OCCUPATIONAL THERAPY PROGRAM

STUDENT HANDBOOK

COLLEGE OF HEALTH & HUMAN SERVICES

SCHOOL OF HEALTH SCIENCES

EASTERN MICHIGAN UNIVERSITY

Ypsilanti, Michigan 48197

Revised December 2013
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Dear Occupational Therapy Student,

It is a pleasure to welcome you, on behalf of the OT faculty and staff, to Eastern Michigan University and to the profession of occupational therapy. As we prepare to celebrate our 100th year as a profession in 2017, we are guided by the American Occupational Therapy Association’s (AOTA) Centennial Vision.

"By the year 2017, we envision that occupational therapy is a powerful, widely-recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs."

You will be a part of making this vision a reality. The years approaching 2017 offer many opportunities for the implementation of this vision. There are many ways that you can take an active role in creating this vision of our profession. First and foremost we encourage you to become actively involved in AOTA, in your state association and in your student organization where you can advocate for the profession and communicate with many other occupational therapy professionals. Over the next two and a half years you will have a multitude of opportunities to assist in the development of your professional identity.

The EMU OT Program has a rich history, beginning in 1941. 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 practice in many different parts of occupational therapy, to teach, 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.

We believe in offering you rich opportunities to prepare you for entrance into the profession. We value the academic and practical experiences that support clinical reasoning and demonstrate the power of evidence based practice with those we serve. Your professional journey starts today and will be filled with opportunities for learning, reflection, and integration as you emerge as an occupational therapy professional. The faculty looks forward to supporting you on your journey. We are committed to your education and development as a professional and we invite you to become an engaged member of our community here at Eastern Michigan University and the occupational therapy profession.

Best wishes for a successful first year,

Amy Jo Lamb, OTD, OTRL, FAOTA
Program Director & Assistant Professor
Master of Occupational Therapy Program

313 Everett L. Marshall Building, Ypsilanti, MI 48197 ■ 734.487.4096 ■ Fax: 734.487.4095
PURPOSES 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

<table>
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<tr>
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<tr>
<td>ACOTE</td>
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<td>American Journal of Occupational Therapy</td>
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<td>NBCOT</td>
<td>National Board for Certification of Occupational Therapy</td>
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<td>CHHS</td>
<td>College of Health and Human Services</td>
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<td>SHS</td>
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<td>FAOTA</td>
<td>Fellow, American Occupational Therapy Association</td>
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FACULTY AND STAFF

SHARON HOLT, MHS, OTRL, CBIS

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

Work History:
Full time Lecturer, 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, physical and neurological disabilities- Advocacy and
accessibility

Leisure Occupations: Running, triathlons, kayaking, rollerblading, traveling,
reading, nature, and family activities

VALERIE HOWELLS, Ph.D., OTRL

Education: Ph.D., Clinical Psychology, Cambridge Graduate School of
Psychology
MA., Clinical Psychology, Cambridge Graduate School of
Psychology
BS., Occupational Therapy, Eastern Michigan University

Work History:
Professor, Eastern Michigan University
MOT Program Director (past)
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Private practice, Community Based Mental Health, Ypsilanti,
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Staff therapist, Washtenaw County Community Mental
Health
Director mental health services, San Pedro Peninsula Hospital
Staff therapist, Herrick Memorial Hospital
Staff therapist, Ypsilanti Regional Psychiatric Hospital

Academic & Research Interests:
Community based participatory research, Mental Illness,
 stigma, health and the arts

Leisure Occupations: Yoga, reading, gardening, cooking, travel, home decorating,
weaving, walking

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AMY LAMB, OTD, OTRL, FAOTA

Education: OTD, Occupational Therapy, Creighton University
BS, Occupational Therapy, Creighton University

Work History: MOT Program Director & Assistant Professor, Eastern Michigan University
Director of Outpatient Rehabilitation, Brookdale Senior Living, Denver, Colorado
Assistant Professor and Director of Clinical Education, Creighton University, Omaha, Nebraska
Owner, AJLamb Consulting, Omaha, Nebraska
Executive Director Mind/Body/Spirit Grant, Alegent Health, Omaha, Nebraska
Occupational Therapist, St. Joseph's Medical Center, Omaha, Nebraska

Academic & Research Interests: Health Policy/Advocacy, Leadership, Wellness & Prevention, Cost effectiveness of rehabilitation; engagement in professional service and professional association

Leisure Occupations: Spending time with my husband and two children, Yoga, Reading

PAMELA LEMERAND, PhD.

Education: Ph.D., Educational Psychology, University of Michigan
MS., Human Development-Early Childhood, Wayne State University
BS., Occupational Therapy, Wayne State University

Work History: Clinical Director, Autism Collaborative Center
Associate Professor Eastern Michigan University
Director of Student Services, Grosse Pointe Schools
Psychologist, Livonia Public Schools
Special Education Consultant, Livonia Public Schools
Occupational Therapist, Wayne County Regional Education Center

Occupational Therapist, University of Michigan Children's Psychiatric Hospital

Academic & Research Interests: Pediatric Mental Health, Occupational Therapy intervention with children with autism as well as children with behavior disorders

Leisure Occupations: Enjoying family and friends, reading murder mysteries, travel and adventure
ABBYE MARTERELLA, PhD, OTRL

Education: Ph.D., Occupational Science, University of Southern California  
MS., Occupational Therapy, Eastern Michigan University  
Non-Profit Management Certificate, Eastern Michigan University  
BS., Occupational Therapy, Eastern Michigan University  

Work History: Assistant Professor, Eastern Michigan University  
Research Assistant Professor, University of Southern California  
Adjunct Faculty, Eastern Michigan University  
Staff Therapist, Los Angeles County Adult Day Health Care  
Research Evaluator, Medical College of Ohio  
Private Practice Therapist, Southeastern Michigan  
Staff Therapist and Health Services Supervisor, Washtenaw County Community Mental Health  
Executive Director, The Art Oasis, Ann Arbor, Michigan  
Staff Therapist, Heartland Health Care Centers  
Staff Therapist, Total Care Home Health  
Staff Therapist, University of Michigan Hospital (physical rehabilitation)  

Academic & Research Interests: Intervention development and translational research in occupational science, mental health, wellness, community inclusion and participation  

Leisure Occupations: Hula-hooping, thrift store shopping, running, reading, concert-going, and repurposing materials for everyday use

GRETCHEL DAHL REEVES, PhD, OTL, FAOTA

Education: Ph.D., Biopsychology, University of Michigan  
MOT, Western Michigan University  
M.A. & B.S., Michigan State University  

Work History: Associate Professor, Eastern Michigan University  
MOT Program Director (past), Eastern Michigan University  
Assistant Professor, Medical College of Ohio  
Visiting Assistant Professor, Oakland University  
Clinical experience as a pediatric OT in schools, private practice and outpatient rehabilitation  


Leisure Occupations: Gardening, decorating and reading
ANDREA WEID, MPA, OTRL

Education: MPA, Eastern Michigan University
BS, Occupational Therapy, Eastern Michigan University

Work History: Academic Fieldwork Coordinator, Eastern Michigan University
MOT Admissions Assistant, Eastern Michigan University
Adjunct Faculty, Eastern Michigan University
Occupational Therapist, Private Practice
Occupational Therapist, Dreams Unlimited Clubhouse

Academic & Research Interests: Program Evaluation, Mental Health, Community-based Practice, Promoting occupation-based practice through student experiences

Leisure Occupations: Playing with my son, time with family and friends, camping and being outdoors, running, cooking

JAYNE YATCZAK, PhD, MS, OTRL

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: Instructor, 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
Impact of societal and professional discourse on the construction of knowledge

Leisure Occupations: Kickboxing, Yoga, Tai Chi, Gardening, Cooking & Baking, Home Food Preservation, Sausage Making, Reading, Counted Cross Stitch, Tatting
ANDREA GOSSETT ZAKRAJSEK, OTD, MS, OTRL

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

Work History: Associate Professor & Aging Studies Program Director, Eastern
Michigan University
Project Coordinator, OT Program at UIC
Clinical Instructor, OT Program at UIC
Staff OT, Rehabilitation Institute of Michigan

Academic & Research Interests: Dr. Zakrajsek’s scholarly work focuses on exploring
participation and health issues of older adult and people with
disabilities. She is particularly interested in 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.

Leisure Occupations: Travel, reading

EMERITUS FACULTY

NORMAJEAN BENNETT, MA., OTR, FAOTA – Professor Emeritus, Eastern Michigan University
RUTH A. HANSEN, Ph.D., 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
JUDY OLSON, Ph.D., OTR – Professor Emeritus, Eastern Michigan University
LYLA M. SPELBRING, Ph.D., OTR, FAOTA – Professor Emeritus, Eastern Michigan University
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Administrative Assistant (734) 487-4096

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Senior Secretary (734) 487-4096
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 Eastern Michigan University Occupational Therapy MOT program received a 10 year accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) granted in 2004.

Vision

We envision a future where:

- Occupational therapists develop partnerships with all members of the community.
- Occupational therapy services occur in homes, neighborhoods, communities, and institutions; the places where individuals live, work, and play.
- Practice is client-centered and embedded in theory and research.
- Occupation is central and celebrated for its complexity and depth.

Our students will:

- Be leaders and innovators, responsive to the changing health care needs within our diverse society.
- Use occupation as the central focus of their practice.
- Become competent and ethical professionals who use theory and research to guide their clinical practice.
- Develop the skills to serve consumers through the roles of clinician, collaborator, coach, educator, and advocate.
- Value promotion of social justice through service to the community.

Mission - preamble

In support of the mission of Eastern Michigan University and the College of Health and Human Services, the mission of the Occupational Therapy Program in the School of Health Sciences is:

Mission

- To prepare graduates who:
  - Work effectively as occupational therapists in a variety of settings.
  - Value occupation and strive to understand its complexity and depth.
  - Demonstrate competent, ethical, entry-level practice based on theory and available evidence
  - Are culturally competent change agents who represent a diverse spectrum of backgrounds, interests, and viewpoints.
  - Are committed to and promote social and occupational justice.
  - Are reflective practitioners committed to lifelong learning and client-centered practice.

- The Occupational Therapy Program is designed to:
  - Promote practice in non-traditional and community based settings
  - Develop a community of learners that encompasses students, faculty, fieldwork educators, and clinicians
  - Create a rich, interactive teaching-learning environment
  - Contribute to the knowledge base of the profession.
  - Promote social justice through service to the community.
Curriculum Design

The entry-level 3+2 MOT curriculum is a developmental, occupation-centered model in which students construct knowledge that is scaffolded throughout their occupational therapy education. Application of occupational therapy theory, skills and knowledge is cultivated through the use of intentional and relevant experiences both in the classroom and in fieldwork. 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.

We are guided by our mission to educate entry-level occupational therapists who are competent, ethical and client-centered practitioners trained to work with diverse populations within a variety of practice settings. Further, we view occupational therapists as practicing scholars who systematically seek and apply supporting evidence to assess and address barriers to participation. We believe our curriculum must guide students to engage in reflective and flexible thinking as appropriate to the individuals, groups and systems with which they work. We emphasize the importance of lifelong learning and the need to contribute to the expanding body of occupational therapy knowledge. We encourage our students to serve as leaders and to advocate for policies and programs that promote participation and enhanced quality of life for all clients.
The EMU Occupational Therapy Program philosophy of education is consistent with the occupational therapy profession’s “Philosophy of Professional Education- 2003 Statement.” We believe that:

- Humans are occupational beings who are in dynamic and reciprocal interaction with the multiple levels of the environment.
- The environment includes the physical, social, temporal, cultural, psychological and spiritual
- Occupation is both the means and end that we offer individuals in our society in order to promote their health, growth, change and or adaptation
- The belief in the centrality of occupation is our unique contribution to society.

Further, we believe about the profession of occupational therapy, that:

- It is grounded in knowledge about human occupation, the person and the environment
- Knowledge is constantly emerging both within the disciplines of occupational therapy and occupational science and in other related disciplines, such as developmental psychology, movement sciences, etc.
- Ecological and occupation-centered models form the background of our entry level, continuing education and post-professional educational programs.
- Social justice is the value that we promote through our service to the community.

As occupational therapy educators, we believe the following about our student-learners:

- that learning is a developmental process beginning with an understanding of concepts as related to the self (Baxter Magolda, 2000). This is exemplified by the placement of conceptual material about occupation throughout the curriculum.
- that they begin their OT education with different life experiences, maturity levels and learning styles (Baxter Magolda, 2000). We, therefore, use strategies to develop graduate level thinking, like the use of Learning Through Discussion (Rabow et al., 2000) in the introductory courses;
- that they learn from each other as well as from their instructors (Belenky, Clenchesy, Goldberger & Tarule, 1996). We recognize this as a likely shift from their previous experiences with formal education.

Because of these beliefs about student-learners, we

- use an adult learning model in the delivery of the occupational therapy program while recognizing the need to bring them to the graduate level (Cross, 1981; Rogers, 1969; Taylor, 1998)
- view education to be an interactive and collaborative process between a facilitator and learner (Cross, 1981; Rogers 1969; Taylor, 1998)
- emphasize active learning, for example through group work (Cross, 1981; Rogers, 1969; Taylor, 1998)
- build on prior knowledge through our curriculum that integrates concepts across courses
- structure experiential learning, e.g., case studies, fieldwork and service learning (Cross, 1981; Rogers, 1969; Taylor, 1998)
- use presentations, group projects and discussions to encourage peer learning (Belenky, Clenchey, Goldberger & Tarule, 1996)
- strategically use evidence to support teaching/learning (Law & Baum, 1998; Tickle-Degnen, 1998, 1999; Holm, 2000; Law, 2002)
- develop skills and attitudes that include but are not limited to the following: self-reflection, self-directed inquiry, clinical reasoning, cultural competence and advocacy (Taylor, 1998; Mattingly,
value competence in technical and interpersonal skills, practice within the community, life-long learning and ethical occupational therapy practice that is: occupation-centered, evidence-based and client-centered (Crepeau, Cohn & Boyt Schell, 2003).

References


EMU OT Program Curricular Threads

I. Occupation Across the Life Course
Occupation is a basic human need that is complex and dynamic. It is both a medium for change and the means through which individuals can construct their personal and social identity. Through engaging in occupation, people can maintain a sense of who they are and develop a sense of who they wish to become. We embrace a transactional view of occupation in which individuals and their contexts are seen as inseparable, each influencing the other. These concepts are promoted throughout the curriculum in courses that address both the basic science foundations of human occupation as well as courses that facilitate students’ understanding of how occupation is meaningful, has a relationship with health, and impacts participation throughout the life course.

II. Practicing Scholars
We promote a research-minded culture, broadly conceived as an attitude and an intellectual posture that fosters excellence and supports our profession and our clients through the discovery and application of sound evidence to practice. We believe that the best professional traditions derive from an engaged education; one that increases the student’s ability to seek, discover, discuss and disseminate information. Our students are afforded opportunities throughout the curriculum to identify and critically appraise evidence in preparation for lifelong learning, continuous improvement and enhanced quality of care in all practice environments. Students are guided by faculty in the production of original research and collaborate with faculty and practitioners in answering research questions relevant to practice and the science of occupation.

III. Clinical and Professional Reasoning
We acknowledge that occupational therapy practice is both an art and a science requiring an expertise in clinical and professional reasoning, knowledge of the self, and an appreciation of the social world in which occupational therapy occurs. We encourage students to build on both prior and developing knowledge, relating personal, work, school, and volunteer experiences to new learning. We provide students the opportunity for critical thinking and reflection on newly acquired knowledge and on underlying assumptions and theories that shape practice. Through a combination of classroom and fieldwork experiences we immerse students in the world of professional practice.

IV. Social Justice
Our curriculum is designed with an emphasis on social justice and aims to empower students to appreciate and recognize the many inequities that exist in accessing services and resources. We believe that social justice requires action. Our students are supported to embrace diversity, value inclusion, engage in advocacy, and serve as change agents in the places in which they live and work.

V. Community Building
Community building is embedded throughout our curriculum. It begins in our classrooms and extends beyond our walls to the broader community. Relationships are fostered to explore, identify, and create information and experiences that are mutually beneficial. We cultivate leaders who are prepared to actively collaborate with the community through service, partnerships, and practice in local, national and global communities.
EMU OT Program Student Learning Outcomes

1. Students use the foundation of occupation as a basic human need that is complex and dynamic, changing and evolving over the life course.

2. Students recognize that occupation is meaningful, has a relationship with health and impacts participation throughout life.

3. Through faculty guidance, students produce and disseminate scholarly work relevant to the field of occupational therapy and/or occupational science.

4. Students identify and critically appraise the existing evidence for clinical decision making.

5. Students exhibit critical thinking and reflection on clinical practice and professional roles in coursework and fieldwork.

6. Students show respect for diversity, demonstrates an appreciation for inclusion, and serve as change agents in the places in which they live and work.

7. Students engage in advocacy for our profession and the clients we serve.

8. Students explore, identify and create mutually beneficial information and experiences through active collaboration with peers and, local and global community partners.
MOT CURRICULUM
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<th>FALL</th>
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<tr>
<td>OCTH 686: Culminating Project I 3</td>
<td></td>
<td>OCTH 600: Supervision and Professional Roles 3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER</th>
<th>SPRING/SUMMER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 588: Level II Fieldwork 6</td>
<td>OCTH 589: Level II Fieldwork 6</td>
<td>Total credits 77</td>
</tr>
</tbody>
</table>
OCCUPATION-CENTERED

OCTH 419: Pediatric OT Assessment and Intervention
OCTH 420: Level I Fieldwork

OCTH 516: Level I Fieldwork

OCTH 519: Adult OT Assessment and Intervention

OCTH 517: Level I Fieldwork

OCTH 619: Older Adult OT Assessment and Intervention

OCTH 588/589: Level II Fieldwork

Competent, Entry-Level Occupational Therapist

Curricular Threads:
- Occupation Across the Life Course
- Practicing Scholars
- Clinical & Professional Reasoning
- Social Justice
- Community Building

Foundational Courses:
- Theory
- Neuroscience
- Human Movement
- History & Philosophy
- Activity Analysis & Group Work
- Therapeutic Use of Self
- Clinical Reasoning
- Research
- Management & Leadership
EMU OCCUPATIONAL THERAPY STUDENT POLICIES AND PROCEDURES
CELL PHONE USAGE POLICY

All cellular phones must be turned off prior to entering class and must remain in your pocket, bag or other personal storage device. Vibrate is not considered silenced. A cell phone may be left on vibrate with prior authorization by faculty on a case-by-case basis. Texting 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.

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 is $100.00 and should be directed to: character.review@nbcot.org

COMMUNICATION POLICY

Students must be able to communicate effectively and sensitively with 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 and fellow students:
• Students are required to have and use an emich email address for all written communications within the program.
• Students must demonstrate basic skills in Microsoft word, PowerPoint and excel to create documents.
DRESS CODE

All students are expected to dress appropriately in class, on fieldwork, and whenever representing the OT Program. Dressing appropriately demonstrates respect for others and enhances your credibility as a professional. Please carefully monitor your appearance. Should a student choose to wear something that is considered unprofessional by faculty or a field work supervisor, that individual will be asked to not wear that article of clothing in the future. Should the 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 she/he has changed clothes. To assure that students understand what constitutes professional attire, we have created a list for your review.

Unacceptable clothing:
-Short shorts, short skirts [defined as shorter than finger tip length above the knee]
- Shirts that can be seen through or are so thin as to show undergarments
-Necklines that show cleavage when sitting or bending forward
- Shirts and pants that do not conceal your low back or abdomen
-Any article that exposes your undergarments

It is also important to use caution with grooming products. The Marshall Building advocates a fragrance free environment so please avoid strong-smelling products. Each of your fieldwork settings will have unique expectations regarding attire. Make sure to ask about this and review requirements with the Fieldwork Coordinator. In general, students should expect to cover tattoos, remove facial piercings, and be conservative in their choice of jewelry when doing clinical work.

SOCIAL NETWORKING

While social networking websites and applications, including but not limited to Facebook, MySpace, Twitter and blogs, 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 abuse or sexual promiscuity.
- Presentation of personal engagement in illegal activities including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual’s website, e.g. on the “wall” of that individual’s Facebook site.
- Information received via email 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 e-mail 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.

**TECHNOLOGY USE IN THE CLASSROOM**

Laptops may be brought to class to enhance your learning or to contribute to the learning of the broader community. Students may use laptops 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 to engage in learning, to search educational websites, to develop PowerPoints, etc as appropriate in your class.

Laptops may not be used during class for the personal use. If you are found emailing, tweeting, accessing the internet, facebooking, or using your technology in ways not expressly related to a topic assigned by your instructor during classtime, you will lose the privilege of using a laptop during class for the rest of the semester.
PROFESSIONAL BEHAVIOR

Occupational Therapy students are expected to demonstrate professional behavior throughout their educational program and during their fieldwork placements. 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. 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 fieldwork, and hand in all assignments in a timely manner.

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

Engagement: The student will demonstrate active engagement and participation in class, in fieldwork and community experiences and at professional conferences and events.

Ethics: The student will abide by all ethical principles outlined in the O.T. 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 and clients.

Email use: The student is expected to only disseminate appropriate information, documents or photos via email. Please contact your advisor if you have questions on how to disseminate appropriate information.

ALCOHOL AND DRUG POLICY

EMU MOT Students are expected to abide by the University Alcohol and Other Drugs Policy found at http://catalog.emich.edu/content.php?catoid=12&navoid=1660#10. 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

EARLY CONCERN NOTE

The EMU MOT Program has adopted the 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 student to help them be successful in the program. This contributes to the high retention rates of students within our program.

A sample of the Early Concern Note follows this section.
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):


ACADEMIC DISHONESTY

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.

ACADEMIC MISCONDUCT: DEFINITIONS AND PROCEDURES

Academic misconduct refers to a variety of behaviors and actions in which students engage which range from a conscious compromise of ethical standards to those actions which may be considered acceptable but which are, in fact, indicative of academic dishonesty. From their survey research, Stern and Havilock (1986) reported that 82% of allied health students admitted to academic misconduct during their academic careers. Specific academic misconduct behaviors were identified (referred to as Behavior Constituting Academic Misconduct) in their survey by both faculty and students who were surveyed. Those are listed below and are considered to be common examples of academic misconduct.

1. Copying from another student during a quiz or examination or corroborating during an examination.

2. Copying from a “crib sheet” during a closed book quiz or examination.

3. Previewing an examination from a “test file” when the instructor does not permit students to keep copies of exams and does not know that such a file exists.

4. Having another student write a paper or homework assignment, which you then present as your own work.

5. Claiming authorship/participation in a group paper or presentation when you made no contribution.

6. Presenting a purchased or copied paper as your own.

7. “Faking” the results of a laboratory experiment/experience or project that you “conducted” but for which results were not obtained.

8. Writing a lab, fieldwork, or journal report without actually doing the experience.

9. Asking another student the answers to an examination, which he/she has taken and you are about to take.

10. Giving another student the questions and answers to an examination, which you have taken, and he/she is about to take.

11. Using materials from another student’s paper without giving bibliographic credit.

12. Listing unread sources in the bibliography of an assignment.

14. Copying information (for a paper, verbal report, or project) from a source without proper citation. (Refer to the Publication Manual of the American Psychological Association (6th. Ed.). This is the student’s responsibility. (Pleading ignorance is not acceptable).

15. Working in a group on a homework assignment which was assigned as individual work.

16. Delaying taking an examination or turning in a paper using false excuses.

17. Tearing out and taking a page of an examination or quiz when the teacher does not permit you to keep the exam.

18. Removing items from a required reserved reading file so that others will not have the opportunity to review them.

19. Changing a response after a paper/exam/quiz was graded, then reporting that it has been misgraded and requesting credit for your altered response.

20. Basing an “article report” on an abstract rather than reading the assigned article.

21. Marking two answers on a computer-grading sheet when the directions indicate that you are to make one choice.

22. Marking two answers on a hand scored test, so that the choice is unclear, in hopes that the teacher will assume a correct response was intended.

23. Permitting another student to look at your answer sheet during a quiz or examination.

24. Claiming to have handed in a paper/examination when in reality you did not.

25. Working together on an online quiz that is supposed to be done individually.

26. Cutting and pasting from an online source without proper citation of source.

27. Failing to sign out materials from the OT program resources or library.

28. Failing to return borrowed materials from assessments, equipment sources or OT library.

While not an exhaustive list, the behaviors listed do clearly indicate violations. At times, there is some question as to whether a certain action is “OK.” If you are not sure, ask your instructor for clarification.

REFERENCE:

ADVISING

Each student in the professional portion of the program will be assigned an advising team of two faculty members in the Occupational Therapy Program. Group advising meetings will be scheduled each semester to review collective issues. All students are required to attend these group meetings. Students should also make individual appointments to meet with their advising team as needed.

A Program of Study must be completed by each student and the OT intent advisor, Sharon Holt, by March of the year in which they were admitted. Students should schedule an appointment with Ms. 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.

Your advising team is available to discuss problems or concerns you may experience in your courses. However, the student is expected to first discuss issues with the course instructor and attempt to resolve issues before seeking assistance from his/her advisor. It is the student’s responsibility to contact and make an appointment with their faculty advisor during office hours.

3+2 STUDENTS APPLYING TO GRADUATE SCHOOL

Students in the 3+2 Program:
Students in the 3+2 Program should formally apply to the grad school:

- BEFORE the beginning of the winter semester of the second professional year in the program
- OR
- 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 by the beginning of the second year of the program. Online applications are possible.

MOT students:
Students already holding a bachelors degree who have previously applied to the graduate school as “non degree seeking” or “self improvement” student, must call the graduate school to change your status to MOT student.

Grading Scale used in the MOT Curriculum

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>70-72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.9%</td>
<td>D</td>
</tr>
<tr>
<td>60-62.9%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;59.9%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades below C- will be assigned a grade of F in all graduate level courses.
CRITERIA & PROCEDURES FOR CONTINUANCE FOR 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, he/she 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 he/she 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 Dean. 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 Dean 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 (MOT/3+2Program)

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. Students should contact the Program Director to create a plan for resuming coursework.
   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. If a student receives one F or 2 grades of C+ or below (or NC in fieldwork courses) during the MOT Program, he or she will automatically and permanently be dismissed from the program.
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 on line at the following address: http://www.emich.edu/registrar/gradinfo.htm. MOT 3+2 curriculum 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 graduation must submit a Diploma Application to the Cashiers Office and pay a fee for the semester or session in which they plan to complete requirements for a graduate degree.

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

Diploma applications may be obtained in the Graduate School Office, Cashier’s Office, and applications also may be found in the Class Schedule Bulletins. The completed application, together with the application fee, should be turned in at the Cashier’s Office, Pierce Hall.

All 3+2 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 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 3+2 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.

STUDENT CONDUCT/GRIEVANCES

Students are referred to and are responsible for reading the Graduate Catalog in order to obtain specific information regarding the Student Conduct Code and the Grade Grievance Procedure for Graduate students. The OT Program Director will review and clarify information on request of the student.

STUDENT ACADEMIC LEAVE FOR PERSONAL REASONS

When a student finds it necessary to temporarily leave the Program for a semester (or more); he/she must follow these procedures prior to leaving campus:
1. Notify assigned advisor
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.
OCCUPATIONAL THERAPY PROGRAM PROCEDURES FOR
INTERUPTION OF ENROLLMENT IN PROFESSIONAL COURSEWORK

Please submit this form to the OT Program Director
Located in room 316 of the Everett L. Marshall Building

**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 web site.

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 INFORMATION**

<table>
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<tr>
<th>E</th>
<th>Student Number</th>
<th>Signature (DO NOT PRINT)</th>
<th>Date</th>
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<tr>
<th>Name: Last, First, Middle I</th>
<th>Maiden Name (If applicable)</th>
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<tr>
<th>Address</th>
<th>Home Phone (Area code first)</th>
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<table>
<thead>
<tr>
<th>City, State, Zip</th>
<th>Work Phone (Area code first)</th>
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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 she/he intends to practice. Most states require licensure in order to practice.

MAXIMUM TIMELINE FOR COMPLETION OF ACADEMIC WORK

In keeping with the graduate school policy, all academic coursework must be completed no more than six years from the date of the first semester of enrollment in the Occupational Therapy program.

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.

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
LEVEL I AND II FIELDWORK DESCRIPTIONS

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. 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.

LEVEL I: Level I Fieldwork provides an introduction to the fieldwork experience while familiarizing students with a variety of clients and contexts of intervention. AOTA states that "The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients" (ACOTE, 2011, p. 33). Level I fieldwork is carried out in a wide variety of ways at occupational therapy educational institutions across the county. At EMU, our Level I program is based on the following goals and student learning outcomes:

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 the following settings: (list 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.
  - Students will be placed in a minimum of one fieldwork setting in which occupational therapists are not employed to examine unique arenas where OT’s may not work but could provide beneficial resources.
- Support students in applying knowledge and skills obtained from available evidence and coursework.
  - The fieldwork experience will include time in the field and in seminar on a weekly basis. Once a student begins their fieldwork experience, they will attend weekly until the final exam period.
  - The course instructor will use the context-specific clinical reasoning model to frame the dialogue in seminar.
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.

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 you 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 you are learning in the classroom to individuals at your fieldwork setting.
a. **OCTH 420** is a fieldwork experience with children and/or adolescents. Placements might be in schools, childcare centers, pediatric hospital placements, private clinics and programs with a social justice mission.

b. **OCTH 516** is an adult fieldwork course. Placements are in hospitals (acute care, inpatient rehab, outpatient), maximum security facilities, community mental health agencies, traumatic brain injury facilities, psychiatric hospitals, and programs with a social justice mission.

c. **OCTH 517** focuses on older adults and the aging process. Typical placements include skilled nursing facilities, older adult day programs, senior centers, hospitals with a primarily older adult census and programs with a wellness focus.

2. Placements are 6-8 hours a week. You will attend weekly throughout the semester once your experience begins.

3. An on-campus directed seminar is a part of each Level I course. This allows students to learn from one another, clinically reason through situations encountered in fieldwork, explore the role of OT and the OT process at your fieldwork site, and make links between the assessment and intervention course and practice settings.

4. Students will receive supervision by qualified professionals as defined by ACOTE. In several settings supervision will be offered by disciplines other than occupational therapists. Appropriate disciplines include, but are not limited to, COTAs, psychologists, social workers, teachers, nurses, and physical therapists.

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 and every attempt to accommodate student living arrangements is made. 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 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 or have family or friends on staff.

10. 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 fieldwork educator and student. 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.

11. 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.
LEVEL II: 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, 2011, p. 34). A minimum of 24 weeks of full-time fieldwork is required. At EMU, students complete two 12 week experiences, which typically include 12 weeks in a community setting and 12 weeks in a clinical/medical model. 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.

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.1.7, ACOTE, 2011, p. 33). 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 describe above.
FIELDWORK HEALTH CARE PORTFOLIO REQUIREMENTS

General statement:
Students are required to create and maintain a Health Care Portfolio throughout their Level I and II fieldwork experiences. The Academic Fieldwork Coordinator can only place students at a Level I or II fieldwork site when the student has provided sufficient and acceptable documentation of fulfilling all program and agency health care requirements. In addition, students must abide by any additional requirements of their fieldwork placement. This may mean that students incur additional expenses.

Specific requirements:
1. At the end of August each year, students will make an appointment at Snow Health Center. This appointment will include a physical, a 1 step Tb test, and a complete records check of program immunizations and vaccinations. The annual base cost of this process is approximately $60.00 (this does not include any vaccines or lab work).

2. A Snow Health Center medical professional will verify on a MOT Program approved form that each student has met requirements “a-h” identified below. Students will bring the original of this form to the Academic Fieldwork Coordinator as proof of their compliance with all requirements. It is the student’s responsibility to provide proper documentation of all certifications, vaccinations, and titers and to present these to the Snow Health Center medical professional at this appointment.

3. The student has two options in the event that documentation of having met a given prerequisite is unavailable, not current or not complete: they may complete the required tests/immunizations at Snow Health Center (see below for estimated costs) or they may have them done elsewhere and then provide this documentation to Snow Health Center. Either way, the student is not cleared for fieldwork until all documentation is received and a form signed by the medical professional.

4. Students will make copies of all current health care documents and put these in a ½” binder to share with your fieldwork sites. It is the students’ responsibility to provide proof of all program required documents listed below and any additional fieldwork sites requirements.

5. When a fieldwork site has additional requirements, the student must complete them before beginning fieldwork, take proof of completion to Snow Health Center for review and provide documentation of updates/completion to the Academic Fieldwork Coordinator using the approved form.

6. Prior to beginning each fieldwork placement, students will submit the MOT Program Health Care Clearance form to the Academic Fieldwork Coordinator. Failure to submit documents in a timely fashion will result in a delay in beginning fieldwork. It is the student’s responsibility, NOT the AFWCs, to ensure that requirements are met. All of the following MUST be current:
   a. Physical, including clearance for fieldwork (required annually at Snow Health Center)
   b. Negative TB results or a Positive result with a negative chest x-ray and documentation from physician
   c. CPR for the Healthcare Professional (Adult and Child, should include AED, coordinated by the program)
   d. Proof of Immunization to Hepatitis B or a Hep-B waiver
   e. Proof of Immunization to Measles, Mumps and Rubella (MMR)
   f. Proof of current Tdap vaccination
   g. Varicella Titer (a positive history of chicken pox is not acceptable, nor a MICR report indicating “Immune”)
   h. Bloodborne Pathogen training (required annually, coordinated by the program)
   i. Attendance at the HIPPA lecture in fieldwork seminar
   j. Certified Background Check (completed annually through www.certifiedbackground.com)
In addition to the above program requirements, students may need to complete additional requirements depending on student placements. A potential list includes:

1. Fingerprinting  
2. Drug screen  
3. Additional background checks  
4. Flu Vaccine  
5. Additional TB test (2 step TB)  
6. Health care insurance

**Health care coverage:**
The MOT program at EMU does not require students to obtain health care insurance unless it is a fieldwork site requirement. However, we strongly recommend that you have health care coverage. Some fieldwork sites require health insurance and this is a growing practice amongst many fieldwork sites. Students are responsible for any medical expenses incurred at the fieldwork site as a result of illness or injury while on fieldwork. In many cases, hospitals require that medical care as a result of an injury be obtained at their facility. This can cost in excess of $2000.00, and makes an annual purchase of student health insurance seem affordable.

**Anticipated vaccination costs (based on 2013-2014 Snow Health Center costs):**

| Vaccine         | Cost  
|-----------------|-------  
| Hep B series    | $65.00 each (series of three)  
| Varicella titer | $50.00  
| Varicella series| $130.00  
| MMR titer       | Rubella - $35.00, Rubeola (measles) - $40.00, Mumps - $35.00  
| MMR             | $65.00 (may require two)  
| Tdap            | $60.00  
| TB test (1 step)| $25.00  
| Influenza       | $30.00 (many fieldwork sites require this)  
| Urine Drug Screen | $40.00  
| Student Health Insurance | $499.00 per semester/$1495.00for academic year

The insurance premium(s) can be billed to your eBill during the first two weeks of class. Information about the EMU student health insurance policy can be found at www.uhsr.com/emich

**Other costs:**

| Test                          | Cost  
|-------------------------------|-------  
| Certified Background Check    | $48.00 (required annually)  
| CPR/First Aid (with Bloodborne Pathogens) | $70.00 and is a 2 year certificate (done in the fall thru EMU)
POLICIES AND PROCEDURES FOR LEVEL II FIELDWORK EXPERIENCE

The Occupational Therapy Program at Eastern Michigan University has the responsibility and authority for scheduling Level II Fieldwork experience. 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 must not contact agencies to arrange placements. If you are aware of agencies interested in fieldwork, please inform the fieldwork coordinator. Every effort is made to accommodate students' preferences; however, students are not guaranteed a placement of their first choice.

LEVEL II FIELDWORK PLACEMENT SELECTION AND ASSIGNMENT:

1. Placements will be arranged in collaboration with the fieldwork coordinator. The student will be involved in the selection of his/her placements to the greatest extent possible. The method used for placement selection will vary, depending on the availability of spaces and number of students being assigned to fieldwork. The student is expected to honor the assignment to which he/she has been scheduled.

2. Final recommendation of students for 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.

3. 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. 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 Fieldwork Coordinator to determine the next course of action. Approval of the course of action by OT Faculty is required.

4. 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.

5. If a student cancels a placement, either before or after the scheduled starting date, without Program approval, the student will not be assured of rescheduling until all other students are successfully placed.

6. 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. This is essential in order to meet contractual arrangements and to assure coverage by EMU liability insurance.

7. 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.

8. Level II fieldwork must be completed within 24 months of finishing classroom academic work.

9. 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 student.

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LEVEL II FIEL DWORK GRADE POLICIES:

(Initially adopted by the Occupational Therapy Faculty, EMU, May 11, 1988 and revised December 12, 2012)

Policy on Grade of Incomplete (I)
A Level II fieldwork student will receive an I for OT 588 or 589 only when they meet the Graduate School criteria found in the Graduate School Catalog at http://catalog.emich.edu/content.php?catoid=12&navoid=1657#acad.

Policy on In Progress Grade (IP)
The IP (In Progress) grade is used for a course that extends beyond the close of a term, such as fieldwork. Once fieldwork is completed, a corrected grade is submitted to records.

Policy on Grade of Withdrawal (W)
A withdrawal (W) will be allowed based on the University timelines for the specific course in question. It will be the responsibility of the student to contact the Level II fieldwork coordinator and the Registration Office at EMU to complete the necessary forms. A W grade will not be allowed after the University deadline for withdrawals. Students are allowed only one W. A second W will result in dismissal from the program with no opportunity to request reinstatement.

Policy on Grade of No Credit (NC)
A student who receives a No Credit (NC) grade on Level II fieldwork will be allowed to repeat ONCE. A second NC on Level II fieldwork will result in automatic dismissal from the occupational therapy program. No opportunity will exist for reinstatement if a second NC is received.

Policy on Receiving a W and a NC
A student receiving one W and one NC on Level II fieldwork will automatically be dismissed from the occupational therapy program. No opportunity will exist for reinstatement if the combination of a W and a NC is received. (Effective 1/90).

Policy on Remediation Plans
If a student receives a W or NC grade, the student must schedule a remediation conference with the fieldwork coordinator. Once student's strengths and areas to improve are identified, the student and fieldwork coordinator will develop a remediation plan. A student will not be automatically allowed to schedule another fieldwork experience or proceed to the previously scheduled placement. The remediation plan must be successfully completed and a follow-up meeting must be conducted before the next fieldwork experience will be allowed.

Evaluation of Student Performance
The official evaluation form of the American Occupational Therapy Association will be used as a rating tool. The student will be evaluated, using this form, when he/she has completed one-half of his/her fieldwork experience and at the completion of the experience. The final evaluation for each student's Level II Fieldwork experience will be kept in each student's file.

Removal for Unsafe Practice
A student may be removed from fieldwork by the Academic Fieldwork Coordinator and given a NC for the course for engaging in unsafe or unethical practice(s). This can occur at any time during the semester.

Termination of Fieldwork:
The student, the fieldwork educator, or the Academic Fieldwork Coordinator all have the right to terminate fieldwork at any point with appropriate justification. Some examples of legitimate cause for removal include: compromised safety of the client(s), severe personality conflicts between the student and fieldwork educator, unethical behavior by the student or fieldwork educator, student refusal to complete
required assignments, student inability to complete requirements in timely manner, failing midterm score, or excessive absences. When the program or the fieldwork site removes a student from the fieldwork experience for a performance related issue, a grade of NC will be given.

All situations requiring termination will be reviewed by the Academic Fieldwork Coordinator, discussed with the student and fieldwork site, and shared with the Program Director. When necessary and appropriate, a remediation plan will be created to support ongoing student success.

Note: At times, it may be necessary for students to register for an “a” and “b” section of a fieldwork course to accommodate the University semester calendar. When this happens, the Level II fieldwork grade policies are applied for the entirety of a course and not a specific subsection. For example, a W in OCTH 588b would constitute a W in 588a, but count as one W, not two.
LEVEL II FIELDWORK DATES:

The MOT Program at EMU follows the dates for Level II fieldwork set by the American Occupational Therapy Association (found at the end of this chapter). Fieldwork is typically done full-time but part-time arrangements can be made when necessary. Notification of a need for part-time Level II fieldwork must be done in writing.

Students may NOT change the dates of their fieldwork placement without first obtaining approval from the AFWC. Contacting the site first about major schedule changes is not allowed. Planning weddings, vacations, etc during the scheduled fieldwork time is strongly discouraged and will jeopardize your fieldwork placement. We recognize that unexpected events may occur. These should be discussed immediately with the AFWC to determine the best course of action. This may be delay of the fieldwork experience until the next fieldwork timeframe.


AOTA Suggested Level II Fieldwork Experience Dates (2009–2016)

The following are possible dates for the onset and completion of Level II fieldwork rotation for OT and OTA students. They are not required by AOTA, but are provided to help facilitate consistent scheduling. Other creative scheduling is encouraged to allow for a variety of placements that will meet the needs of students, fieldwork educators, and academic fieldwork coordinators.

The 2006 Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist and the 2006 Accreditation Standards for a Masters-Degree-Level Educational Program for the Occupational Therapist require 24 weeks of Level II fieldwork for OT students. The 2006 Accreditation Standards for the Occupational Assistant require 16 weeks of Level II fieldwork for OTA students.

The listed dates are in 3-month, 12-week increments to accommodate a majority of schools. When possible, a 1-week break between rotations is scheduled. Please remember that these are only suggested dates. It is appropriate to adopt scheduling that suits each program’s specific needs and requirements. Dates should be negotiated between the fieldwork facility and the academic program, and the student will be informed as to dates of onset and completion.

| 2013      | Jan 7–Mar 29  |
|           | Apr 1–Jun 21  |
|           | Jul 1–Sept 20 |
|           | Sept 30–Dec 20|
| 2015      | Jan 5–Mar 27  |
|           | Mar 30–Jun 19 |
|           | Jun 29–Sept 18|
|           | Sept 28–Dec 18|
| 2014      | Jan 6–Mar 28  |
|           | Mar 31–Jun 20 |
|           | Jun 30–Sept 19|
|           | Sept 29–Dec 19|
| 2016      | Jan 4–Mar 25  |
|           | Mar 28–Jun 17 |
|           | Jun 27–Sept 16|
|           | Sept 26–Dec 16|
LEVEL II FIELDWORK REGISTRATION INFORMATION

You must be registered for Fieldwork before starting your placement; Students not registered will not be allowed to begin their placement.

I. PROCESS

You must see the Academic Fieldwork Coordinator for advising for Level II placements. Students will register for OCTH 588 and OCTH 589. Both courses are six graduate credits. The specifics about registration will be provided at a student advising meeting in the semester prior to the required registration date. Students will need permission to register and should not attempt registration without being advised.

II. CONTACT WITH FIELDWORK SITES

Establishing contracts and setting up fieldwork sites are legally and ethically the mutual responsibility of the fieldwork agency and the OT education program. Students are NOT permitted to make direct contact with potential fieldwork sites to arrange their own placements. Students who do so will relinquish the opportunity to select placements with the rest of their classmates. They will be allowed to select placements only AFTER all other students have been scheduled for placements.
CRITERIA FOR SELECTION AND REVIEW OF LEVEL II FIELDWORK SETTINGS

Agency Related

1. The facility will have a current favorable accreditation standing with as established by 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 a multidisciplinary approach to intervention.

4. The agency should have occupational therapy representation in planning programs and formulating policies 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. The administrators and staff of the agency should understand the philosophy and principles of the Master of Occupational Therapy curriculum and should accept the responsibility for incorporating it into the facility’s fieldwork program.

6. Opportunities for continuing education and professional development of the staff should be provided 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 the AOTA Fieldwork Data Form, site specific objectives, OT job description, and the essential requirement form.

Occupational Therapy Educational Program

1. Personnel Criteria for Agency:

a. The agency fieldwork educator should have a minimum of one year clinical experience, which must include supervision of students.

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.

3. Have a minimum of one year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. 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. 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. C.1.6

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 he/she has 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. 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.

g. 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. 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 over-all program.

b. Occupational therapy service delivery must be in accordance with the Code of Ethics and The Standards of Practice of the profession.
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 must be provided to the academic program in advance to facilitate student preparation for the fieldwork experience.

3. The student should be assigned a variety of clients (e.g. problems, 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.

Reference:
COMMUNICABLE DISEASE POLICY AND PROCEDURES

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, measles, rubella, and mumps), TB skin tests/X-rays, and other medical records current to reduce the threat of communicable diseases. (Annual renewal of TB skin 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. All attempts will be made by the coordinator to work with the agency to accept a waiver in lieu of the vaccination.

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.
MEMO

TO: All Students Admitted to the Occupational Therapy Program

FROM: Amy Jo Lamb, OTD, OTRL, FAOTA
Program Director

RE: VACCINATION REQUIREMENTS FOR FIELDWORK LEVEL I & II

In 1991, the US Department of Labor, Occupational Safety, and Health Administration (OSHA) passed a standard: "to eliminate or minimize occupational exposure to Hepatitis B Virus (HBV), Human Immuno-deficiency Virus (HIV), and other bloodborne pathogens."

The major concern is the protection of employees in health care settings who "face a significant health risk as a result of occupational exposure to blood and other potentially infectious materials because they may contain bloodborne pathogens, including Hepatitis B, a serious liver disease, and Human Immunodeficiency Virus, which causes Acquired Immunodeficiency (AIDS). The government agency further concludes that this exposure can be minimized or eliminated using a combination of engineering and work practice controls (Universal Precautions), personal protective clothing and equipment, training, medical surveillance, Hepatitis B vaccination, signs and labels, and other provisions."

This standard is now in effect and mandates compliance by all health care providers.

What this means to you as an occupational therapy student is that you will be required by the health care settings at which you will be doing your fieldwork (both Level I and Level II) to have a series of vaccinations prior to entering their facilities. We will be required by all of the fieldwork centers with which we have contracts to ensure that any student placed in their facility has had a series of vaccinations. See list of minimum required vaccinations on the next page. Some facilities may have additional requirements.

You will need to check your insurance coverage to determine the most economical way for you to receive the vaccinations you need. One possibility is that the Snow Health Center (734) 487-1122 will provide the necessary protection "at cost." Some local public health centers may also offer low or no cost vaccinations.

Most of the vaccinations are relatively inexpensive; however, the Hepatitis B vaccine is more costly and can be obtained at the University Health Center. This vaccine requires a series of three inoculations for full protection. If you choose not to obtain the Hepatitis B vaccine, you will need to sign the declination form included in this handbook which relieves the fieldwork facility of any responsibility if you should contract Hepatitis B while out on fieldwork.
# MOT Program Health Care Portfolio Requirements

The following information is required of all Occupational Therapy Students BEFORE beginning any fieldwork experience. Information must be ON FILE PRIOR to beginning their first Level I fieldwork and must be kept CURRENT each semester. Students will not be placed in Level I or II placements without a current physical, CPR certification, immunizations, and appropriate background check clearance.

## Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. CPR Certification (Infant, Child &amp; Adult Certification required):</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>A valid CPR card from American Heart Association</td>
<td>OR</td>
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<td></td>
<td>□ This has been updated.</td>
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<td></td>
<td>New date:</td>
</tr>
<tr>
<td><strong>2. TB Evaluation (tuberculosis):</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>a. Negative PPD within 1 (one) year, <em>or</em></td>
<td>OR</td>
</tr>
<tr>
<td>b. Positive PPD with negative chest x-ray, <em>or</em></td>
<td>□ This has been updated.</td>
</tr>
<tr>
<td>c. History of a positive PPD with a negative chest x-ray and treatment</td>
<td>New date:</td>
</tr>
<tr>
<td>with appropriate anti-tubercular drugs.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Rubella (German measles):</strong></td>
<td>□ The date(s) on file is still the most current</td>
</tr>
<tr>
<td>a. Born prior to 1957 with laboratory evidence of immunity, <em>or</em></td>
<td>OR</td>
</tr>
<tr>
<td>b. Two doses of MMR after 15 months of age, <em>or</em></td>
<td>□ This has been updated.</td>
</tr>
<tr>
<td>c. A positive Rubella Titer</td>
<td>New date:</td>
</tr>
<tr>
<td><strong>4. Rubeola (Hard or American measles):</strong></td>
<td>□ The date(s) on file is still the most current</td>
</tr>
<tr>
<td>a. Born prior to 1957 with laboratory evidence of immunity, <em>or</em></td>
<td>OR</td>
</tr>
<tr>
<td>b. Two (2) doses of vaccine after 15 months of age, <em>or</em></td>
<td>□ This has been updated.</td>
</tr>
<tr>
<td>c. A positive Rubeola Titer</td>
<td>New date:</td>
</tr>
<tr>
<td><strong>5. Mumps:</strong></td>
<td>□ The date(s) on file is still the most current</td>
</tr>
<tr>
<td>a. Born prior to 1957 with laboratory evidence of immunity, <em>or</em></td>
<td>OR</td>
</tr>
<tr>
<td>b. Two (doses) of vaccine after 15 months of age, <em>or</em></td>
<td>□ This has been updated.</td>
</tr>
<tr>
<td>c. A positive Mumps Titer</td>
<td>New date:</td>
</tr>
<tr>
<td><strong>6. Varicella Zoster (Chicken Pox):</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>a. A positive varicella titer</td>
<td>OR</td>
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<td></td>
<td>□ This has been updated.</td>
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<td></td>
<td>New date:</td>
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<tr>
<td><strong>7. Tdap (Tetanus, Diptheria, Pertussis):</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>a. A current Tdap vaccination</td>
<td>OR</td>
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<td></td>
<td>□ This has been updated.</td>
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<td></td>
<td>New date:</td>
</tr>
<tr>
<td><strong>8. Hepatitis B Vaccine:</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>a. Received 3 (three) doses of Hepatitis B vaccine, <em>or</em></td>
<td>OR</td>
</tr>
<tr>
<td>b. A signed declination statement</td>
<td>□ This has been updated.</td>
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<tr>
<td></td>
<td>New date:</td>
</tr>
<tr>
<td><strong>9. Bloodborne Pathogens Certification</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>Must be updated annually</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>□ This has been updated.</td>
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<tr>
<td></td>
<td>New date:</td>
</tr>
<tr>
<td><strong>10. Annual Physical Examination</strong></td>
<td>□ The date on file is still the most current</td>
</tr>
<tr>
<td>Completed annually at Snow Health Center</td>
<td>OR</td>
</tr>
<tr>
<td>See attached physical form for clearance or restrictions</td>
<td>□ This has been updated.</td>
</tr>
<tr>
<td></td>
<td>New date:</td>
</tr>
</tbody>
</table>

It is also strongly recommended that all students have health care insurance coverage. Students assume financial responsibility for their own medical care. Many fieldwork sites require health insurance before placement.

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Student Signature ___________________________ Date ____________

Print Student Name ___________________________ Student Number ____________

Snow Health Center Staff Signature, Credentials ___________________________ Date ____________
EMU OCCUPATIONAL THERAPY PROGRAM

Hepatitis B Vaccination Declination Form

Many fieldwork sites are now requesting that students be vaccinated with Hepatitis B vaccine, due to potential exposure to infected blood or other infectious materials. In conjunction with your fieldwork, you will be trained in Universal Precautions for bloodborne pathogens. Hepatitis B is a viral infection caused by Hepatitis B virus (HBV). Annually, about 200,000 people are infected in the USA. A small percentage of those infected, may become chronic carriers of Hepatitis B virus or develop chronic active hepatitis and/or cirrhosis. There may be an association between the HBV carrier state and the occurrence of liver cancer.

Hepatitis B vaccine is now available in a form not derived from human serum. The safety of the vaccine has been well tested. After a series of three intramuscular doses of Hepatitis B vaccine in the deltoid muscle over a six-month period, over 90% of healthy adults developed protection against Hepatitis B, but those who have been infected with HBV before immunization may develop hepatitis though vaccinated. Hepatitis B vaccine prepared from recombinant yeast cultures is free of association with human blood or blood products.

The most common side effect is a local reaction (injection site is sore, red). Low-grade fever, headache, dizziness are infrequent. For further information, contact your doctor or nurse, the local or state health department’s immunization program, or the Centers for Disease Control and Prevention (www.cdc.gov/hepatitis).

Declination of Hepatitis B Vaccination:

I have read the above information about Hepatitis B and the Hepatitis B vaccine. I have had the opportunity to ask questions and understand the benefits and risks of the vaccine. I understand that my decision to take the vaccine is totally voluntary. I decline Hepatitis B vaccination at this time.

__________________________  ______________________
Signature                  Date

Revised 08/10
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 Name (printed) Birth mo./day/yr.  Student Identification Number

Student Signature  

Date  

Student E-mail Address  

Student Phone Number

*I request for this agreement to be cancelled.  
Student Signature Date

Revised 6/28/2011

59
Eastern Michigan University  
School of Health Sciences  
Master of Occupational Therapy Program  

Certified Background Check Policy  
Adopted August 22, 2011

Purpose:

To comply with affiliation agreement requirements and to ensure the safety of clients at our fieldwork sites, all students must complete an annual certified background check using www.certifiedbackground.com. Any student who has a yellow warning or a red flag on their results must meet with the fieldwork coordinator to discuss implications of said results for the NBCOT exam and future fieldwork assignments. If a student has an incident that has the potential to change the results of their certified background check, they must notify the fieldwork coordinator immediately and complete a new background check. Any student found knowingly withholding information regarding a status change is at risk for dismissal from the program.

If a student has a record, it is imperative that that individual schedule a meeting with the fieldwork coordinator to determine if they will be able to place the student at a fieldwork site.

Steps in handling a warning or red flag:

1.) When necessary, the student will obtain a copy of the court document that specifies the judgment in the case and provide a copy to the fieldwork coordinator. This is necessary when there is a discrepancy between the results of the background check and the student’s understanding of the original judgment.

2.) Student and fieldwork coordinator will meet initially to complete the following:
   a. Sign a release of information allowing the fieldwork coordinator to discuss the results of the background check with relevant fieldwork supervisors to determine eligibility for placement.
   b. Review the NBCOT Character Review questions to explore whether an early determination must take place:
      i. Have you ever been charged with or convicted of a felony?
      ii. Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
      iii. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
      iv. Have you ever been suspended and/or expelled from a college or university?
   c. Review Michigan’s Licensure requirements to determine if any action must be taken:
      i. Have you ever been convicted of a felony?
      ii. Have you ever been convicted of a misdemeanor punishable by imprisonment for a maximum term of 2 years?
      iii. Have you ever been convicted of a misdemeanor involving the illegal delivery, possession, or use of alcohol or a controlled substance (including motor vehicle violations)?
      iv. Have you been treated for substance abuse in the past 2 years?
      v. Have you had 3 or more malpractice settlements, awards, or judgments in any consecutive 5 year period?
      vi. Have you had one or more malpractice settlements, awards, or judgments totaling $200,000 or more in any consecutive 5 year period?
      vii. Have you ever had a federal or state health professional license or registration revoked, suspended, or otherwise disciplined; been denied a license; or currently have a disciplinary pending hearing pending against you?
      viii. Have you ever been censured, or requested to withdraw from a health care facility’s staff or had your health care facility staff privileges involuntarily modified?
   d. Contact the fieldwork supervisor to discuss the situation with the student present
c. Document the results of the meeting in the student file

Additional requirements:

Many fieldwork sites have their own policies to ensure the safety of their clients, including a procedure for conducting background checks. Students must comply with all agency fieldwork requirements in order to be placed at a given site. This may mean that a student participate in additional background checks, drug screens or fingerprinting in order to be placed.
CAMPUS AND CURRICULUM RESOURCES
FAMILY EDUCATIONAL RIGHTS AND 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.

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.
HOLMAN LEARNING CENTER

The Holman Learning 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

UNIVERSITY WRITING AND ACADEMIC PROJECT CENTERS

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

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.

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 needed individualized supports to succeed. This is fee for services program. Contact the Autism Collaborative Center for further information. autismcenter@emich.edu www.accemiu.org
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.

SCHOLARSHIPS AND 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, Dr. Abbey Marterella at amarterel@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
MASPOT http://www.maspost.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.
HONORS PROGRAM

University Honors Program

The Honors College at Eastern Michigan University serves the university community by empowering academically talented and motivated students 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/pithepsilon.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.

COMMENCEMENT

Occupational Therapy students are scheduled to complete the program in August. 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/

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 at (301) 990-7979 or their website.
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

VERIFICATION OF GRADUATION FOR STATE LICENSURE AND 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
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 Centennial Vision
We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs.

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 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 Bulletin. The Bulletin contains information about jobs, workshops, and events of interest in the state. Students are strongly encouraged to become 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 or speak to a SOTA 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.
*NOTE*

This EMU MOT Student Handbook is intended to provide information for the guidance of the MOT students. Every effort has been made to ensure the accuracy of the information contained herein. However, accuracy can never be totally guaranteed. Therefore, anyone who must rely on any of the contents of this handbook is advised to verify it independently. You can obtain such verification in any of the following ways: contact the MOT Program Director, ask your Advising Team, etc.

The contents of this handbook are subject to change and the MOT Program reserves the right to revise or amend this handbook, in part or in whole at anytime.

This handbook is not intended to be, and therefore, should not be regarded as, a contract between the university and any student or other person.