty reserves the right to delay assignment to a fieldwork experience if a student demonstrates professional or personal behavior or academic performance that could present potential harm or substandard care to the clients at any agency providing a fieldwork experience.
7. If an agency cancels a placement, the Occupational Therapy Program, not the student, will be responsible for arranging another placement. This is possible in most cases. The department will arrange a placement in collaboration with the student.
8. If the cancellation is the result of a student's failure to complete the required prerequisites in a timely manner, the student's performance during an interview at the fieldwork site, certified background check results, or drug screen results, the student must schedule a meeting with the AFWC to determine the next course of action. Approval of the course of action by the OT Program is required. The student will not be assured of a placement until the next Level II fieldwork time frame.
9. If a student requests a change of his/her scheduled placement, the Program will consider the request. Requests for change of placement must be in writing and should provide an explanation of the reason(s) for the request. If the requested change is reasonable, the Program will attempt to change the placement as long as there is no inconvenience to the agency and another placement is available. **The student will not be assured of a placement until the next Level II fieldwork time frame.**
10. If a student cancels a placement without OT Program approval, either before or after the scheduled start date, the student must schedule a meeting with the AFWC to determine the next course of action. This will count as a failed placement. Approval of the course of action by the OT Program is required. **The student will not be assured of a future placement until the next Level II fieldwork time frame.**
11. Students in the MOT program must register for six (6) credit hours for each of the two fieldwork courses (OCTH 588 and OCTH 589) prior to beginning the fieldwork. Students register for OCTH 588 in the Winter semester and OCTH 589 in the Summer semester. This is essential in order to meet contractual arrangements and to assure coverage by EMU liability insurance.
12. Upon successful completion of the first Level II fieldwork experience, a student may request a third elective fieldwork experience. This placement is planned with the student and is designed to provide experience in a specialized area.
13. Level II fieldwork must be completed within 24 months of finishing classroom academic work.
14. Students will not be placed in sites where they are, have, or are arranged to have an employee role or relationship. In addition, students will not be placed in sites where friends or family are employed. MOT Faculty believe that placing the student in such a fieldwork experience presents ethical dilemmas and could compromise the learning experience of the students.

Out of State and International Level II Placements:

The EMU Occupational Therapy program does not offer international level II fieldwork rotations. There are many out of state affiliations that if offered students can choose to explore. Students are responsible for all housing, food, and transportation expenses.

FIELDWORK POLICIES

Health & Educational Requirements Policy
Health & Educational Requirements Checklist
Criminal Background Check Policy
Additional Information Regarding Fieldwork Prerequisite Requirements

APPENDIX: FIELDWORK FORMS

Level I Criteria for Selection
Level II Criteria for Selection
Physical Form
Consent to Release Information
Student Data Form

HEALTH & EDUCATIONAL REQUIREMENTS POLICY

September 2021

Eastern Michigan University COVID 19 Policy

The occupational therapy program follows the University's guidelines regarding the COVID vaccine. The current university protocol is students either receive the COVID vaccine, or complete weekly testing. In the appendix is a COVID vaccine declination form which must be read, acknowledged, and uploaded into EXXAT if a student chooses not to get vaccinated. Students who choose not to get vaccinated must read and agree that finding fieldwork placements can be impacted by this decision. Clinical sites have their own requirements for student interns, and may not allow students to engage in fieldwork if they are not vaccinated. (See appendix for COVID-19 Declination Form)

To comply with affiliation agreement requirements and to ensure the health and safety of clients at our fieldwork sites, all students must complete the following health and educational requirements upon admission to the EMU OT program and/or annually:

Health Requirements due by August 1st each year:

1. Hepatitis B vaccination or positive titer
2. Measles, Mumps & Rubella (MMR) **titer** (a titer is required, proof of vaccination will not be accepted)
3. Varicella **titer** (a titer is required, proof of vaccination will not be accepted)
4. Tetanus, Diphtheria & Pertussis (TDap) vaccination within the last 10 years
5. 2-step Tuberculosis (TB) skin test (annually)
6. Influenza (annually, completed by October 1st each year)
7. Physical examination (annually, only the approved department form will be accepted)
8. Proof of health insurance coverage (annually)

Educational Requirements due by September 15th each year:

10. CPR certification & First Aid training
11. OSHA/Blood Borne Pathogens training (annually)
12. HIPAA training (annually)

Many fieldwork sites have their own policies to ensure the health and safety of their clients, including additional health and/or educational requirements. It is the sole responsibility of the student to comply with all agency fieldwork requirements in order to be placed at a given site. The associated cost(s) of any additional agency requirement(s) is the student's responsibility. Additionally, it is the responsibility of the student, not the Academic Fieldwork Coordinator, to keep a record of all completed health and educational requirements and to provide documentation of completion to their fieldwork sites upon request.

Process:

Students may complete the health requirements with their own physician or at University Health Services (<http://www.emich.edu/uhs>). *It is recommended that students begin completing health requirements, especially vaccinations, as soon as they are admitted to the program in case they need to complete a vaccine series, as these can take several months. Physical examinations and TB tests should be completed in July to ensure coverage for the entire school year.*

Educational requirements will be coordinated annually by the OT department and attendance is **mandatory**. *Educational requirement training will be scheduled for the late summer/early fall before students begin their first level I fieldwork experience.*

The process for documenting completion of health and educational requirements is outlined below. This process[1] must be completed online through EXATT.com and the associated cost is the student's responsibility. The cost is an annual fee of \$35.00. Students will have life-long unlimited access to their health and educational documents.

1. EXATT will send students a welcome email.
2. Students will go to the required document tab.
3. Students will begin completing the background check and other assigned documents.
4. Follow instructions to complete all requirements by the assigned due dates

All health and educational requirements must be met and uploaded to EXATT **prior** to the start of fieldwork. It is the student's responsibility to ensure that all requirements have been met and to provide documentation of completion to their fieldwork site. Failure to complete requirements on time will result in a delayed start for fieldwork and students will be required to make up days/hours. A significant delay in starting fieldwork may result in having to withdraw from the class.

Anticipated Approximate Costs (based on University Health Services costs), although many requirements may be covered by insurance:

1. 2-step Tuberculosis (TB) test: \$60.00
2. Hepatitis B series: \$195.00
3. MMR titer: \$110.00
4. Varicella titer: \$50.00
5. TDaP: \$60.00
6. Influenza: \$35.00 annually
7. Physical examination: \$50.00-70.00 annually

8. Proof of health insurance coverage: \$1,850.00 per year or \$615.00 per semester
9. CPR & First Aid training: \$110.00 (good for two years)
10. OSHA/BBP training: free through OT program
11. HIPAA training: free through OT program
12. COVID-19 training: free through OT program
13. Criminal Background Check: \$59.00
14. EXXAT: \$35.00 annually

FIELDWORK PREREQUISITE REQUIREMENTS CHECKLIST

You may use this form to keep track of your fieldwork prerequisites, including health, educational, and criminal background check requirements. Please remember that documentation of completion of these requirements must be uploaded to EXATT by the assigned due dates. Go to www.EXATT.com to complete this process (see Health & Educational Requirements and Criminal Background Check Policies for more information).

Requirement	Uploaded to EXATT?	Due Date for 2020	Uploaded to EXATT?	Due Date for 2021
Hepatitis B series		8/1/2021		N/A
Measle, Mumps & Rubella (MMR) titer		8/1/2021	N/A	N/A
Varicella titer		8/1/2021	N/A	N/A
Tetanus, Diphtheria & Pertussis (TDap)		8/1/2021	N/A	N/A
2-step Tuberculosis (TB) skin test		8/1/2021		8/1/2019
Influenza		8/1/2021		8/1/2019
Physical examination		8/1/2021		8/1/2019
Proof of health insurance coverage		8/1/2021		8/1/2019
CPR certification		9/15/2021	N/A	N/A
First Aid certification		9/15/2021	N/A	N/A

OSHA/Blood Borne Pathogens training (annually)		9/15/2021		9/15/2019
HIPAA training (annually)		9/15/2021		9/15/2019
Criminal Background Check		9/15/2021		9/15/2019

CRIMINAL BACKGROUND CHECK POLICY

Revised August 17, 2020

To comply with affiliation agreement requirements and to ensure the safety of clients at our fieldwork sites, all students must complete a criminal background check upon admission to the EMU OT program and then annually before being placed for fieldwork.

The criminal background check is conducted in order to verify that the student has had no criminal convictions. This includes: any felony, or an attempt or conspiracy to commit a felony; a misdemeanor that involved abuse, neglect, assault, battery, or criminal sexual conduct against anyone, or fraud against a vulnerable adult; or a state or federal crime that is substantially similar to such a misdemeanor.

Many fieldwork sites have their own policies to ensure the safety of their clients, including their own procedure for conducting background checks. It is the sole responsibility of the student to comply with all agency fieldwork requirements in order to be placed at a given site. This means that a student may need to complete additional background checks, drug screens, and/or fingerprinting. The associated cost(s) of any additional agency requirements is the student's responsibility.

Process:

The process for completing a criminal background check is outlined below. This process must be completed online and the associated costs are the student's responsibility. The cost for the criminal background check is \$75.00 annually.

1. Log into you student account via EXATT (www.EXATT.com)
2. Go to your student profile tab on the left side of the screen.
3. Go to required documents on the right side of the screen.
4. Scroll to Universal Background check and click select screening.
5. Follow the prompts to enter personal information and payment. .
6. EMU will only recognize this requirement is "met" through Universal.

Any student who has been convicted of a crime prior to admission to the program must meet with the program director to discuss implications for the National Board for Certification in Occupational Therapy (NBCOT) exam and future fieldwork assignments. A felony conviction may affect a graduate's ability to sit for the

NBCOT exam or attain state licensure. In addition, the student must schedule a meeting with the academic fieldwork coordinator to determine the appropriate course of action to take related to future fieldwork placements.

Any student who is arrested for or convicted of a crime while in the EMU OT program is required to immediately notify the program director and the academic fieldwork coordinator and schedule a meeting to discuss implications of said conviction. Any student found knowingly withholding information regarding a criminal offense is at risk for dismissal from the program.

Anticipated Approximate Costs:

1. Criminal Background Check: \$59.00 annually (additional if required by fieldwork site)
2. Drug screen: \$37.00-60.00 (or more if required by fieldwork site)
3. Fingerprinting: \$42.00 (or more if required by fieldwork site). This will be set up through contact with your fieldwork site as they will instruct you where to have this completed.

ADDITIONAL INFORMATION REGARDING FIELDWORK PREREQUISITE REQUIREMENTS

Criminal Background Check: All students must complete a Criminal Background Check through Universal upon admission to the program and then each subsequent fall while in the program. See the Criminal Background Check policy for additional information and instructions on how to complete this requirement.

Hepatitis B: All students must show proof of Hepatitis B vaccination (completion of all three shots in series) or if documentation of receipt of vaccine series is not available, a lab report showing a positive titer*. A series in process will not be accepted. It may take up to 6 months to complete this 3-vaccine series, so if you need to complete this requirement, it is recommended that you start the series immediately upon admission to the program. This is a one-time requirement. Once students have uploaded documentation of this requirement once, they will not have to complete this requirement again while in the program.

Measles, Mumps, & Rubella (MMR): Students are required to show proof of a positive titer* for all three components of MMR. A lab report is required for proof. If any part of the MMR titer is negative or equivocal, you must contact the Academic Fieldwork Coordinator to determine next steps. In some cases, you will need to be re-vaccinated. If this is the case, re-vaccination is a two-shot series that takes at least a month to complete. Be sure to get your titer done early enough to accommodate for this. This is a one-time requirement. Once students have uploaded documentation of this requirement once, they will not have to complete this requirement again while in the program.

Varicella (Chicken Pox): Students are required to show proof of a positive titer* for Varicella. A lab report is required for proof. If your Varicella titer is negative or equivocal, you will need to be revaccinated. Re-vaccination is a two-shot series that takes at least a month to complete. Be sure to get your titer done early enough to accommodate for this. This is a one-time requirement. Once students have uploaded documentation of this requirement once, they will not have to complete this requirement again while in the program.

* What is a Titer?

- A titer is a laboratory test that measures the presence and amount of antibodies in blood. A titer may be used to prove immunity to disease. A blood sample is taken and tested.
- If the test is positive (above a particular known value) the individual has immunity. If the test is negative (no immunity) or equivocal (not enough immunity) you need to be vaccinated. - A titer lab report is generated by the lab that tested the blood sample. The titer lab report must include the test type, exact values, signature, and date.

Tetanus, Diphtheria & Pertussis (TDap): Students must show proof of TDap vaccination within the last 10 years. If vaccination expires while a student is in the program, the student will be required to show proof of re-vaccination. Re-vaccination entails a one-time booster shot. This is a one-time requirement. Once students have

uploaded documentation of this requirement once, they will not have to complete this requirement again while in the program.

2-step Tuberculosis (TB) Skin Test: Students must complete a 2-step TB test each summer that they are in the program (recommended to be completed each July). Per the CDC, 2-step testing is useful for the initial skin testing of adults who are going to be retested periodically, such as healthcare workers. This 2step approach can reduce the likelihood that a boosted reaction to a subsequent test will be misinterpreted as a recent infection. Many of our fieldwork sites require a 2-step TB test within one year of the start of the fieldwork placement.

A 2-step TB test actually includes four visits to a care provider. You will have the PPD antigen applied under your skin and return 48-72 hours later to have the test read. Then, you will repeat this process a second time 1-3 weeks after the first application. See the example timeline below:

1. Visit 1, Day 1: PPD antigen is applied under the skin
2. Visit 2, Day 3: PPD test is read (within 48-72 hrs of placement). If positive, it indicates TB infection and a chest x-ray and further evaluation is necessary.
3. Visit 3, Day 7-21: a second PPD skin test is applied (for those that test one was negative)
4. Visit 4, 48-72 hours after placement: the second test is read. A positive 2nd test indicates TB infection in the distant past. Chest X-ray and further evaluation will likely be necessary.

You must submit documentation of BOTH test readings. Please be sure to keep both and that both pieces of documentation include the date that the test was read, the results, and a signature of the healthcare provider who read the test.

Influenza (Flu Shot): All students are required to show proof of influenza vaccination each fall while in the program. Vaccination must be for the current flu season, therefore proof of vaccination is not due until October 1st of each year. EMU's student health center holds clinics around campus towards the end of September each year. You may also complete this requirement through your primary care provider or a local CVS, Walgreens, Target, etc.

Physical Examination: All students must complete a yearly physical exam (recommended to be completed each July) while in the program. Only the department form (provided on EXATT) will be accepted. You can complete this requirement through the student health center or your own personal healthcare provider.

Health Insurance Coverage: All students must maintain health insurance coverage while in the program. Students must submit copies of health insurance cards as proof of this requirement. If your health insurance card has someone else's name on it (e.g. parent or spouse), you will need to also submit documentation from your health insurance carrier that you are covered under that person's policy. Be sure to allow for enough time to obtain this documentation by the due date assigned.

CPR & First Aid Certification: All students must complete a one-day CPR and First Aid training. The class will be scheduled for you by the OT department at the end of the summer/beginning of the fall of your first year. Training is mandatory and students must attend the training scheduled by the department. Outside or previous training will not be accepted. Certification will be good for the remainder of the time you are in the program.

HIPAA & Blood Borne Pathogens Training: All students will complete HIPAA and Blood Borne Pathogens training yearly while in the program. This training is provided online for free by the OT department. Students will receive instructions on how to complete this training during the summer of their first year in the program.

**OCCUPATIONAL THERAPY PROGRAM
SCHOOL OF HEALTH SCIENCES
COLLEGE OF HEALTH AND HUMAN SERVICES
EASTERN MICHIGAN UNIVERSITY, YPSILANTI, MI**

Revised June 2017

**CRITERIA FOR SELECTION, REVIEW, & PLACEMENT FOR
LEVEL I STUDENT EXPERIENCES**

AGENCY RELATED

1. When indicated, the facility will have a current favorable accreditation standing with the appropriate body, such as the Joint Commission on Accreditation of Health Care Organizations.
2. The agency should have a stated philosophy regarding delivery of services.
3. The agency should have an interprofessional approach to intervention and afford students the opportunity to understand team member's role in interprofessional teams.
4. The agency should have, or be willing to have, occupational therapy representation in planning learning opportunities that meet the criteria for the fieldwork experience. This could be a therapist employed by the agency, on a permanent, contractual or volunteer basis, or a faculty member.
5. Fieldwork educators within the agency should understand the philosophy and principles of the EMU Master of Occupational Therapy curriculum and, in conjunction with the Academic Fieldwork Coordinator, incorporate them into the facility's fieldwork program.
6. Opportunities for continuing education and professional development of the staff are supported by the agency.
7. The agency must be willing to enter into a contract with Eastern Michigan University which clearly defines the rights and responsibilities of the educational program, the fieldwork setting and the student.
8. The agency must maintain ongoing communication with Eastern Michigan University and update materials regularly, including health care and agency prerequisites required of students prior to placement commencement.

OCCUPATIONAL THERAPY EDUCATIONAL PROGRAM

1. Personnel Criteria for Agency:

- a. Attendance at a fieldwork educator preparation session, or connecting with and mentoring from the Academic Fieldwork Coordinator to prepare for a Level I student is required.
- b. Direct Supervisors of Level I Occupational Therapy students:
 1. Are encouraged to be members and active participants in their professional associations.
 2. Can be currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. (ACOTE Standard C.1.9)

2. Supervisory Responsibilities:

- a. The student should be supervised in all aspects of his/her fieldwork by qualified fieldwork educators. The fieldwork educator should have full knowledge of and responsibility for all aspects of the program carried out by the student.
- b. The fieldwork educator should carry out an organized procedure of orientation to the facility, services, and the fieldwork experience.
- c. Evaluation feedback should be frequent enough to allow the student adequate time to make changes.
- d. The Philadelphia Region Fieldwork Consortium Level I Fieldwork Evaluation will be used as a rating tool. The student should be evaluated, using this form, when they have completed one half of their fieldwork experience and at the completion of the experience. A midterm objective action plan will be created based on midterm results and provided to the fieldwork seminar instructor.
- e. The fieldwork experience should be evaluated by the student, using the approved instrument, and should be reviewed by the supervisor and the student at the conclusion of the fieldwork.

3. Service Delivery:

- a. The philosophy, policies, and procedures regarding service delivery and education programs should be identified, stated in writing, and compatible with those of the agency. The objectives of the program should be stated

and should reflect the specific contribution occupational therapy makes to the overall program.

- b. Occupational therapy service delivery must be in accordance with the AOTA Code of Ethics, the Occupational Therapy Standards of Practice (2015), and the Licensure Laws for the State in which the experience is taking place.

4. **Fieldwork Program**

- a. The fieldwork experience shall be planned in accordance with the current “Accreditation Standards for a Master’s-Degree-Level Educational Program for the Occupational Therapist” of the Accreditation Council for Occupational Therapy Education.
- b. The fieldwork objectives will be provided by the University and will include course syllabi, assignments, and general fieldwork guides for linking the classroom knowledge with the fieldwork experience.
- c. The student should be provided with opportunities (e.g. diagnoses, ages, individual treatment, group treatment) in line with the focus of the Level I fieldwork experience, whenever possible. Fieldwork experiences are purposefully designed to enrich the didactic portions of the coursework and included directed observation and participation in select aspects of the occupational therapy process. (ACOTE Standard C.1.8)
- d. The student should be encouraged to search for and share evidence to support their treatment planning process.
- e. The placement should focus on introducing students to the fieldwork experience, applying knowledge to practice, and developing an understanding of the needs of clients served by the fieldwork agency.

I have read the Criteria for Selection, Review & Placement for Level I Student Experiences. I understand that I should contact the Academic Fieldwork Coordinator immediately if I have any performance concerns with my student and agree to arrange a midterm evaluation with my student, to include development of objectives for the remainder of their time with my agency. My signature below constitutes my agreement with procedures outlined above.

I am licensed or credentialed with the State of Michigan (or Ohio) to practice as an

OTRL License Number: _____

Other discipline: _____

Printed Name of Fieldwork Educator (including credentials)

Signature, with credentials

Date

Agency Name

E-mail

Phone Number

Revised by Melissa Peters, October 20th, 2020

**OCCUPATIONAL THERAPY PROGRAM
SCHOOL OF HEALTH SCIENCES
COLLEGE OF HEALTH AND HUMAN SERVICES
EASTERN MICHIGAN UNIVERSITY, YPSILANTI, MI
August 2016**

**CRITERIA FOR SELECTION, REVIEW, & PLACEMENT FOR LEVEL II STUDENT
EXPERIENCES**

Agency Related

1. When indicated, the facility will have a current favorable accreditation standing with the appropriate body, such as the Joint Commission on Accreditation of HealthCare Organizations.
2. The agency should have a stated philosophy regarding delivery of services.
3. The agency should have an interprofessional approach to intervention and afford students the opportunity to understand team member's role in interprofessional teams.
4. The agency should have, or be willing to have, occupational therapy representation in planning programs and opportunities which would affect occupational therapy services. This could be a therapist employed by the agency, on a permanent, contractual or volunteer basis, or a faculty member.
5. Fieldwork educators within the agency should understand the philosophy and principles of the EMU Master of Occupational Therapy curriculum and, in conjunction with the Academic Fieldwork Coordinator, incorporate them into the facility's fieldwork program.
6. Opportunities for continuing education and professional development of the staff are supported by the agency.
7. The agency must be willing to enter into a contract with Eastern Michigan University which clearly defines the rights and responsibilities of the educational program, the fieldwork setting and the student.
8. The agency must maintain ongoing communication with Eastern Michigan University and update materials regularly, including health care and agency prerequisites, the AOTA Fieldwork Data Form, site specific objectives, OT job description, and essential requirement form.

1. Personnel Criteria for Agency:

- a. The agency fieldwork educator should have a minimum of one year clinical experience, which ideally would include supervision of students, attendance at a fieldwork educator preparation session, or a meeting with and mentoring from the Academic Fieldwork Coordinator to prepare for a Level II student.
- b. Direct Supervisors of Level II Occupational Therapy students:
 1. Are encouraged to be members and active participants in their professional associations.
 2. Must be a currently licensed or credentialed occupational therapists within the state in which they practice. (ACOTE Standard C.1.14)
 3. Have a minimum of one year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. (ACOTE Standard C.1.14)
- c. Fieldwork educators outside of the United States must have graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and have one year of experience in practice. (ACOTE Standard C.1.19)

2. Supervisory Responsibilities:

- a. The student should be supervised in all aspects of his/her fieldwork by qualified fieldwork educators. The fieldwork educator should have full knowledge of and responsibility for all aspects of the program carried out by the student.
- b. The fieldwork educator should carry out an organized procedure of orientation to the facility, services, and the fieldwork experience.
- c. Supervision should be an ongoing process, direct initially and decreased to less direct supervision, according to the setting, the severity of the client's condition, and the ability of the student. (ACOTE Standard C.1.16)
- d. Evaluation feedback should be frequent enough to allow the student adequate time to make changes.
- e. The American Occupational Therapy Association Fieldwork Performance Evaluation will be used as a rating tool. The student should be evaluated, using this form, when they have completed one-half of his/her fieldwork experience and at the completion of the experience. A midterm objective action plan will be

created based on midterm results and sent to the Academic Fieldwork Coordinator.

- f. Midterm contact will be made with the Academic Fieldwork Coordinator for the purpose of communicating about performance and progress as it relates to entry-level generalist competency building. This contact can be made by email if no student issues exist, by phone if no issues or minimal concerns exist, and a face-to-face meeting should be requested if persistent performance concerns or a midterm score of 89 or below is achieved. Virtual means of connecting can be used if fieldwork placements are out of state and a face to face meeting is necessary.
- g. The fieldwork experience should be evaluated by the student, using the approved instrument, and should be reviewed by the supervisor and the student at the conclusion of the fieldwork.
- h. In a setting where no occupational therapy services exist, the program must document that there is a plan for the provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years of full-time or its equivalent of professional experience. The student must receive a minimum of 8 hours of direct occupational therapy supervision per week. (Direct supervision occurs in real time and offers both audio and visual capabilities to ensure opportunities for timely feedback. p. 43) 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. (ACOTE Standard C.1.17)

3. Service Delivery:

- a. The philosophy, policies, and procedures regarding service delivery and education programs should be identified, stated in writing, and compatible with those of the agency. The objectives of the program should be stated and should reflect the specific contribution occupational therapy makes to the overall program.
- b. Occupational therapy service delivery must be in accordance with the AOTA Code of Ethics (2015), the Occupational Therapy Standards of Practice (2015), and the licensure laws for the state in which the experience is taking place.

4. Fieldwork Program

- 1. The fieldwork experience shall be planned in accordance with the current “Accreditation Standards for a Master’s-Degree-Level Educational Program for the

Occupational Therapist” of the Accreditation Council for Occupational Therapy Education.

2. The fieldwork objectives must be in writing and are to be provided to the academic program in advance to facilitate student preparation for the fieldwork experience. (ACOTE Standard C.1.2)
3. The student should be assigned a variety of clients (e.g. diagnoses, ages, individual treatment, group treatment). With guidance, students should have increasing responsibility for evaluating, planning, and carrying out occupational therapy programs and interventions for individuals and populations receiving services at the fieldwork site.
4. The student should be encouraged to search for and share evidence to support their treatment planning process. Access to agency in-house trainings should be made available to students during their fieldwork experience.
5. The fieldwork experience must focus on developing competent, entry-level, generalist occupational therapists. The student should gain an in-depth experience in delivering both direct and indirect OT services.

I have read the Criteria for Selection, Review & Placement for Level II Student Experiences. I understand that I should contact the Academic Fieldwork Coordinator immediately if I have any performance concerns with my student and agree to arrange a midterm point of contact, either via email, phone or a site visit. I am currently licensed or registered as an Occupational Therapist and have at least 1 year of experience post NBCOT certification. My signature below constitutes my agreement with procedures outlined above.

Printed Name of Fieldwork Educator (including credentials)

License Number

Date of initial certification

Signature, with credentials

Date

Agency Name

Eastern Michigan University
Occupational Therapy Program

PHYSICIAN'S STATEMENT

Date: _____

To Whom It May Concern:

I have examined _____
(*student's name*)

on _____ (*date*) and find that s/he is healthy, free of communicable diseases, and capable of assuming the full-time duties of an occupational therapy student.

Student is cleared for Level I and Level II fieldwork experiences with no restrictions

Student is cleared for Level I and Level II fieldwork experiences with the following restrictions:

Comments(*optional*):

Physician Signature: _____

Print Name/Credentials: _____

Name of Organization/Facility: _____

Address: _____

Phone Number: _____

EASTERN MICHIGAN UNIVERSITY
Occupational Therapy Program

CONSENT TO RELEASE INFORMATION

I, _____, permit Eastern Michigan University, upon request,

Student Name

to release the following information from my educational and/or medical records to my Level I and Level II Fieldwork sites. This information may be required by my fieldwork sites and will be disclosed in order to facilitate my placement, comply with contractual requirements and for no other reason:

- Physician statement
- Vaccination and/or blood titer results required by the fieldwork site
- Proof of current certification of training in Adult & Child CPR/AED
- Proof of current certification of First Aid (when required)
- Proof of a negative Tuberculosis evaluation
- Proof of a Certified Background Check and certificate of such results
- Proof of personal Health Insurance, when required by the fieldwork site
- AOTA Personal Data Sheet

If an accommodation is potentially or certainly needed for success in fieldwork, I understand that I must provide documentation from the Disability Resource Center at Eastern Michigan University and initial here _____ to allow the fieldwork coordinator to discuss these accommodation needs with the fieldwork site.

The above information may be released in person, in writing or as e-mail attachments, from the Academic Fieldwork Coordinator or the Program Director.

I understand that the above information may be considered private information under the Federal FERPA guidelines or federal or state medical records privacy acts.

By completing and signing this form, I realize that this information will be released **only** to the party (ies) indicated.

This agreement will remain in effect until revoked in writing by me, the student.

_____/____/____ Student Identification Number	_____ Student Name (printed)	_____ Birth mo./day/yr.
_____ Student Signature	_____ Date	
_____ Student Email Address	_____ Student Phone Number	

***I request for this agreement to be cancelled.**

Student Signature Date

Revised 6/28/2011

PERSONAL DATA SHEET

This form is completed by the student and is sent to the student's Level II fieldwork educator prior to the start of the fieldwork experience.

PERSONAL DATA SHEET *FOR STUDENT FIELDWORK EXPERIENCE*

PERSONAL INFORMATION

Name

Permanent Home Address

Phone number and dates that you will be available at that number

Phone Number _____ Dates

Name, address, and phone number of person to be notified in case of accident or illness:

EDUCATION INFORMATION

1. Expected degree (*circle one*)

OTA: Associate Baccalaureate Masters Doctorate
Certificate

OT: Baccalaureate Masters Doctorate Certificate

2. Anticipated year of graduation _____

3. Prior degrees obtained _____

4. Foreign languages read _____ spoken

5. Do you hold a current CPR certification card? Yes _____ No _____ Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company

_____ Group #

_____ Subscriber #

3. Date of last Tine Test or chest x-ray: _____

(If positive for TB, tine test is not given)

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSONAL PROFILE

Personal Data Sheet for Student Fieldwork Experience

1. Strengths:

2. Areas of growth:

3. Special skills or interests:

4. Describe your preferred learning style:

5. Describe your preferred style of supervision:

6. Will you need housing during your affiliation? Yes _____ No _____

7. Will you have your own transportation during your affiliation? Yes _____ No _____

8. *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I Exp.			
Level II Exp.			

ADDITIONAL COMMENTS

*AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)
 Amended and Approved by FWIC 11/99 and COE 12/99
 fieldwork\miscell\persdatasheet.1299*

COMMUNICABLE DISEASE POLICY AND PROCEDURES Updated August 14th, 2020

The Occupational Therapy program has assumed the responsibility of working cooperatively with all fieldwork agencies in preventing and controlling communicable disease. Communicable diseases such as tuberculosis, mumps, measles, smallpox, hepatitis, and acquired immune deficiency syndrome pose serious problems and concerns for students and both academic and clinical faculty.

The program will provide information about the prevention and control of communicable diseases to students and faculty. The main goal is to ensure that students have access to high quality clinical experiences without jeopardizing their own or others' health or well-being.

Additionally, students in the program are encouraged to adhere to the following procedures to ensure protection of themselves and others.

A. Recommended preventative measures. Standards for protection include:

1. The basic premise that all clients should be considered potential carriers of contagious disease.
2. All students should obtain immunizations, if available, against diseases that are known to be transmitted by contact with blood, saliva, or other body fluids to help prevent disease transmission. More specific information is provided later in this document.
3. If the student is in a clinical setting where exposure to blood, saliva, or other body fluids is likely, then the use of Universal Precautions is recommended. Universal Precautions include the use of gloves, masks, eye protection, appropriate clothing, and hand washing.
4. The reduction of cross-contamination between treatment areas and non-treatment areas such as home and school. Examples include, but are not limited to, wearing uniforms from a clinical area to the grocery store or the movies, wearing a lab coat from a college class to another public place.
5. The proper aseptic management of contaminated environmental surfaces.
6. The proper sterilization or high-level disinfection of contaminated reusable equipment.
7. The proper use, care, and disposal of sharp instruments.
8. The proper management of contaminated waste materials.

B. Immunizations

1. Students should keep their immunizations (tetanus, diphtheria, varicella, measles, rubella, and mumps, Hepatitis B), TB skin tests/X-rays, and other medical records current to reduce the threat of communicable diseases. (Annual renewal of TB test)
2. If a student's religious beliefs preclude medical immunizations, a written notice should be provided to the Academic Fieldwork Coordinator and will be placed in the student file. Students should be aware that fieldwork sites have the right to refuse students who do not comply with the agency's immunization and vaccination policy.

3. If a communicable disease is contracted, the student or student's parent/spouse/significant other/family should contact the Academic Fieldwork Coordinator. Based upon the information from the student and his/her physician, the appropriate educational environment will be maintained for the student.

SPECIFIC DISEASES OF CONCERN

Hepatitis B

Hepatitis B virus (HBV) infection is a major cause of acute and chronic hepatitis worldwide. The U.S. Centers for Disease Control recommend that "persons at substantial risk of acquiring HBV infection who are demonstrated or judged likely to be susceptible should be vaccinated. They include (among others): ... some health-care workers." (Centers for Disease Control, MMWR, Morbidity and Mortality Weekly Report, Vol. 34, No. 22, 1985, p. 322). Individuals considered at high risk are those who have contact with blood and blood products.

Note: It is important that students realize that certain clinical facilities require that the student be immunized in order to do fieldwork in that setting.

HIV/AIDS

At the present time, there is no vaccine for HIV/AIDS. All students should use Universal Precautions when there is a risk of contact with blood or blood products.

Cytomegalovirus (CMV)

This common virus can cause a rare congenital syndrome if the mother is exposed during pregnancy. All women of childbearing age should use Universal Precautions, especially when working with children. The virus is transmitted through respiratory excretions and through the urine. Most adults have some immunity to this disease. A woman considering pregnancy should have a titer done to determine her degree of immunity since immunity in the mother at least partially protects the fetus. There is presently no vaccine for CMV.

CAMPUS AND CURRICULUM RESOURCES

AUTISM COLLABORATIVE CENTER

The Autism Collaborative Center at Eastern Michigan University provides targeted support services to EMU students with Autism Spectrum Disorders (Asperger's Syndrome) who may need individualized supports to succeed. This is a fee-for-services program. Contact the Autism Collaborative Center for further information.

autismcenter@emich.edu www.accemu.org

CAREER SERVICES

The University Advising Career Development Center may be a resource to you as you prepare to enter the field of occupational therapy and evaluate job offers received. Further information can be found at <http://www.emich.edu/uacdc/index.php>

COMMENCEMENT

Occupational Therapy students are scheduled to complete the program in June. Students can participate in either the April or December commencement proceedings if they choose to do so. Students who have 12 credits or less to complete by the April commencement are eligible to complete the graduation participation form (found on the Records & Registration website). Please keep in mind that your official graduation date is that of the semester when you finish fieldwork. A copy of your completed transcript can be requested and processed for NBCOT testing after degree completion in August. Application for graduation, including payment of fee to cover diploma expenses, must be completed the first month of your last semester (during your fieldwork). Questions can be directed to the Graduation Audit office at (734) 487-4203. Additional information can be found at <http://www.emich.edu/registrar/graduation/>

DISABILITY RESOURCE CENTER

The Disability Resource Center (DRC) views disabilities as an integral part of the rich diversity at Eastern Michigan University. To that end, the DRC works collaboratively with students, faculty, and staff to create an inclusive educational environment for students. The DRC advocates for students to ensure that they receive equal access to educational programs, activities, and facilities on campus. The office also assists students through the provision of accommodation which may include test accommodation, note-taking assistance, interpreter services, alternative formats for books, and the use of adaptive technology. In order to receive accommodation, students with disabilities are required to register with the Disability Resource Center in 240K Student Center. The office can be reached at 734.487.2470 or by email at drc@emich.edu.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT

The Family Rights and Privacy Act of 1974 (often called the Buckley Amendment) requires that all students be notified of their rights under the Act, be informed of locations and types of records pertaining to them which are maintained by the University, and the individuals in charge of such records.

In accordance with this Act, students have a right to review their records in the OT office. Arrangements must be made with the faculty advisor. Records may not be removed from the office and contents may not be removed from the file. The student may add materials to the file.

HOLMAN SUCCESS CENTER

The Holman Success Center provides instruction and services that support students in the development of skills necessary for effective performance. Workshops are open to all students. Workshops are small sessions held in the library that are designed to help you target specific academic areas. Workshops are available for:

- **What is MY Learning Style?** (discover which learning style works best for you)
- **Understand More & Study Less!** (improve your note-taking and textbook reading strategies)
- **Studying Techniques** (the who, what, when, where and why of studying) Minimizing Test Anxiety (tactics for test preparation and stress reduction)
- **I'm Always Behind!** (help with mastering time management and practical tips for planning your schedule)
- **Getting Started & Organized** (creating plans that work for your lifestyle)
- **Overcoming Procrastination** (how to stay motivated and get things done)
- **Preparing for Final Exams** (dealing with the stress of finals in manageable pieces)

One-on-One workshops are available, please call the Holman Success Center to schedule:
734.487.2133

HONORS PROGRAM

University Honors Program

The Honors College at Eastern Michigan University serves the university community by empowering academically talented and motivated student to reach their full scholastic, service, and leadership potential through challenging coursework with engaged peers and faculty and through extra-curricular activities that foster international and diversity awareness and commitment to civic engagement. Please see <http://www.emich.edu/honors/> for more information.

Pi Theta Epsilon: EMU's EPSILON Chapter of the National Occupational Therapy Honor Society

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. The society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited educational programs across the United States. Please see <http://www.aotf.org/pithetaepsilon.aspx> for more information.

Individuals at the top 35% of the class at the completion of their first semester will be invited by the EMU's Pi Theta Epsilon Faculty Advisor to apply for PTE membership.

SCHOLARSHIPS & FINANCIAL AID

There are a limited number of Occupational Therapy scholarships available. These are given based on special needs or talent (see specific criteria for each scholarship). The College of Health and Human Services also offers some scholarships to the occupational therapy program. Interested applicants may contact the Occupational Therapy Program Scholarship Chairperson, Sharon Holt, sholt5@emich.edu for further information.

Scholarships are also available to qualified students on a limited basis through a variety of professional organizations. Resources can be found with the American Occupational Therapy Association, the American Occupational Therapy Foundation, the Michigan Occupational Therapy Association, and the Michigan Alliance of School Physical and Occupational Therapists. Further information may be secured from the associations directly.

AOTA <http://www.aota.org/Education-Careers/Find-School/Aid.aspx>

AOTF

<http://www.aotf.org/scholarshipsgrants/scholarshipprogram/eligibilityandscholarshipavailability.aspx>

MiOTA office@miota.org

MASPO <http://www.maspot.org/scholarships.html>

There are also a variety of scholarships, grants, and loans available through the Office of Financial Aid. For further information, see their website at <http://www.emich.edu/finaid/> or contact them at financial_aid@emich.edu.

STUDENT EMPLOYMENT

The college Work-Study Program is a financial aid program sponsored through the University by the U.S. Department of Health, Education, and Welfare. Its purpose is to assist the student with a financial need to earn money for college expenses by working in jobs created over and above regular positions both on and off campus. Specific approval is required for Work-Study and may be secured from Financial Aid, 404 Pierce Hall.

Regular on and off campus employment is available for students. Full information may be obtained from the Student Employment Office in the Career Services Center, McKenny Hall-main floor.

The Job Location and Development Office develop off-campus part-time career related job opportunities for currently enrolled EMU students. Both regular and college Work-Study positions are developed. Students may obtain further information by calling (734) 487-0400 or visiting the Career Services Office.

UNIVERSITY LIBRARY

The Halle Library includes Learning Resources and Technologies Center, which consists of the Media Services Center, and the Instructional Support Center. The library makes available a large collection of books, subscriptions, pamphlets, microfilms, maps, audio recordings, viewing materials, and Federal and State government publications.

Audio-visual materials are kept in the Media Services Center and in the Instructional Support Center. All library materials are organized into three subject divisions: Science and Technology; Education and Psychology; Humanities and Social Sciences. Occupational Therapy students find most of the material they need in the Science and Technology division, but will also find relevant materials held elsewhere in the Library and the Media Services Center by using the main card catalog.

The Instructional Support Center provides a variety of services for currently registered students:

- 1) free tutoring in a variety of subject areas
- 2) a writing clinic with student tutors (supervised by the English Department) to help students in both advanced courses and those seeking to master basic skills (students need not be enrolled in an English class
- 3) workshops to enhance and sharpen students' academic success skills are offered. Some sample workshops might include test-taking, vocabulary building, time management skills, classes in reading and study skills (these classes are not offered for college credit and are non-graded);
- 4) audio tape recordings, phono discs, and microcomputer programs, and other non-print materials for class assignments and personal use;
- 5) micro-computer laboratory (all occupational therapy students are expected to learn a word processing program before graduation); and
- 6) a Foreign Language Laboratory (this facility, primarily for use by students taking classes in the Department of Foreign Languages and Bilingual Studies, is equipped for audio-aural assignments by either classes or individuals.

Hours for the Media Services Center and Instructional Support Center are posted at the entrance to the Library.

UNIVERSITY WRITING & ACADEMIC PROJECT CENTER

The University Writing Center offers a variety of workshops on such skills as: readings strategies, grammar and editing, invention organization and structure. The Academic Projects Center offers point-of-need help with research, writing, and technology to students working on research papers and other academic projects. University Writing Center consultants, Halle Librarians, and technologists work together in the Center to provide project-oriented support. Learn more at <http://www.emich.edu/uwc/> or email writingcenter@emich.edu

SWOOP'S PANTRY

Swoop's Pantry (104 Pierce Hall, emich.edu/swoopspantry, 734 487 4173) offers food assistance to all EMU students who could benefit. Students are able to visit twice per month to receive perishable and non-perishable food items, personal hygiene items, baby items, and more. Students can visit our website for hours of operation and more information.

CENTER FOR ADAPTIVE TECHNOLOGY IN EDUCATION (CATE) LAB

The CATE Lab is designed for use by disabled students, staff and faculty to incorporate the use of computers and related technology into the learning and working atmosphere of EMU. Contact: 734-487-1419 Location: John W. Porter Building, Suite 120 Hours: By appointment. Additional information. <http://www.emich.edu/catelab/>

COUNSELING SERVICES

Counseling and Psychological services (CAPS): Counseling and Psychological Services (CAPS) is dedicated to addressing the mental health needs of students at Eastern Michigan University. Medication management with a staff psychiatrist is also available for a fee. Additional Information: <https://www.emich.edu/caps/>

COE Counseling Clinics: <http://www.emich.edu/coe/clinics/counseling-clinics.php>

Psychology Clinic: <http://www.emich.edu/psychology/psychologyclinic/>

VERIFICATION OF GRADUATION FOR STATE LICENSURE & REGISTRATION APPLICATIONS

TO: OCCUPATIONAL THERAPY SENIOR STUDENTS
FROM: THE PROGRAM DIRECTOR, OCCUPATIONAL THERAPY
RE: **VERIFICATION OF GRADUATION FOR STATE LICENSURE
AND REGISTRATION APPLICATIONS**

Many of you will want to work in states which require occupational therapists to be registered or licensed. State licensing bureaus will give you a form to send to EMU to verify that you have graduated. Here is the procedure to follow to get verification of graduation:

1. Send:
 - a. FORM, with your name filled in;
 - b. EMU STUDENT NUMBER;
 - c. STAMPED ENVELOPE, addressed to licensure board or to you, depending on the state procedures;
 - d. ADDRESS and DAYTIME PHONE NUMBER where you can be reached.

To: **Office of the Registrar**
304 Pierce
Eastern Michigan University
Ypsilanti MI 48197

2. The Registrar's Office enters the correct graduation day and year, and notarizes the information. The Registrar imprints the form with the EMU university seal. (This step is faster when you have sent your student number). Please note, the OT Program can not complete this form for you, **you** must send to Registrar.

3. The Registrar's Office mails the completed form in the envelope you provided.

Mail coming into or leaving EMU may take more than a week. The campus is closed, including mail service, from just before Christmas to just after New Year's Day. Please plan accordingly.

PROFESSIONAL ORGANIZATIONS

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services; improving consumer access to health care services, and promoting the professional development of members. AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care. AOTA is based in Bethesda, MD.

AOTA Vision 2025

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

AOTA holds several conferences each year. Each April, the AOTA annual conference & exposition is held and provides students with a great educational and networking experience. In addition, AOTA hosts several specialty practice conferences and co-sponsors the Student Conclave, a conference just for students! Eastern Michigan University's Occupational Therapy Program requires students to be members of the American Occupational Therapy. Student benefits include eligibility for election to serve on committees, use of AOTA loan resource materials, and special student rates for AOTA conferences. The membership fee also includes a subscription to AJOT, the official publication of AOTA that will be of great use to you in your academic preparation, OT Practice and AOTA One-Minute Updates via email.

To learn more about AOTA visit www.aota.org

To join visit <http://www.aota.org/AboutAOTA/Membership.aspx>

MICHIGAN OCCUPATIONAL THERAPY ASSOCIATION (MiOTA)

The Michigan Occupational Therapy Association is the state organization of occupational therapy professionals. Student membership benefits include eligibility to serve on MiOTA committees, participating in elections, and receipt of the MiOTA Newsletter, and eligibility for scholarships. The MiOTA Newsletter contains information about jobs, workshops, and events of interest in the state. Eastern Michigan University's Occupational Therapy Program requires students to be members of MiOTA. As a part of your MiOTA membership you can participate in local chapter events as well. EMU is located in the Huron Valley chapter. You can attend chapter meetings closer to your place of residence if you desire. Application forms are available from their website:

http://mi-ota.com/?page_id=137

STUDENT OCCUPATIONAL THERAPY PROGRAM (SOTA)

The Student Occupational Therapy Association (SOTA) is a recognized campus organization consisting of currently enrolled occupational therapy students and intent students. General business meetings are held monthly and minimal membership dues are assessed each semester. Students interested in joining SOTA are urged to contact the SOTA faculty advisor (Alicia Jones) or speak to a SOTA officer.

COALITION OF OCCUPATIONAL THERAPY ADVOCATES FOR DIVERSITY (COTAD)

The Coalition of Occupational Therapy Advocates for Diversity (COTAD) formed in 2014 through a collaboration that occurred between members of the AOTA Emerging Leaders Development Program. COTAD has grown tremendously since its early days and has added individuals to its Executive Board and general membership. Now established as a non-profit organization, COTAD operates as a group of individuals from across the United States all working towards a common goal of promoting JEDI, anti-racism and anti-oppression within the occupational therapy workforce and increasing the ability of occupational therapy practitioners to serve an increasingly diverse population.

PI THETA EPSILON

Pi Theta Epsilon is the National Occupational Therapy Honor Society. EMU's OT program is the Epsilon chapter and is a recognized student organization. At the conclusion of the first semester of study in the OT program, grade point averages are calculated and the top 35% of students are invited to join the organization. The focus of the organization is on advancing scholarly activity and service. An induction ceremony is held in the second semester of the program for those students, their families and friends and faculty.