



School of Occupational Therapy

Student Handbook

Table of Contents

| | |
|---|----|
| ABOUT THE SCHOOL OF OCCUPATIONAL THERAPY | 5 |
| The Mission of the School of Occupational Therapy | 5 |
| Administration | 5 |
| Faculty Members | 6 |
| Adjuncts | 7 |
| Professional and Student Organizations | 8 |
| MSOT Graduate Student Advisory Council | 9 |
| CURRICULUM..... | 10 |
| Mission of the MSOT Program | 10 |
| Educational Outcomes | 10 |
| Program Tracks..... | 11 |
| Curriculum Design..... | 11 |
| MSOT Program Courses | 13 |
| Philosophical Assumptions Guiding the Curriculum..... | 14 |
| Views of Learning and the Learning Community..... | 16 |
| MSOT Program Tracks Curriculum Sequence | 18 |
| Fieldwork & The Center for Productive Living..... | 19 |
| Textbooks..... | 19 |
| THESIS PROJECT | 20 |
| Thesis Timeline and Overview of Requirements..... | 21 |
| Procedures and Processes | 21 |
| Meeting Places | 22 |
| Research Contracts | 22 |
| Petitions to modify group membership..... | 23 |
| Prospectus | 23 |
| Institutional Review Board (IRB)..... | 23 |
| CITI Training | 24 |
| Thesis Roles and Responsibilities | 24 |
| Thesis Document Guidelines..... | 26 |
| Proposal Defense | 27 |
| Duplication..... | 29 |
| Transcription..... | 29 |

| | |
|---|-----------|
| Pre-Defense review | 29 |
| Thesis Defense..... | 29 |
| Thesis Products | 30 |
| GENERAL PROGRAM INFORMATION | 34 |
| Accreditation..... | 34 |
| Confidentiality Of Student Information..... | 34 |
| Student Advising | 34 |
| Professional Memberships..... | 34 |
| Ethics..... | 35 |
| Academic Honesty | 35 |
| Courtesy | 36 |
| Criminal Background Check | 37 |
| Infants, Children and Pets..... | 37 |
| School Dress Code..... | 37 |
| Attendance and Timeliness of Assignments | 38 |
| Drug and Alcohol Policy | 39 |
| Personal cellphones | 40 |
| OT Grading Scale | 40 |
| Grievances..... | 40 |
| Progression..... | 40 |
| Graduation..... | 43 |
| Professional Credits for Practice | 43 |
| Transcripts for verification of program completion..... | 44 |
| UNIVERSITY INFORMATION AND RESOURCES..... | 45 |
| Intranet | 45 |
| Security and School Closings | 45 |
| Graduate Writing Services..... | 45 |
| Center of Well Being | 46 |
| Center for Counseling and Psychological Services (BCCPS)..... | 46 |
| Special Fees and Expenses | 46 |
| FIELDWORK | 49 |
| Overview of Fieldwork..... | 49 |
| Occupational Therapy Fieldwork Faculty..... | 50 |
| Fieldwork Staff | 50 |

| | |
|--|----|
| Required Documentation..... | 51 |
| Site Development | 52 |
| LEVEL I FIELDWORK..... | 52 |
| Description..... | 52 |
| Objectives | 53 |
| Logistics..... | 54 |
| Evaluations/Grades..... | 54 |
| LEVEL II FIELDWORK..... | 57 |
| Description..... | 57 |
| Objectives | 58 |
| Logistics..... | 59 |
| Level II in International and Emerging Practice Areas | 60 |
| Evaluations/Grades..... | 60 |
| GENERAL FIELDWORK INFORMATION | 62 |
| Requests to Change Fieldwork Site | 62 |
| Advising..... | 63 |
| Attendance | 63 |
| Professional Ethics | 64 |
| Confidentiality-HIPAA | 64 |
| Health Forms/Requirements..... | 64 |
| Drug and Alcohol Policy | 65 |
| Financial Responsibilities..... | 65 |
| Dress Code | 65 |
| Student Concerns..... | 66 |
| Grading and Evaluation of Student Performance | 66 |
| Monitoring and Site Visits..... | 66 |
| Essential Function Requirements for Fieldwork and Requests for Accommodation..... | 67 |
| FIELDWORK POLICIES | 67 |
| Immunizations and Vaccinations | 67 |
| Level I Fieldwork Failure Policy..... | 69 |
| Level II Fieldwork Failure Policy | 70 |

| | |
|---|----|
| SCHOOL of OT POLICIES | 73 |
| Essential Functions Occupational Therapy Professional Practice..... | 73 |
| Examination and Testing Policy | 79 |
| Appropriate Use of Equipment and Supplies on the Gainesville and Norcross Campuses | 81 |
| Student Request for Change in Program Track | 83 |
| Intellectual Property and Student Initiated Audio and Video Recording Policy | 84 |

WELCOME

Congratulations on your acceptance into the Brenau Occupational Therapy MSOT and ELOTD Program and welcome to our community of learning. This handbook was developed by occupational therapy students, faculty, and staff to assist you as you embark on your professional development journey. The information included was selected to help you understand what is expected of you as a developing occupational therapist. Likewise, information is provided about what you may expect from the faculty, staff, other students, and therapists who comprise our community. Together we share a commitment to help you become the best occupational therapist you can be. The School of OT reserves the right to change the handbook and to vary procedures stated in the handbook dependent on certain/special circumstances.

ABOUT THE SCHOOL OF OCCUPATIONAL THERAPY

The School of Occupational Therapy is a unit within the Ivester College of Health Sciences. Within the School of OT are several units designed to support you in your program here at Brenau. The mission serves to unify and guide the efforts of all members of the School.

The Mission of the School of Occupational Therapy

Occupational Therapy is a health profession which is committed to helping all people participate in necessary and meaningful activities of life. The School of Occupational Therapy provides graduate education programs preparing students to become occupational therapists who excel in Practice, Inquiry and Advocacy. Building on and continuing the values of liberal education, students are guided to become excellent practitioners in diverse settings; to improve the profession by engaging in practice scholarship; and to provide leadership and advocacy ranging from local to international levels. In conjunction with its educational mission, the School engages with the larger professional and client community to encourage high quality services and to advocate for the health and participation of people, organizations and populations through meaningful occupation.

Administration

Key administrators within the College and the School of OT include:

The Ivester College of Health Sciences

- Dean – Dr. Gale Hansen Starich

School of Occupational Therapy

- Director – Dr. Kathleen T. Foley
- Department Chair – Gainesville – Dr. Kay Graham
- Office Manager – Gainesville – Ms. Andi Savage
- Department Chair – North Atlanta/Norcross – Dr. Kathleen T. Foley
- Office Manager – Norcross – Ms. Summer Redmon
- Capstone/Didactic Curriculum Coordinator – Dr. Laura Carpenter

- Post Professional OTD Program Director – Dr. Kathleen T. Foley
- Academic Fieldwork Manager – Dr. Charles Shadle
- Fieldwork Education Program Specialist – Ms. Brittany Clements
- Admissions Counselor – Dr. Nancy Fowler

Faculty Members

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Professional and Student Organizations

An important part of becoming a professional is the recognition that membership in professional organizations is critical to professional success. At Brenau, our students have a number of important opportunities including:

Brenau Student Occupational Therapy Association (BOTSA)

This student organization is required of all occupational therapy students and open to undergraduate students who are interested in the profession. There are Gainesville and North Atlanta/Norcross sections of BOTSA. Membership fees and fundraising activities go towards programming of interest to students, as well as support to attend professional conferences.

BOTSA North Atlanta/Norcross Weekend Program: North Atlanta/Norcross

| | |
|--|-------------------------------|
| Isabella Johnson, ijohnson3@tiger.brenau.edu | President |
| Kaitlyn Smart, ksmart@tiger.brenau.edu | Vice President |
| Jordan Hawk, jhawk@tiger.brenau.edu | Secretary |
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BOTSA Gainesville Day Program

| | |
|---|-------------------------------|
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| Unfilled at this time | Vice President |
| Rachel Rodriguez, rrodriguez1@tiger.brenau.edu | Secretary |
| Emily Reed, ereed@tiger.brenau.edu | Treasurer |
| Morgan Michaud, mmichaud@tiger.brenau.edu Christa Howard, choward4@tiger.brenau.edu | Fundraiser Chair |
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| Dr. Laura Carpenter, lcarpenter@brenau.edu | Faculty Adviser |

Pi Theta Epsilon, Beta Xi Chapter

Occupational Therapy National Honor Society

Eligibility for membership in this Honor Society is determined after the first semester of the first year in the program. Eligibility is based on academic achievement and professional involvement.

2020-2021 Officers (new officers will be announced in April 2021)

President – Lauren Cadd

Vice President – Devin Horan

Secretary – Caitlynn Curtis

Treasurer – Delaney Mahoney

Faculty Adviser – Dr. Nancy Fowler

OT Graduate Student Advisory Council

The Mission of the OT Graduate Student Advisory Council is as follows: The School of Occupational Therapy Programs aim to facilitate a learning environment that will enable Brenau's entry-level OT students to provide effective evidence-based, client-centered occupational therapy upon graduation. This council seeks to support that goal by communicating OT students' collective needs and concerns, acting as liaison among various cohorts and faculty, and updating students on changes and announcements within the program. This council seeks to foster positive relationships among different program tracks, faculty, and students in order to contribute to the enhancement of the overall quality and integrity of the program while cultivating positive experiences for Brenau OT students.

Six (6) OT Student Representatives are selected by their peers and approved by faculty. Representatives act as liaison between their cohort and faculty. Up to two (2) representatives from each cohort may be selected. At any time, a representative can step down, or the cohort/ faculty can select a new representative.

The following are the student representative's responsibilities:

- Provide a safe space for cohorts to express concerns or needs (email, surveys, etc) that are of a general department or school nature. The representative then presents this collective information (“joys and concerns”) to department chair and faculty in a professional and concise email.
- Attend Student Advisory meetings (held once a semester). At least one representative per cohort will attend the meeting.
- After each meeting, update the students from his or her cohort on changes and announcements within the program.
- Advocate for your cohort in a professional manner in regards to areas such as Canvas changes, equipment, access issues, or any other program needs or requests.
- Help implement changes to advising literature (student handbook) and transitional concerns of forthcoming students.
- Help enhance the OT programs through constant communication between students and faculty

CURRICULUM
PROGRAM DESCRIPTION MASTERS OF
SCIENCE IN OCCUPATIONAL THERAPY
(MSOT)

Mission of the MSOT Program

Together with our Community of Practice---faculty, alumni, clinical educators, and students---the MSOT program prepares its graduates to excel in Professional Practice, Scientific Inquiry and Advocacy. Brenau graduates are reflective, pragmatic scholars who use effective professional reasoning to engage in innovative, ethical, science-driven and culturally-relevant therapeutic practice. Our graduates value life-long personal and professional growth, and share a commitment to contributing to the wider body of professional knowledge through scientific endeavors and scholarship. Finally, we endeavor to educate occupational therapists who will provide transformative leadership at the local, state, national and international levels within the profession and society at large

Educational Outcomes

Specific educational goals are to develop occupational therapists who can:

1. Provide high quality professional occupational therapy services in diverse practice environments including medical, educational and community settings.
 - 1.1. Collaborate with individuals and groups in the identification of service goals;
 - 1.2. Evaluate occupational performance history, capacities and limitations;
 - 1.3. Identify the influence of personal factors and developmental status affecting performance;
 - 1.4. Evaluate contextual factors affecting occupational performance;
 - 1.5. Design and provide services to maintain, improve and prevent limitations in occupational performance; and
 - 1.6. Develop programs to promote healthy access and participation in society.
2. Demonstrate knowledge and skills in:
 - 2.1. Program design and development,
 - 2.2. Community and population-based care and,
 - 2.3. Selected specialty practices.
3. Communicate professionally in written and oral form using applicable technological resources.
4. Demonstrate a critical understanding of occupational therapy and occupational science theories and their utility for guiding practice and research.
5. Conduct and use research to inform practice:
 - 5.1. Understand and use a range of research designs and methods
 - 5.2. Access and critically evaluate evidence to inform practice decisions and program planning.
 - 5.3. Collaborate in designing and conducting research relevant to practice
 - 5.4. Communicate research findings in order to contribute to client and professional knowledge.

6. Participate in life-long professional development through:
 - 6.1. Critical reflection on practice,
 - 6.2. Identification and implementation of professional development plans
7. Participate in life-long personal development related to self-awareness, spirituality and life-time fitness
8. Contribute to the development of the profession through ongoing professional activities
9. Reflect the values and attitudes of the profession through ethical practice
10. Analyze socio-cultural factors affecting practice, including organizational, legal and global/political issues.
11. Advocate for societal acceptance of individuals with occupational performance problems in order to support access to and participation in desired activities.

Program Tracks

The MSOT program is offered at two different locations with two program tracks: Gainesville- day program and North Atlanta/Norcross-weekend program. All programs are cohort programs. Both program tracks full-time, and students can expect to devote 30-50 hours each week to class meetings, fieldworks, and assignments regardless of the program track selected. The Gainesville day program is completed in seven semesters. The North Atlanta/Norcross weekend program is completed in nine semesters. The Entry-Level Occupational Therapy Doctoral Program (ELOTD) is located at the North Atlanta campus and is completed in nine semesters.

Curriculum Design

Curriculum design refers to the organization of learning opportunities. As part of our mission to produce graduates who excel in professional practice, scientific inquiry and advocacy, the MSOT curriculum is organized around those three curricular thread: Practice, Inquiry, and Advocacy. The curricular threads support and integrate the foundations of Brenau's liberal arts education: a) world understanding, b) communication, c) scientific and analytic curiosity, and d) artistic and creative imagination.

The Practice thread includes courses that address the bio-social sciences, contexts of service delivery as well as therapeutic knowledge and skills. The second thread, Inquiry, includes courses in professional reasoning and research in which students enhance their understanding of the human condition. Critical thinking is an essential component emphasized throughout the curriculum. It is represented by inquiry.

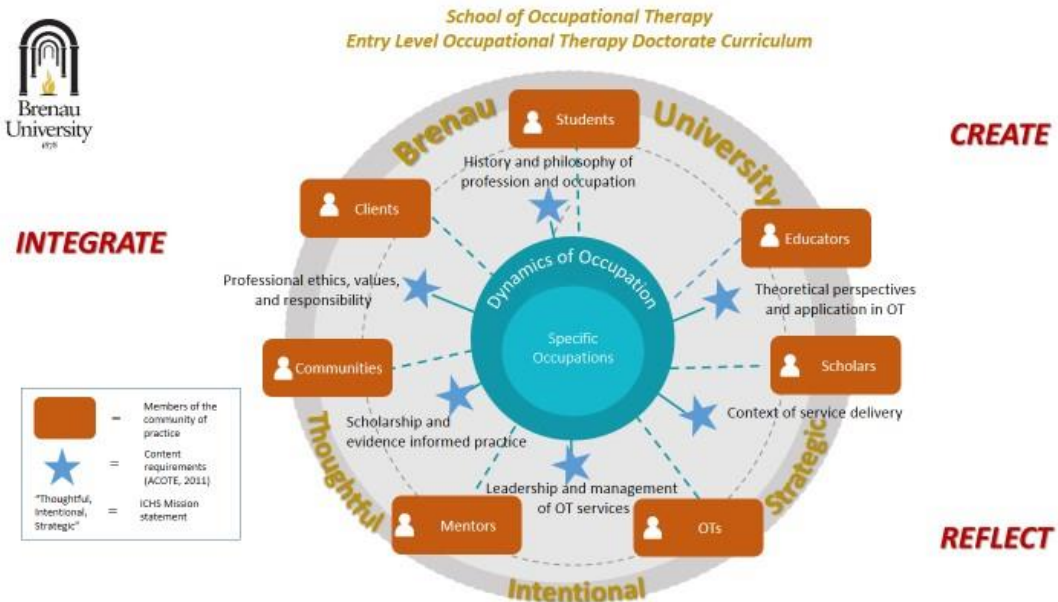
Courses in professional reasoning, fieldwork and research are included in this pillar. Advocacy is the third thread. Advocacy represents the areas of leadership, advocacy and administration. Coursework addresses legal and ethical issues, personal and societal contexts, health policy and population based intervention.

Although individual courses included in the curriculum may emphasize one thread more than another, the intent of this program is to address practice, inquiry and advocacy in every aspect of the curriculum.

The MSOT curriculum is also organized by six areas of emphasis: a) the biological and social

sciences, b) therapeutic knowledge and skills, c) professional reasoning, d) intervention contexts, e) service management and administration, and f) scholarship and research. The development of knowledge and skills for intervention follows a life course perspective which considers the patterns of individuals' lives in context and the effect of contextual factors, such as events and policies, on how people participate in life (Elder & Shanahan, 2006; Johnson, Crosnow, & Elder, 2011, Mayer, 2009).

ELOTD Curriculum Design



Subject-Centered Integrative Learning Model (Hooper 2017, 2006; Hooper, B., Mitcham, M., Taff, S., Price, P., Krishnagiri, S., Bilics, A., 2015; Hooper, B., Krishnagiri, S., Price, P., Bilics, A., Taff, S., & Mitcham, M. 2014; Hooper B., Greene, D., & Sample, P. 2014)

| Practice | | | |
|--|--|---|--|
| Biological/Social Sciences <ul style="list-style-type: none"> • BY 209 or BY 210: Anatomy & Physiology I or II • HS 200: Medical Terminology • PY 101: General Psychology • PY 202: Human Growth • PY 309: Abnormal Psychology • SY 101: Sociology pr • AY 101: Anthropology • 4 hour – Lab Science • OT 610 & 610 L: Clinical Human Anatomy and Clinical Human Anatomy Lab • OT 621: Functional Kinesiology • OT 622: Functional Kinesiology in OT • OT 639 & 639 L: Neuroscience & Neuroscience Lab • OT 665: Clinical Conditions – Adults/Older Adults • OT 667: Clinical Conditions – Infants, Children & Adolescents | Therapeutic Knowledge <ul style="list-style-type: none"> • OT 603 & OT 603L: Foundations of Practice/Foundations Lab • OT 624: OT Adolescents & Adults • OT 626: OT Adults/Older Adults • OT 628: OT Infants & Children • OT 680: Advanced OT Process • OT 760: Professional Development Planning | Therapeutic Skills <ul style="list-style-type: none"> • OT 634: OT Applications – Adolescents & Adults • OT 636: OT Applications – Adults/Older Adults • OT 638: OT Applications – Infants/Children • OT 680: Advanced OT Process • OT 725: Health Ed & Promotion • OT 727 OT Applications for the Upper Extremity | Intervention Contexts-Fieldwork <ul style="list-style-type: none"> • OT 617: Level I Fieldwork – Community based/mental health/DD settings • OT 618: Level I Fieldwork – Adult/Older Adult • OT 619: Level I Fieldwork Infants and Children • OT 715 Level II Fieldwork (12 wks) • OT 716: Level II Fieldwork (12 wks) |
| Inquiry | | | |
| <ul style="list-style-type: none"> • MS 205: Introduction to Statistics • PY 301: Research Methods • OT 612: Evidence Based Practice & Professional Literacy • CD 615: Qualitative Methods for Evidence Based Practice • OT 613: Research Supervision – 1 • CD 616: Quantitative Methods for Evidence Based Practice • OT 614: Research Supervision – 2 • OT 711: Research Seminar • OT 721: Thesis | <ul style="list-style-type: none"> • OT 606: Professional Reasoning – Client Centered Care • OT 607: Professional Reasoning – Adolescents/Adults • OT 608: Professional Reasoning – Adults/Older Adults • OT 609: Professional Reasoning – Infants and Children | | |
| Advocacy | | | |
| Service Management & Administration <ul style="list-style-type: none"> • OT 722: OT Supervision and Administration • PH/PO 601: Ethical and Legal Issues in Healthcare | Intervention Context: Legal/Policy and Ethical Issues <ul style="list-style-type: none"> • OT 603 & 603 L: Foundations of Practice • OT 722: OT Supervision and Administration • PH/PO: Ethical and Legal Issues in Healthcare | | |

MSOT Curriculum Design

The first phase of the program emphasizes the development of knowledge, skills and attitudes critical to professional practice at the entry level. The early parts of the professional preparation phase require the student to focus on occupational performance throughout life, and to appreciate the effects of illness or disabling conditions on that performance. This approach is intended to help students appreciate the relationship among the individual, the context, and participation in occupations for individuals of all ages. Further, it supports professional reasoning, which is grounded in problem-finding related to occupational performance rather than impairment problems.

The therapeutic process is reinforced by Level I Fieldwork activities that permit students to use their professional knowledge in authentic situations and to understand service delivery in a variety of practice contexts. The accompanying seminars are designed to help students understand and reflect on the professional reasoning process. This phase of the curriculum culminates in the Level II Fieldwork experiences. Concurrent with the clinically based courses, research coursework is started in the first semester of the program. Students have the opportunity to

The next phase of the program builds on earlier understandings of practice, and research. The complexities of care within and across the various practice environments are emphasized. Students are challenged to select and use a range of evaluation and intervention strategies with enhanced appreciation of the legal, social and political influences operating in different environments. Skills for educational and advocacy approaches are developed which are consistent with population-based services. Students are also provided with the opportunity to select graduate electives, which serve to deepen knowledge and skills in areas of special interest. Service management courses take a broader look at the management implications of different theoretical perspectives, practice contexts, and healthcare trends.

This organization of courses is founded on a number of philosophical assumptions guiding the curriculum. These include assumptions about humankind, the profession and the nature of professional practice. Equally important is our understanding of the nature of learning which are described in a discussion on the learning community. Each of these is discussed next.

Philosophical Assumptions Guiding the Curriculum Views

of Humankind

The philosophical assumptions undergirding the profession of occupational therapy reflect the founders' views of humankind. Although the semantics describing them have changed slightly over time, the following five, assumptions articulated by Mosey (1981) continue to guide the profession.

1. Each individual has the right to a meaningful existence that allows him or her to be productive, to experience pleasure and joy, to love and be loved, and to live in safe, supportive, and comfortable surroundings.
2. Each individual is influenced by his or her level of maturation and the social and physiological nature of the species.
3. Each individual has the right to seek his or her potential through personal choice within the context of some social constraints.
4. Each individual is able to reach his or her potential only through purposeful interaction with the human and non-human environments.
5. Each individual has inherent needs for work, play, and rest which must be satisfied in a relatively equal balance.

The Philosophical Base of Occupational Therapy

Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health.

Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity.

The focus and outcome of occupational therapy are individuals' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy. (AOTA, 2011)

Nature of Professional Practice

The MSOT Program curriculum is founded on the four principles of occupational therapy intervention outlined by Christiansen (1991) which address the recipient of service, the nature of the therapist, the intervention setting, and the use of occupation as the foundation for intervention.

1. The client is an agent of change.
2. The occupational therapist as a teacher-facilitator.
3. The treatment setting is an environment for developing life performance skills.
4. Occupation is the preferred intervention medium. Occupation is the actual performance of life tasks relevant to self-care, work, and play-leisure.

Additionally, current occupational therapy practice is guided by four additional principles to meet the demands of contemporary practice (Schell, Scaffa, Gillen & Cohn, 2014).

- Client-centered practice: The client, as the recipient of services, is an active

- agent of change.
- Occupation-centered practice: Occupational therapy practitioners provide service which assist clients in participating in the meaningful activities of their daily lives, roles, and identities
 - Evidence-based practice: Current practitioners are required to evaluate, synthesize, and integrate research evidence with the clinical reasoning process in the provision of services.
 - Culturally relevant practice: The cultural contexts and differences within the United States and internationally require practitioners to examine occupational participation in the context of the client's culture.

Views of Learning and the Learning Community

Educational Philosophy

The philosophic foundation for the curriculum is based primarily in three traditions of Western educational thought: progressivism, reconstructionism and existentialism; however, to a lesser degree, some aspects of our program also reflect principles and perspectives of essentialism and behaviorism. Each of these traditions is reflected in one or more of the three curriculum threads of practice, inquiry and advocacy. In concert, these three threads support the professional values and knowledge needed to practice occupational therapy.

Communities of Practice

The School of Occupational Therapy at Brenau University believes in the ongoing development and support of a community of learners that includes students, faculty, staff and occupational therapy practitioners. Each member of this community has the responsibility to promote development and learning for themselves and every other member of the community. Because students are entering a profession, they will have experiences and expectations that go beyond a typical student role to that of a developing therapist. Additionally, because we believe that students have to use knowledge in meaningful ways to really gain mastery they need to be placed in many learning situations that involve or parallel the real demands of clinical practice. For many students, this is a shift in expectations of the student-teacher relationship. The table on the next page summarizes some important expectations of students as developing therapists, and the faculty within the curriculum.

| Developing Therapist Responsibilities | Faculty Member Responsibilities |
|--|--|
| Use and share life experiences as a basis for gaining new knowledge for self and others. | Recognize the life experience of students, and use it to support new learning. |
| Shift from being a passive learner (i.e., note-taker, listener, and observer) to an active learner who contributes to discussions and solves problems. | Facilitate active discussion, problem-solving, and student contributions. Avoid teacher-centered approaches as opposed to student-centered approaches. |
| Shift from being an individual learner to becoming a member of the learning community. Develop, promote and maintain trustworthy relations that support learning and teamwork. | Provide opportunities for teamwork and collegial interactions. Develop, promote and maintain trustworthy relations that support learning. |
| View self as a developing therapist, not a student waiting to become a therapist. | Treat students respectfully as colleagues from whom one can expect professional behavior. |
| Actively seek, use and give feedback to improve knowledge and professionalism. | Actively seek, use and give feedback to improve knowledge and professionalism. |
| Accept responsibility for timely and dependable completion of assignments, attendance at class and informed participation and learning. | Communicate assignments in a timely manner and manage class meetings in a responsible manner which supports informed participation and learning. |
| Take risks and use learning opportunities to act like a therapist. | Develop learning opportunities in real or closely simulated practice situations. |
| Reflect on personal assumptions and be open to alternative understandings. | Provide opportunities for reflection. Model the reflective process. |

MSOT Program Tracks Curriculum Sequence

Brenau University

School of Occupational Therapy

| MSOT Day Program Gainesville | | | MSOT Weekend Program Norcross | | | ELOTD Day Program Norcross | | |
|------------------------------|--|---|-------------------------------|--|---|----------------------------|---|---|
| Semester 1-Fall | | | Semester 1- Spring | | | Semester 1- Fall | | |
| OT 603 | Foundations of Practice | 2 | OT 603 | Foundations of Practice | 2 | OT 803 | Foundations of Occupation 1 | 3 |
| OT 603L | Foundations of Practice Lab | 1 | OT 603L | Foundations of Practice Lab | 1 | OT 806 | Prof Comm & Therapeutic Use of Self | 3 |
| OT 606 | Prof. Reasoning - Client Centered Care | 2 | OT 606 | Prof. Reasoning-Client Centered Care | 2 | OT 810 | Anatomy & Mvmt for Occupations 1 | 4 |
| OT 612 | Evidence Based Pract. & Prof. Literacy | 2 | OT 612 | Evidence Based Pract. & Prof. Literacy | 2 | OT 810L | Anatomy & Mvmt for Occupations Lab 1 | 0 |
| OT 621 | Functional Kinesiology | 3 | OT 610 | Clinical Human Anatomy | 3 | OT 812 | Prof Literacy & Scholarly Inquiry | 3 |
| OT 622 | Functional Kinesiology in OT | 2 | OT 610L | Clinical Human Anatomy Lab | 1 | 13 | | |
| OT 667 | Clinical Cond. 2- Infant, Child, & Adol | 2 | 11 | | | Semester 2- Spring | | |
| OT 610 | Clinical Human Anatomy | 3 | Semester 2-Summer | | | OT 804 | Foundations of Occupation 2 | 3 |
| OT 610L | Clinical Human Anatomy Lab | 1 | OT 621 | Functional Kinesiology | 3 | OT 811 | Anatomy & Mvmt for Occupations 2 | 4 |
| 18 | | | OT 622 | Functional Kinesiology in OT | 2 | OT 811L | Anatomy & Mvmt for Occupations Lab 2 | 0 |
| Semester 2-Spring | | | OT 639 | Neuroscience | 3 | OT 813 | Data Gathering & Measurement of Occ. Perf | 3 |
| OT 609 | Professional Reasoning - Infants/Children | 2 | OT 639L | Neuroscience Lab | 2 | OT 839 | Neuroscience: Implications for Perf. Skills | 3 |
| OT 613 | Research Supervision-1 | 1 | OT 667 | Clinical Cond. 2- Infants, Child, & Adol | 2 | OT 865 | Conditions Across the Lifespan | 3 |
| OT 619 | Level I FW- Infants/Children | 1 | 12 | | | 16 | | |
| OT 639 | Neuroscience | 3 | Semester 3-Fall | | | Semester 3- Summer | | |
| OT 639L | Neuroscience Lab | 2 | OT 609 | Prof. Reasoning - Infants/Children | 2 | OT 824 | Mental Health, Cognition & Partipation | 6 |
| OT 628 | OT - Infants/Children | 3 | OT 619 | Level 1 FW- Infants/Children | 1 | OT 824L | Mental Health, Cog & Participation Lab | 0 |
| OT 638 | OT Applications - Infants/Children | 3 | OT 628 | OT - Infants/Children | 3 | OT 807 | Level I FW A: Professional Reasoning | 3 |
| CD 615 | Qualitative Methods for EBP | 3 | OT 638 | OT Applications - Infants/Children | 3 | OT 825 | Health Promotion & Wellness | 3 |
| 18 | | | OT 665 | Clinical Cond. 1- Adults/Older Adults | 2 | OT 814 | Research Methods for EBP | 3 |
| Semester 3-Summer | | | 11 | | | 15 | | |
| OT 608 | Professional Reasoning - Adult/Older | 2 | Semester 4-Spring | | | Semester 4- Fall | | |
| OT 614 | Research Supervision-2 | 1 | OT 608 | Prof. Reasoning -Adults/Older Adults | 2 | OT 826 | Occupations of Adults & Older Adults | 6 |
| OT 618 | Level I FW- Adult/Older Adult | 1 | OT 613 | Research Supervision-1 | 1 | OT 826L | Occ of Adults & Older Adults Lab | 0 |
| OT 626 | OT - Adults/Older Adults | 3 | OT 618 | Level 1 FW- Adults/Older Adults | 1 | OT 808 | Level I FW B: Professional Reasoning | 3 |
| OT 636 | OT Applications - Adults/Older Adults | 3 | OT 626 | OT- Adults/Older Adults | 3 | OT 891 | Doctoral Seminar 1: Capstone Project Topic & Literature Review | 2 |
| OT 665 | Clinical Conditions 1- Adults/Older Adults | 2 | OT 636 | OT Applications - Adults/Older Adults | 3 | OT 822 | Supervision & Admin Issues in OT | 3 |
| CD 616 | Quantitative Methods for EBP | 3 | CD 615 | Qualitative Methods for EBP | 3 | OT 880 | Program Development Across Pract. Setting | 3 |
| 15 | | | 13 | | | 17 | | |
| Semester 4-Fall | | | Semester 5-Summer | | | Semester 5- Spring | | |
| OT 607 | Professional Reasoning - Adol/Adult | 2 | OT 607 | Professional Reasoning - Adol/Adult | 2 | OT 828 | Occupations of Infants & Children | 6 |
| OT 617 | Level 1 FW- Community based | 1 | OT 614 | Research Supervision-2 | 1 | OT 828L | Occupations of Infants & Children | 0 |
| OT 624 | OT - Adolescents/Adults | 3 | OT 617 | Level 1 FW- Community based | 1 | OT 809 | Level I FW C: Professional Reasoning | 3 |
| OT 634 | OT Applications - Adolescents/Adult | 3 | OT 624 | OT - Adolescents/Adults | 3 | HS 550 | Global Health Perspective | 3 |
| OT 680 | Advanced OT Process | 3 | OT 634 | OT Applications - Adolescents/Adults | 3 | OT 892 | Doctoral Seminar 2: Capstone Project Proposal Presentation | 3 |
| OT 711 | Research Seminar | 3 | CD 616 | Quantitative Methods for EBP | 3 | OT 861 | Prep. for Pract. 1: Interprofessional Teams | 2 |
| 15 | | | 13 | | | 17 | | |
| Semester 5-Spring | | | Semester 6-Fall | | | Semester 6-Summer | | |
| OT 715 | Level II FW | 6 | OT 680 | Advanced OT Process | 3 | OT 815 | Level II FW (12 weeks) | 6 |
| #REF! | | | OT 711 | Research Seminar | 3 | 6 | | |
| Semester 6-Summer | | | OT 725 | Health Education & Promotion | 3 | Semester 7-Fall | | |
| OT 721 | Thesis | 3 | 9 | | | OT 862 | Prep. For Practice II: Entrepreneur & | 2 |
| OT 722 | Supervision & Admin Issues in OT | 3 | Semester 7-Spring | | | OT 845 | OT App. for UE & Physical Agent Modalities | 4 |
| OT 725 | Health Education & Promotion | 3 | OT 721 | Thesis | 3 | OT 845L | OT App. for UE & Physical Agent Mod. Lab | 0 |
| OT 760 | Professional Development Planning | 1 | OT 722 | Supervision & Admin Issues in OT | 3 | PHP 601 | Ethical & Legal Issues in Healthcare | 2 |
| OT 727 | OT Applicatons for the Upper Extremities | 3 | OT 727 | OT Applications for Upper | 3 | OT 850 | Assistive Tech. & Adaptations for Occup. | 3 |
| PHPC 601 | Ethical & Legal Issues in Healthcare | 3 | PHPC 601 | Ethical & Legal Issues in Healthcare | 3 | OT 893 | Doctoral Seminar 3: Capstone Project Preparation & Introduction | 3 |
| 16 | | | 12 | | | 14 | | |
| Semester 7-Fall | | | Semester 8-Summer | | | Semester 8-Spring | | |
| OT 716 | Level 2 FW | 6 | OT 715 | Level II FW | 6 | OT 816 | Level II Fieldwork (12 weeks) | 6 |
| 6 | | | OT 760 | Professional Development Planning | 1 | 6 | | |
| Total: 94 | | | 7 | | | Semester 9-Summer | | |
| | | | Semester 9-Fall | | | OT 894 | Doctoral Experience Internship & Capstone Project Completion | 6 |
| | | | OT 716 | Level II FW | 6 | 6 | | |
| | | | 6 | | | Total: 110 | | |
| | | | Total: 94 | | | | | |

Fieldwork & The Center for Productive Living

Fieldwork is an important part of the MSOT educational process. The intent is to provide you with opportunities to work with client across the lifespan, and to have exposure to medical, educational and community settings in which occupational therapy occurs. In addition to numerous settings outside of Brenau, students may also be placed in the Brenau Center for Productive Living. In this setting, students provide services to underserved populations, such as those who have no medical insurance, or for whom no services are available in the community. There are a range of field activities including:

- Course based outings to selected field sites
- Level I Fieldwork which involves weekly assigned time at a designated setting. These activities provide real time opportunities to practice the skills being developed in coursework.
- Level II Fieldwork which is a full time extensive experience providing service delivery under the supervision of a credentialed occupational therapist.

Because there are a number of procedures and regulations associated with Fieldwork, there is a separate section of the handbook covering this topic. You will be supported in your fieldwork placements by the Fieldwork Coordinators who are in both Gainesville and North Atlanta/Norcross locations.

Textbooks

Although textbooks tend to be expensive, many are used across the program and as professional references once in the field. Each semester you will receive a textbook listing from the Office Manager which details textbook purchase requirements as listed below. You can also check your Campus Web schedule and use the feature there to generate your textbook list. Please direct questions regarding textbook editions and formats to your course instructor. Some online texts have proven to be cumbersome and not recommended. Check with your instructor to verify if an online edition is appropriate.

The MSOT curriculum requires the purchase of Core textbooks considered essential to each student's professional education and development. As such, these textbooks are considered a vital and necessary part of the curriculum and part of each student's professional library of resources. Core texts will be required for multiple courses throughout the MSOT program including fieldwork experiences. Core texts are considered important resources to prepare for the national certification exam. While we recognize the expense involved in textbook purchases, students must purchase Core textbooks. It is considered unacceptable to sell them after the course is finished. Texts listed as All MSOT Courses are used consistently in all courses throughout the curriculum and should be considered to be additional Core texts. Required texts not

THESIS PROJECT

The thesis research project is the capstone experience of the MSOT program. It provides an opportunity for students to develop and implement a scholarly study which has relevance to the practice of occupational therapy. It requires students to use high level professional reasoning to critique existing theories and related practice, as well as to learn how to identify and examine evidence related to practice. Research courses are embedded throughout the MSOT curriculum and include the following major components:

- Finding, critiquing, communicating, and applying scholarly literature relevant to practice
- Exposure to research methodology courses spanning both qualitative and quantitative approaches.
- Guided development of practice research through research supervision and related seminars culminating in a group thesis project associated with a faculty member's line of research.

Courses in this stream include

- MS 205: Introduction to Statistics (pre-requisite)
- PY 301: Research Methods (pre-requisite)
- OT 612: Evidence Based Practice and Professional Literacy
- CD 615: Qualitative Methods for Evidence Based Practice
- OT 613: Research Supervision 1
- CD 616: Quantitative Methods for Evidence Based Practice
- OT 614: Research Supervision - 2
- OT 711: Research Seminar
- OT 721: Thesis

Students work in small groups on a topic within their thesis chair's area of scholarship. This permits students to learn both content and process related to scholarship from someone with expertise in the topic. Students indicate their preferences for the thesis topic prior to taking the first Research Supervision course (OT 613). Choices available are based on faculty lines of scholarship. The thesis process typically provides an opportunity for the development of close peer and mentor relationships which evolve from engaging in important and stimulating work on behalf of the profession and the clients we serve.

Thesis Timeline and Overview of Requirements

The thesis research project is a major aspect of the program. Successful completion of

the thesis process, and expected products, will require a significant effort and active engagement over multiple semesters. The expected outcomes from the thesis process include either a thesis document, or manuscript for submission to a peer reviewed journal as designated by the thesis chair, and an electronic poster suitable for professional presentation.

Procedures and Processes

Examples of documents and forms necessary for thesis are available on the Canvas sites for the appropriate thesis courses (e.g. OT 613, 614, 711, and 721). Please consult the respective Canvas course site throughout each phase of thesis process to insure that you have up to date formats, forms, and content for your written product.

Overview of the “products” typically during the thesis-related courses:

| Course | Typical “product(s)/Presentations: |
|--------|---|
| OT 613 | <ul style="list-style-type: none"> • Completion of CITI training (Described Below) • Under the guidance of their thesis chair/advisors and as part of CD 615, students produce a Topical Outline of the literature reviewed. • Students “try on” a qualitative design as a potential thesis project in the form of a professional poster presentation |
| OT 614 | Under the guidance of their thesis chair/advisors and as part of 616, <ul style="list-style-type: none"> • Students produce a Chapter 1 – Introduction and a Chapter 3 – Methodology for a quantitative research study. • Students “try on” a quantitative design as a potential thesis project in the form of a Topical Outline and professional presentation in CD 615. |
| OT 711 | Under the guidance of their thesis chair/advisors, students will: <ul style="list-style-type: none"> • Develop a short prospectus document that must be reviewed and approved by at least the thesis chair and methodologist. • Complete an IRB application for their study protocol. • Write and orally defend chapters 1-3 as recommended by the thesis committee after defense. • May begin data and analysis if approved by thesis chair/advisors and with IRB approval. |
| OT 721 | Under the guidance of their thesis chair/advisors, students will: <ul style="list-style-type: none"> • Conduct and analyze data for their research project • Update chapters 1-3 as needed. • Write up the results (chapter 4) and discussion (chapter 5) of their thesis projects or develop as a manuscript (containing background, methods, results, and discussion) suitable for publication. • Submit formal thesis document to committee members for review at least 5 business days before defense • Orally defend thesis research project. • Complete revisions of the thesis document or manuscript as recommended |

| | |
|--|--|
| | <p>by the thesis committee after defense and submit to thesis chair</p> <ul style="list-style-type: none"> • Develop and submit poster following AOTA guidelines to thesis chair. |
|--|--|

Meeting Places

Both the Gainesville and North Atlanta/Norcross campus facilities offer small study rooms available to students in the School of Occupational Therapy for thesis group meetings. Students are responsible to schedule these rooms in advance following the designated procedures for reserving space at that site.

Research Contracts

Thesis group members develop a written contract that outlines individual and collective responsibility regarding the development and completion of the thesis in conjunction with the thesis adviser. The thesis groups will review and revise the contract each semester. Contracts can include designation of study and meeting times, financial responsibilities, meeting place, order of authorship, conflict management and resolution. To facilitate the completion of a scholarly and successful thesis, the members of each thesis group set forth and agree to guidelines that:

- Delineate how responsibilities will be divided in order to assure that each person has full knowledge and participation in each phase of the thesis or the article, and the poster. Simply stating that all work will be divided equally will NOT adequately address this.
 - Establish the frequency and location of scheduled thesis group meetings.
 - Discuss computer/technology limitations and considerations for compatibility.
 - Outline how thesis related expenses will be handled. Consider photocopying, transcription, travel, library loans, bindery, paper, telephone, postage, etc.
 - Describe the manner in which decisions will be made. Address potential conflicts, disagreements and differences of opinion and work styles.
 - Identify a method for labeling and naming of files, documents, and the process for communicating with and exchanging documents with the Thesis Chairperson and other committee members.
 - Describe how and where documents will be exchanged/delivered.
-
- Discuss the order of authorship.
 - Address reference material.
 - Address data ownership.
 - Include a provision of how and under what circumstances this agreement could

be modified.

Petitions to modify group membership

If it becomes apparent that the members of the thesis group are unable to productively work together, individual members of a thesis group may petition to modify the group membership. Petitioners must submit a written letter to the thesis chair, with the knowledge of all thesis group members, with a recommended action and rationale. Petitions may result in a splitting of the thesis group into two or more entities, in which case, each entity is responsible for completing a thesis. The faculty thesis chair and the members of the original group will determine how work that has already been completed will be shared.

Prospectus

The prospectus is a brief written synopsis of the thesis proposal which is presented to the OT faculty in OT 711. The written product should be no more than one page front and back. The prospectus must be approved by thesis chair and methodologist. Thesis chairs may seek additional feedback from additional faculty via informal thesis presentation or email communication. It should include:

- Brief introduction/rationale for the study which may include very brief discussion of foundational literature
- Purpose of the research
- Description of the methodology including:
 - Study design and procedures such as the recruitment of participants,
 - The proposed method of data collection,
 - Plan for analyzing data.

Institutional Review Board (IRB)

All students and faculty must obtain approval from the Institutional Review Board before implementing any research. Brenau University IRB application forms and policies are available on via the Brenau Intranet using the menu option under Academics <https://intranet.brenau.edu/institutional-review-board/>

CITI Training

Prior to participating in research activities, the Brenau University Institutional Review Board (IRB) requires students to complete the research training provided by the

Collaborative Institutional Training Initiative (CITI). This training is a required element in OT613 and CD615 and students will upload CITI course completion certificates to E*value. Instructions for completion of the training are provided in Canvas site.

Thesis Roles and Responsibilities

The roles and responsibilities of the thesis committee members and students are described and summarized below:

Student. Each student plays a key role in completing a thesis, both individually and as a member of a collaborative team which includes the other thesis group members and the thesis committee. As a group member, the student has a responsibility to the group to complete assignments on time and to share information and workload with other group members. Students are expected to behave in a professional manner and to alert the thesis advisor to the need for mediation if they cannot work effectively as a group.

Although the students complete the bulk of the writing and the research, the thesis chair and committee members contribute invaluable guidance and supervision. The student is wise to heed the advice of their advisor and thesis committee members, such as using the University Writing Center in a timely manner, in order to make the “thesis process” go as smoothly as possible. There is an element of trust that the student needs to have in the advisor, and students are expected to either accept their suggestions for revisions or provide strong rationale for another approach. The advisors make these suggestions with a goal in mind of producing a scholarly product that is worthy of publication as opposed to “just getting you through the process.”

Thesis Committee. The Thesis Committee is comprised of a Chair and at least one faculty member, who might also serve as a Methodologist or Reader/Reviewer. The purpose of the Thesis Committee is to provide guidance and direction to the research groups regarding the thesis. It is the responsibility of the Thesis Committee to review and approve the thesis product (chapters 1-5 OR chapters 1-3 and the manuscript formatted for publication in journal).

Thesis Chairperson

- Collaborates with the School of OT faculty in the development of potential research topics and communicating research stream
- Prepares for advisement and is knowledgeable about IRB regulations and their impact on the feasibility of the research project.
- Guides the thesis group in the development of the research project according to the guidelines of the MSOT Graduate Program in Occupational Therapy.

- Arranges for additional committee member(s) who will serve as methodologist or outside reader/content advisor/stakeholder member of the committee that reviews the proposal and thesis.
 - May invite individuals from the professional community to serve as auxiliary members of thesis committee.
 - Assists the assigned thesis group members in formulating a working contract in which group rules, responsibilities, authorship and data ownership are delineated.
 - Leads committee evaluation of petitions from the thesis group, develops recommended response and responds to petitions.
 - Grades the research project and its components using thesis committee feedback, writing and speaking criteria as listed on the Brenau Speaking Skills/Oral Communication and Writing Skills Rubrics & related critical thinking assessments.
 - Verifies that each graduate student can write, orally present, and discuss the research proposal and defend the thesis.
 - Schedules the Proposal and final Thesis presentations, verifies the date and time.
 - Ensures that the research team prepares a professional poster reflecting the research that is appropriate and available for display at Brenau University and at professional conferences.
 - If applicable, initiates preparation of and final approval of a manuscript by the thesis group for submission for publication in a juried professional journal.
 - Approves a final copy of the research-thesis or manuscript for publication, and poster. Post grades, notifies the MSOT Program chair when students have met the research requirements for graduation.
 - Submits Notification of Completion of Research to IRB committee via IRB NET.
- Thesis Committee Member. In addition to the Thesis Chairperson, at least one member of the Brenau Faculty will serve on each thesis committee. Practitioners and other professionals whose expertise may facilitate the research may be invited by the Thesis Chair to serve on the thesis committee as additional members. Responsibilities include:
- Serving as a resource to the thesis group.
 - Meeting as needed with the thesis group and providing timely guidance and critical review based on expertise.
 - Critically reviewing the thesis manuscripts and attending the oral defenses.

Methodologist. Faculty members skilled in qualitative or quantitative research traditions will serve as methodologists to the thesis groups. Methodologists are available on an appointment basis. It is not the role of the methodologist to “run statistics” or to analyze data. It is the student’s responsibility to develop the methodology and to seek guidance, suggestions, and confirmation of proposed data collection and analyses methods from the methodologist. In many cases, the methodologist may also be the Thesis Chairperson or a committee member. The methodologist approves the study methodology which includes design and analysis by signing the Methodology Clearance Form which is included with the written thesis

proposal submitted for defense. The work of the methodologist should be acknowledged on any resulting presentations or papers.

Thesis Document Guidelines

Format for Interim Draft Files & Documents

Because many drafts are developed during the process of developing a thesis, it is wise to have a system in place to clearly identify each draft. It is suggested that:

- File names follow a format of subject-date-initials
Example: Hippo Intro.08.20.18.your initials
- A header or footer in the document containing the date of the draft, an abbreviated title and identity of the research group is inserted in each document. This must be updated with each subsequent draft

This format will enable the members of the thesis group as well as the committee to communicate more clearly and efficiently. This footer or header will not appear in the final thesis proposal.

NOTE: Google docs is quite useful for sharing of documents, but often hinders formatting of documents. Many students are using other digital software products for document sharing and archiving, so work with your advisor or other students to decide upon a format to keep abreast of latest technology that may enhance your document sharing and archiving

Written Thesis Proposal

A complete draft of the thesis proposal is submitted to all committee members according to the schedule designated by the cohort and program track. The thesis proposal will generally follow the format and organization of the Brenau University Thesis Guide which is available at the Brenau University Trustee Library website at: <http://libguides.brenau.edu/thesis>. Please consult your thesis advisor for any variations from the Brenau Thesis Guide to insure that your formatting is appropriate and acceptable to your committee. In general, the format for your thesis proposal includes:

Title Page

Table of Contents

Chapter One

Introduction (usually 3-6pages)

Chapter Two

Review of the Literature (usually 8-15 pages)

Chapter Three
Methodology (usually 5-8 pages)

List of

References

Appendices

(Data collection instruments, IRB approval, Methodologist approval, other relevant information)

Proposal Defense

Typically, prior to oral defense of the proposal, students will have at least one meeting with their methodologist and/or committee member(s) as directed by the Thesis Advisor. This meeting helps insure committee members have an understanding of the project. As directed by the advisor, committee members may be asked to review certain sections of the draft written document. A copy of the final proposal manuscript (Chapter 1-3) must be submitted to each committee member at least five school days prior to the scheduled proposal presentation. A signed approval from the methodologist must accompany the formal written thesis proposal (This form can be located on the Canvas site for OT 711).

Oral thesis proposal defenses will be scheduled (by the Advisor) within the designated time frame of the semester (typically, 1-2 weeks prior to the end of the semester). Proposal defense sessions will typically last 1.5 to 2 hours in which each member of the thesis group will individually discuss his or her group's thesis proposal. As in the prospectus, each member of the group must be prepared to discuss the entire proposal to the thesis committee and any members of the graduate faculty who attend the presentation. The following represents the typical steps in the proposal presentation:

1. Faculty members meet briefly to discuss the thesis proposal, questions and concerns, prior to starting the presentation. Students wait outside the meeting room.
2. Each person is called in random order to discuss the thesis project and respond to faculty questions. Each student discussion and question session takes approximately 15 minutes. Students may have written copies of the thesis proposal document for use during this discussion.
3. After all students have individually discussed the proposal, the student researchers wait outside the room while the faculty discusses each person's presentation of the thesis

proposal. Each student is evaluated individually as to whether or not he or she has command of and sufficiently articulated the entire project. In addition to evaluating the performance of each student, the committee uses this post review time to address concerns raised by the committee and to generate a list of recommendations for strengthening the project, the paper, or articulation of the proposal.

4. The entire thesis group rejoins the faculty to discuss the results of the proposal review. The thesis chairperson or designee presents to the entire thesis group the faculty recommendations regarding the status of the proposal, followed by a summary of strengths and suggested improvements. Possible outcomes are:
 - The proposal is accepted as is. Data collection may begin when/if the study has received IRB approval.
 - The proposal requires minor corrections or modifications. These can be accomplished by the Thesis Group and submitted to the Thesis Chairperson for approval. Data collection may not begin until the proposal has written approval of the Thesis Advisor and IRB committee.
 - The proposal is unacceptable as submitted and requires major modification. If major changes are required, the proposal must be adjusted and resubmitted. Data collection may not begin until the revised proposal has been approved by thesis chairperson and IRB committee. The process of approval might involve a subsequent presentation of the proposal or some other series of events determined by the faculty members

Grades reflect individual performance during the review, as well as the quality of the total written proposal. Students who require additional time to complete the written portion of the Proposal will be assigned an IP grade and be required to register again for OT 711 Research Seminar.

If the overall proposal is deemed acceptable, each student who successfully discusses and defends the thesis proposal will receive a grade of “pass” for OT 711-Research Seminar. Any student who is unable to successfully discuss and defend the thesis proposal will be allowed a second attempt for the oral defense.

If this is not completed by the end of the OT711 semester, the student will receive an incomplete grade for this course, even if the written proposal is deemed acceptable.

If a student receives a grade of Incomplete, she or he will be required to “re-present” and demonstrate knowledge of the entire thesis proposal by the end of the following semester in order to successfully pass this course. Students who fail a second oral presentation will fail the course, resulting in termination from the program.

Duplication

Throughout the preparation of the thesis proposal and the thesis products, multiple drafts with several copies of each written product may be requested to be printed by the faculty/committee members. The research groups are responsible for the cost of

printing/copying any documents.

Transcription

Thesis groups collecting qualitative data may decide to transcribe their own data or contract with transcription services at their own expense. If transcriptions are to be contracted, arrangements should be made early to permit adequate time for data analysis. IRB approved methods will be followed on all transcription procedures.

Pre-Defense review

Pre-defense review of the thesis occurs one to two weeks prior to the defense. A draft copy of the thesis, including appendices, will be provided to each member of the thesis committee (under the direction of the thesis advisors. Thesis groups should allow 5 business days for review and feedback of thesis by the committee. Each committee member must examine the document for content and discuss any concerns relevant to the thesis with the Thesis Chairperson. This communication must occur in time to allow the Thesis Chairperson to respond prior to the defense and work with the thesis committee to overcome any major concerns and reschedule the defense if needed. Prior to the thesis presentation, as in the proposal presentation, faculty members will meet briefly to discuss the thesis content, raise concerns or questions that need to be discussed during the thesis presentation.

Thesis Defense

Thesis defense is a public event. Observers often include other students, faculty members or members of the professional community who are interested in the topic. Observers may not participate in the process, except when specifically invited by the Thesis Chairperson, which usually does not occur until all involved faculty questioning or discussion is completed. Observers are excused from faculty deliberations that precede and follow the thesis presentation.

At the final thesis oral defense, all members of the research group present the thesis study in the form of an overview of the project, their findings, and the implications of the study. Because this is an oral presentation and discussion, PowerPoint, audio-visuals or other aids are not appropriate. Faculty may stop students during this presentation to ask questions as the most value in the process occurs during the discussion, rather than the summary of the project. Because the research team is in the room together, each member of the thesis group participates in the presentation of the thesis. It is recommended that students prepare in advance so that they can “talk the study” rather than read from pre-prepared notes. Committee members will have already examined the thesis and have a copy of all charts, appendices, data, etc. Students may have written copies of the final thesis for use during this discussion.

The Chairperson of the thesis committee may allow questions from others attending the defense, once the initial period of questioning is completed. Each defense should last approximately 90 minutes including presentation, questions and answers, faculty review and deliberation, and summation.

The members of the thesis group and all observers will be excused while the faculty discusses the thesis presentation. When their deliberation is completed, the members of the thesis group will be invited to rejoin the faculty so that the results of the defense can be shared. Possible outcomes from the defense include:

- The thesis is accepted as is and requires final approval by Thesis Chairperson
- The thesis requires corrections or modifications. These can be addressed by the Thesis Group and submitted to the Thesis Chairperson for approval.
- The thesis is unacceptable as submitted and requires major modification. If major changes are required, the thesis must be adjusted and resubmitted and defended again. Students will not be eligible for graduation until the revised thesis has been successfully defended.

Any student who is unable to successfully discuss and defend the thesis by the end of the semester when registered for OT 721 will receive a grade of Incomplete for OT 721. The Incomplete must be resolved prior to the end of the subsequent semester or the student will not pass the OT 721 class.

Thesis Products

The outcomes of the thesis project include the following as determined by the thesis chairperson:

- Chapters 1-5 in a thesis document (binding optional)
- OR Updated Chapters 1-3 plus a manuscript for publication,
AND
- An electronic poster of the thesis research project.

Format of thesis document

Preparation of the final thesis document (Chapters 1-5) follows a standard sequence and format so that it is acceptable for archiving. The recommended required format and sample pages are available in the Brenau Thesis Guide, found on the Brenau Library website: <http://libguides.brenau.edu/thesis>

Additional guidelines for traditional thesis content and page length:

| | Content and Page length |
|-------------------|-------------------------|
| Title Page | Single page |
| Table of Contents | As many as needed |

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| | |
|--------------------|---|
| Chapter One | Introduction (usually 3-6 pages) |
| Chapter Two | Review of the Literature (usually 10-20 pages) |
| Chapter Three | Methodology (usually 5-8pages) remove timeline and budget for final thesis process |
| Chapter Four | Results (usually 10-20 pages) |
| Chapter Five | Discussion (usually 5-10 pages) |
| List of References | All references for all chapters (variable length) |
| Appendices | Data collection instruments, IRB approval, Letters of Authorization, other relevant information |

Format of the manuscript for publication

If an outcome of the thesis research study is a manuscript suitable for submission to a peer reviewed journal, the students and thesis chairperson will determine an appropriate peer reviewed journal for submission. The manuscript format should follow the requirements specified for that journal.

***NOTE:** The Thesis Chairperson may retain the right to be first author on manuscripts and presentations since the project emanated from their scholarship. The Chairperson will consult with students prior to any presentation or publication to negotiate authorship order

The manuscript for publication may vary depending on the intended journal for submission, however, should follow a standard format for the thesis research study.

| | Content and Page length |
|-------------------|--|
| Title Page | Single page |
| Table of Contents | As many as needed |
| Chapter One | Introduction (usually 3-6 pages) |
| Chapter Two | Review of the Literature (usually 10-20 pages) |

| | |
|--------------------|---|
| Chapter Three | Methodology (usually 5-8pages) remove timeline and budget for final thesis process |
| Chapter Four | Manuscript Should include title page and abstract for manuscript (may be different from abstract for entire thesis) following journal format. References for manuscript should follow here. (Page length varies depending on journal.) |
| List of References | All references for all chapters including manuscript chapter (variable length) |
| Appendices | Data collection instruments, IRB approval, Letters of Authorization, other relevant information such as application to OT that might not be clearly stated in manuscript. |

Final copies of the thesis

The format of the final thesis will be the decision of the Thesis Chairperson, who will convert the approved thesis to PDF format for archiving in School of OT CANVAS site. Each thesis will be archived by Faculty, Program, and Year.

Optional thesis binding

If the thesis group, with thesis chairperson approval, elects to bind their thesis, students will follow the bindery company regulations. If the thesis group chooses to bind their thesis, 1 copy of the bound thesis must be produced and given to the Brenau Trustee Library.

Poster

All thesis groups are required to submit an electronic poster of their thesis research. The thesis chairperson must approve the final version of the electronic poster prior to any printing or presentation. Professional posters provide thesis groups with the opportunity to share the results in a format that is succinct and informative. This poster must be suitable for presentation at a professional meeting such as at the Georgia Occupational Therapy Association Annual Conference, the American Occupational Therapy Association Annual Conference, and other venues as appropriate. Posters are displayed at conferences and other gatherings and are used to convey a large amount of information in an interesting and “pre-digested” formation. A professional and informative handout is required for distribution at all poster presentation sessions. Permission should also be granted to faculty to represent this work. Poster Content. The poster should be developed using software, such as PowerPoint. It must be easy to read, using large, clear font. Although it can be creatively designed, avoid distracting backgrounds, and strive for a professional and scholarly appearance. Use AOTA’s “Tips for professional posters” as a reference. Link to AOTA poster guidelines: <https://www.aota.org/-/media/Corporate/Files/ConferenceDocs/2014/Presenter%20page%20docs/Poster-Presentation-Handbook.pdf>

Content should follow guidelines from the organization where is will be presented, but typically include:

- Identifying Information
 - a) Title of project
 - b) Authors, Thesis Chairperson* & Committee
 - c) School, College, University
 - d) University Logo

- Description of Research or Project
- Clear statement of purpose, problem or research question
- Clear statement of rationale

- Clear statement of methodology
- Clear succinct statement of findings
- Implications
- Graphics Illustrations (optional)

The poster must be submitted to the thesis chair for review and approval. Once approved by the thesis chair, the final electronic version is to be submitted to the thesis chair, which may be submitted to various” call for presentations”.

GENERAL PROGRAM INFORMATION

Accreditation

The Brenau School of Occupational Therapy entry-level occupational therapy master’s degree program tracks at the Gainesville, Georgia and North Atlanta/Norcross campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-2682 and its Web address is www.acoteonline.org.

Confidentiality of Student Information

Confidential information about students acquired by faculty in the course of their professional association is to be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Occupational Therapy faculty and staff members do share selected information with each other as needed to support student learning and professional development. In similar fashion, selected information may be shared with Clinical Fieldwork Educators as needed, once students have signed a release. In general, all student work is kept confidential within the faculty. Sensitive materials such as journal entries or seminar discussion are not shared without prior approval of the student.

Student Advising

Upon entering the MSOT program, each student will be assigned an academic advisor from the School of OT faculty for the duration of the program. The purpose of advising is to provide a resource to students for academic and profession development during the MSOT program. Each academic advisor will schedule regular appointments with students on a schedule of mutual convenience during the school year.

Professional Memberships

All students in the MSOT program are required to join the American Occupational Therapy Association (AOTA) and a state occupational therapy association (i.e. Georgia Occupational Therapy Association) upon entering the program. Students are required to maintain membership in both organizations throughout the program including Level II Fieldwork experiences. Confirmed membership will be a graded element in OT 603: Foundations of Practice and OT 711: Research Seminar.

American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association is the national professional organization in the United States and the one that sets many of the ethical and practice standards for the profession. It also serves to advocate for occupational therapists and their clients at the national level. Students in the Brenau Occupational Therapy programs are required to be members of AOTA. Note that there are a number of student benefits including access to current online professional literature, discounted book sales and scholarships for students. Membership in AOTA is mandatory for incoming students and is to be maintained throughout the program. Proof of membership must be uploaded to the E*value software according to instructions provided by the Fieldwork Education Program Specialist.

State Occupational Therapy Associations/Georgia Occupational Therapy Association (GOTA)

Each state in the USA has a professional occupational therapy organization whose objectives include advancing the practice of occupational therapy through education of consumers and the professional public, policy and legislative work, as well as development of regional standards. Students in the Brenau Occupational Therapy programs are required to be members of GOTA or a comparable state organization if they live outside of Georgia. Proof of membership will be required to be uploaded to the E*value software according to instructions provided by the Fieldwork Education Program Specialist. State organizations provide a critical role in maintaining quality occupational therapy services and are where occupational therapists can network with colleagues to solve the problems of practice.

Ethics

Ethical practice is the cornerstone of being a professional. Students in the MSOT program are expected to abide by all the University ethical guidelines, as well as those which guide the profession, such as the American Occupational Therapy Standards of Ethics. These standards are introduced in the beginning of the program and are reiterated on all course syllabi.

Academic Honesty

The School of Occupational Therapy upholds Brenau University's standards of academic and intellectual integrity described in the Academic Honesty Policy and the Brenau Honor Code. Acts of academic dishonesty, in any form, will not be tolerated within the MSOT program. Refer to Brenau University's academic honesty policy in the Brenau Catalog for further information about academic honesty and related procedures.

Professional Behaviors

As students preparing for participation in a professional career, the demonstration of professional behaviors is an important element of that preparation. Students are expected to exhibit professional behaviors necessary for occupational therapy practice. The following are examples of professional behaviors expected of all students in the program.

MINIMUM STANDARDS for Professional Behaviors

The behaviors listed below are considered essential for professional development. Faculty may specify additional behaviors expected for a course and include those in the course syllabus. Failure to demonstrate these minimum standards for professional behaviors may result in a deduction of the student's final course grade by a maximum

of five points.

1. Attendance
 - a. Arrive to class on time.
 - b. Come back from breaks on time.
 - c. Do not gather personal items or pack up items until the class is over.
 - d. Notify course instructors of all absences according to the School of OT and University class attendance policy included in the course syllabus.
2. Respect for faculty and professionals
 - a. Address faculty and professionals by their official titles (Dr., Professor, Mr., Mrs., or Ms.) unless the individual indicates to students that he or she has another preference.
 - b. Use formal titles when emailing faculty and professionals in all emails, texts, and telephone conversations.
3. Demonstrate active listening and learning
 - a. Do not text, message, use a laptop or tablet (except for note-taking), or talk to peers while someone is presenting.
 - b. Attend to course instructors, peer speakers, and guest speakers.
 - c. Come to class prepared with reading and assignments completed.
4. Monitor personal learning and take steps to identify resources for learning needs.
5. Demonstrate professional grooming, hygiene, and dress for classes, class activities, and fieldwork experiences as described by the course instructors and fieldwork educators.

Courtesy

Your behavior as a student parallels your performance as a professional. Therefore, the expectation is that all interactions with Brenau Faculty, Staff and Students be handled in a courteous, professional and appropriate manner.

Criminal Background Check

The Brenau University School of Occupational Therapy requires students to obtain a criminal background check and drug screen at the beginning of the program. Additionally, many fieldwork site placements require annual or more recent background checks that will be at the expense of the student. Failure to comply with this requirement will result in an immediate forfeit of the fieldwork placement. Students should understand that any information obtained from a criminal background check and/or drug/alcohol screening may forfeit his/her fieldwork placement and puts the student at risk for dismissal from the program. In addition, random criminal background checks may be conducted at any point in the program.

Students should also understand that certification and licensing boards have the right to refuse to grant certification and license to any individuals regardless of their educational credential based on the contents of a criminal background check and/or drug/alcohol screening.

If, at any point in the program, a student encounters an applicable situation, he/she should bring it to the attention of their department chair immediately. Additional information on background checks and drug screens can be found in the Fieldwork section of the handbook and associated policies.

Infants, Children and Pets

In order to maintain a learning environment that is conducive to everyone, infants, children and pets are not permitted in the classroom during class.

School Dress Code

Neat casual attire is appropriate for class. When coming into contact with consumers, students need to be aware that their appearance is one important factor in developing trust and maintaining appropriately therapeutic relationships. Therefore, for labs, clinical visits, field trips, visits to community sites, and any other site where the student may have contact with consumers, the student is to wear a Brenau shirt tucked into full-length khaki pants, along with a Brenau student nametag. Pants must be high enough to allow for the blouse to be tucked in. Undergarments must not be exposed during any position (i.e., bras when leaning over, or undergarments when stooping or crouching.) Closed shoes such as clean running shoes or sneakers are recommended and are often required in medical settings.

Attendance and Timeliness of Assignments

In the occupational therapy program there is a very low tolerance for absences and tardiness, because these behaviors jeopardize the student's ability to achieve the objectives of the course. Unlike many academic classes, in a professional program, much of the information presented in a particular class session is competency based. After receiving new material, students apply new theoretical approaches and practice new skills until they are deemed "competent" by the instructor. The material may never again be presented. Students are expected to have achieved competency in this skill and be able to use it during subsequent courses and fieldwork. Absence from that particular class causes that student to miss the opportunity of achieving that specific professional competency.

Absences, whether planned or because of illness, must be sanctioned by the occupational therapy program to be considered an "excused" absence. As stated in the Brenau catalog, reasonable excuses include acute illness/injury, death in the family or significant family crisis, an approved college-sponsored activity, and a major religious holiday. All absences other than excused absences shall be considered "unexcused" absences.

All grades and evaluations earned by the student and issued by the faculty are based upon the quality of the student's overall academic performance both in and out of class. Students are expected to attend and participate in class regularly and to contact course instructors for any absence. Within the MSOT program, the instructors and course syllabi may incorporate stricter attendance policies which supersede those described below. Students are to assume responsibility for meeting all requirements as specified in the course syllabus.

If a student has a significant health or family situation which compromises the student's ability to meet program expectations, the student is expected to initiate a meeting with his or her instructors or advisor to develop a plan to manage these challenges.

In the event that the student must be absent, tardy or excused early from either a class or lab, the student shall notify their respective instructor(s) a minimum of two school days prior to the planned absence. If ill, the student must notify their respective instructor(s) a minimum of one hour prior to the start of class, lab or fieldwork. Notification includes direct contact, a note, email message or leaving a voicemail message for each instructor and NOT the Occupational Therapy Department Office Manager or any other staff. Therefore, it is important that the student have instructor office telephone numbers and emails which are provided on each course syllabus. Students must always notify their Fieldwork Educator and the Brenau Academic Fieldwork Coordinator regarding any absences from fieldwork.

A student's message must provide the following information:

1. Student's name
2. Reason for student's absence, tardiness, or need to leave early
3. Activity (class or lab) from which the student will be absent.
4. Plans for making up assignment(s).

Students are responsible for making up material they have missed because of absence or tardiness. If a student must leave class early, they must have the permission of the instructor.

Gainesville day program attendance:

Students who miss more than 20 percent of the scheduled class sessions for whatever reason may be removed from the class with a failing grade due to non-attendance and non-participation.

Norcross Weekend program attendance:

Due to the limited number of on-ground class sessions, students who miss more than one class period or the equivalent (which is four hours) may be at risk for receiving a failing grade due to non-attendance and non-participation.

Drug and Alcohol Policy

Students using alcohol or illicit drugs will not be allowed to practice in any clinical setting. The faculty will request drug/alcohol screens whenever the student's behavior raises reasonable suspicion of substance abuse. Reasonable suspicion shall be based on physical appearance, inability to perform safely and productively, and detectable evidence of a controlled substance or alcohol. Refusal to take the drug screen will be grounds for dismissal from the program. The presence of alcohol or illegal drugs in the drug screen will be grounds for dismissal from the program. The cost for drug/alcohol screening will be the responsibility of the student.

A student taking over-the-counter/prescribed medications that adversely affect thinking and/or performance of duties is responsible for reporting the circumstances to the faculty member or Fieldwork Educator, who will then give the student an excused absence from class or fieldwork that day. If the situation relates to fieldwork, the student is also responsible for informing the Academic Fieldwork Coordinator. A student not self-reporting who is deemed not fit for duty will be asked to leave the clinical area and be given an unexcused absence for the day. The student will be expected to make up absences. If prolonged use of medications that adversely affect performance is necessary, the student may be offered a medical withdrawal.

Personal cellphones

The messages you leave on our phone and others' phones are often the first exposure people have to you. Please make sure that you portray yourself in a professional manner. For example, do not have music playing as a caller is waiting for you to answer. No personal telephones (cellular/mobile telephones or 2-way communicators) or pagers/beepers are permitted in classrooms, lab, or fieldwork without the permission of the faculty. If a student is permitted by faculty to use such a device, it must be set on vibrate only.

OT Grading Scale

Criteria for grading will be discussed at the beginning of each course and will be included in the course syllabi. Unless otherwise specified, the grading scale is:

| | | |
|-------------|---|---|
| 100% to 90% | = | A |
| 89% to 80% | = | B |
| 75% to 79% | = | C |
| 69% to 74% | = | D |
| Below 68% | = | F |

Grievances

Student grievances about departmental issues are to be directed to Department Chair. In case the grievance is about the Department Chair, the grievance is submitted to the

Director of the School of Occupational Therapy. If the grievance is not resolved at this level, the issue will be handled in the same manner for all student grievances, as described in the Brenau University catalog.

Progression

Policy Title: Draft Progressions Policy and Procedures

Number: CHS-OT-100-15

Last Modified Date: 8/20/2018

Policy Applies to: Students

Policy: Students must successfully pass all coursework as well as all fieldwork experiences in order to graduate from the program. The following academic requirements must be met for students to remain classified in good standing in the occupational therapy (OT) program, therefore earning the right to continue in the program

1. Consistent with the Brenau Graduate School requirements, students must maintain a minimum 3.0 GPA while in the program; a cumulative 3.0 GPA is required to graduate.
 - a. *Academic Probation:* If a student's cumulative GPA falls below a 3.0, the student will be placed on Academic Probation by the University.
 - b. *Academic Suspension:* Students will be placed on Academic Suspension by the University following a second semester cumulative GPA below 3.0. Students who are placed on Academic Suspension by the University will automatically be dismissed from the OT program. Refer to the Brenau University Catalog for information on Graduate Academic Probation and Academic Suspension.
2. Students must successfully complete all courses with a C or better.
3. Students who receive below a C in any course in the program plan will be dismissed from the OT program. Students should refer to the Brenau University Catalog for graduate course grade appeals and timelines.
4. Students who have been dismissed from the OT program will receive a letter of notification from the Director of the School of OT and are not permitted to attend or participate in OT courses, fieldwork, and related activities.
5. Courses within the respective OT program curriculum may have higher grade requirements. These will be published in the course syllabus and must be met to remain in good standing and progress in the curriculum. Failure to meet the course requirement will result in dismissal from the OT program.

6. Students have the option to apply for readmission to the OT program one time. Readmission is not automatic. If a student is readmitted into the OT program, courses with a grade of “D” or “F” must be repeated and successfully completed with a grade of “B” or higher prior to continuing progression in the program. If the failed course has a corresponding lecture or lab course, that course must be simultaneously audited. Students may be required to complete additional coursework or meet specified criteria in order to be readmitted.
7. Pending successful completion of repeated courses, readmitted students will join the next available cohort in the same program track to which they were originally admitted.
8. All readmitted students will be placed and remain on academic probation.
9. Students must demonstrate satisfactory professional behaviors, ethical and safe behavior in all classes and field work. Documentation of unsatisfactory ratings of professional behavior in two or more semesters can be grounds for dismissal from the program.
10. Level II Fieldwork must be successfully completed within 24 months of the academic program completion.
11. Students must complete the degree within 150% of the published length of the program.

Ktf 8/20/2018

Readmission Procedures

1. Following notification of dismissal from the OT program, the student must meet with his or her OT Academic Advisor to discuss the dismissal and academic options
2. To request readmission to the OT program, the student must submit a formal letter to Department Chair of the respective OT program. A copy of the letter should be submitted to the student’s OT Academic Advisor.
3. The Department Chair will review the readmission request with the student’s OT Academic Advisor and respective members of the School of OT Leadership Team to determine if the student’s case should go through the expedited OT Progression Committee to permit quick readmission or go through the full Progression Committee review which requires additional time for completion. Students may be asked to provide additional information to the Progressions Committee which will provide recommendations to the Department Chair regarding readmission
4. Based on the recommendations from the OT Progression Committee, the Department Chair makes a final decision on the readmission request and communicates this in writing to the Director of the School of OT.
5. The Director of the School of OT issues a letter to the student regarding the decision, copies the respective OT Academic Advisor, and notifies the Dean of the Ivester College of Health Sciences and the Registrar’s Office. If readmitted, the student must then follow

up with their OT Academic Advisor to determine next steps regarding their return into the program. The OT Academic Advisor works with the Department Chair to revise the student's Program Plan and emails the Office Manager and the Fieldwork Team of the plan.

Reactivation Procedures

1. Students, in good academic standing, who have not enrolled in the OT program for more than one semester because of an approved medical withdrawal, and who wish to return must contact their OT Academic Advisor for information about options to rejoin the program. Students must follow the Reactivation procedures described in the Brenau University Catalog. The Director of the School of OT will email the Registrar's Office indicating approval for the student's return to the OT program.
2. Students who have a lapse of enrollment in the OT program for one semester or more must apply for reinstatement to the OT program following the Readmission Procedures.

Professional Credits for Practice

After completion of the Brenau MSOT program, graduates are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states in the USA require licensure to practice occupational therapy. State licenses are typically based in part on the results of the NBCOT Certification Examination. Graduates who wish to practice outside the USA must meet requirements of the country in which they intend to practice. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NBCOT and State Licensing Boards have the right to refuse to grant occupational therapy certification and/or license to any individuals regardless of their educational credentials under circumstances of:

- Falsification of application
- Conviction of a felony or crime of moral turpitude
- Other moral and legal violations specified in relevant state laws

Ktf 8/20/18

Certification Exam and State Licensure Applications

Grades for courses are posted at the end of semester in accordance with University timelines. Transcripts indicating successful completion of all program requirements cannot be obtained until grades are posted for all required coursework including the second, required Level II Fieldwork Experience (OT 716). After grades are posted, students may request final transcripts to complete applications to sit for the NBCOT exam or state licensure (limited or temporary permits or permanent license). Refer to The Brenau Registrar's website for information on requesting transcripts: <https://www.brenau.edu/academics/registrar/transcriptreq/> State licensure boards process applications for limited or temporary permits and licenses on a continuous basis.

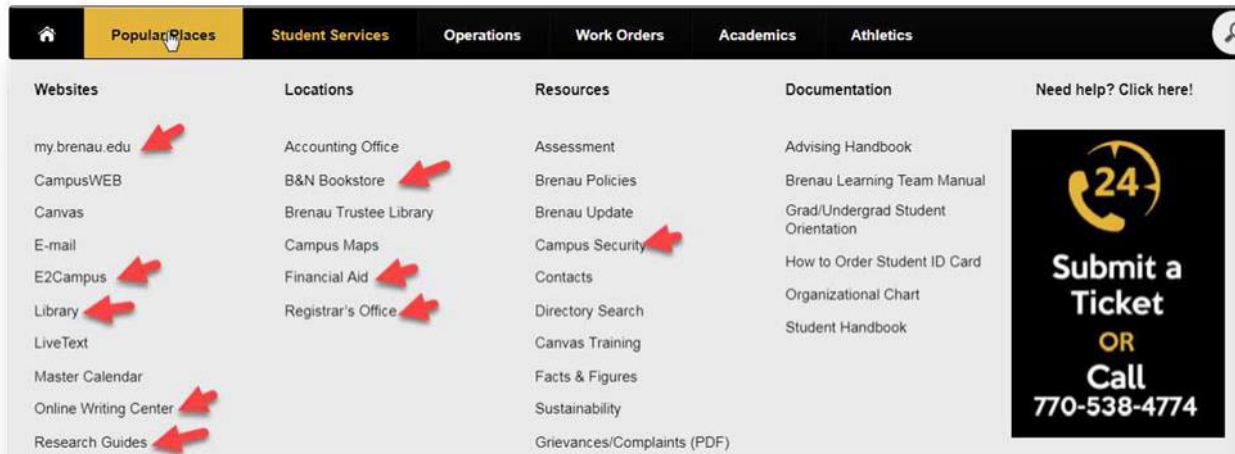
The School of Occupational Therapy does not release program, course, or fieldwork verification for license applications or NBCOT Academic Credential Verification Forms (ACVF). The Brenau University Registrar's Office releases degree confirmation once the degree is conferred and the transcript is finalized.


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UNIVERSITY INFORMATION AND RESOURCES

Intranet

The Brenau [Intranet](#) is your “go-to” resource for all information. The first option under Popular Places takes you to my.brenau.edu where you can access CampusWEB, Canvas and E-Mail with one log-in. Be sure to go to the E2Campus link to set up your campus emergency and weather notifications. Become familiar with the other quick links and tabs for other relevant information such as the Trustee Library, Online Writing Center (which includes the Graduate writing center), Research Guides, B&N Bookstore, and Financial Aid. The Registrar’s Office link contains registration and academic calendars, along with class schedules and course descriptions.



| Websites | Locations | Resources | Documentation | Need help? Click here! |
|-----------------------|------------------------|-----------------------------|------------------------------------|---|
| my.brenau.edu | Accounting Office | Assessment | Advising Handbook |  Submit a Ticket OR Call 770-538-4774 |
| CampusWEB | B&N Bookstore | Brenau Policies | Brenau Learning Team Manual | |
| Canvas | Brenau Trustee Library | Brenau Update | Grad/Undergrad Student Orientation | |
| E-mail | Campus Maps | Campus Security | How to Order Student ID Card | |
| E2Campus | Financial Aid | Contacts | Organizational Chart | |
| Library | Registrar's Office | Directory Search | Student Handbook | |
| LiveText | | Canvas Training | | |
| Master Calendar | | Facts & Figures | | |
| Online Writing Center | | Sustainability | | |
| Research Guides | | Grievances/Complaints (PDF) | | |

Security and School Closings

For specific information about emergency and security procedures, click on Campus Security under the Resources tab. In the event of an emergency, e2Campus subscribers are notified immediately of the situation. The e2 alert system also provides updates about school closings due to inclement weather or other reasons to sign up for e2Campus Emergency Alert, go to:

<https://brenau.omnilert.net/subscriber.php>

Graduate Writing Services

Is found under the Student Services tab of the intranet. The Writing Center offers students the assistance they need to write effective scholarly papers at the graduate level. Use this link for additional information:

<https://intranet.brenau.edu/writing-center/graduate-writing-services/>

Center of Well Being

Can also be found under the Student Services tab of the Intranet. The Center Advocates a holistic approach toward health encompassing the patients physical, mental, and emotional well-being. Extensive use of the resources offered in the Gainesville community augment the services provided on campus. Use this link for additional information:

<https://intranet.brenau.edu/student-services/center-for-health-well-being/>

Center for Counseling and Psychological Services (BCCPS)

The Brenau Center for Counseling and Psychological Services (BCCPS), with campus locations both in Gainesville and Norcross, provides the following services to students as well as individuals in the community:

- Individual counseling
- Family counseling
-
-

Couples counseling

Child counseling

- Psychological assessment and testing for all ages
- Stress management
- Group therapy

Use this link for additional information:

<https://www.brenau.edu/healthsciences/psychology/bccps/>

Special Fees and Expenses

In addition to the University tuition and fees, students are responsible for additional expenses for fieldwork, lab fees, and textbooks for selected courses and other required certifications, examinations, coverage and memberships needed for completion of the MSOT program.

E*Value database and Liability Insurance: Students are charged a onetime \$300 course fee which includes the E*Value web database to maintain health records and other professional resources including a professional portfolio. Students retain access to E*Value for a period of time after graduation from the program. The \$300 fee also includes Liability Insurance coverage throughout the program and ends upon graduation.

Fieldwork Expenses: Refer to the Fieldwork section of this handbook for specific documentation requirements. These documentation requirements such as Health Insurance and immunizations all have costs that are the responsibility of the student. Students must be able to provide their own transportation to fieldwork sites. Level I Fieldwork sites may occur within a 90-minute drive of the campus or the students' home. Students should plan early in their curriculum for potential future costs associated with Level II fieldwork, to include travel (at least one Level II may occur out of area/state), housing, site required clothing, additional background requirements, immunizations, etc. as listed below:

- Students may have to pay transportation, parking and meals during fieldwork experiences.
- Students may have to pay for random drug tests required either by the program or the fieldwork site.
- Students are expected to pay for criminal background checks at the beginning of the program for Brenau University and possibly for the fieldwork sites.
- Students are also expected to cover tuition costs and living expenses related to the two required full time fieldwork experiences (OT 715 and OT 716). In addition, these fieldwork experiences typically require working over 40 hours per week, making it extremely difficult to work during the completion

of these experiences. Therefore, students must plan well in advance to cover all of their costs for these semesters.

Laptop Requirements: Students will find that the program practices necessitate a laptop computer which meets specifications consistent with Brenau IT guidelines available on the Brenau IT web page. The University charges a Technology Fee each semester. For fee costs and what is covered refer to the University Catalog. Students are required to own a computer that has sufficient memory for the use of streaming video or audio, the Canvas online educational platform, as well as significant word and data processing. At present, the Microsoft Office Suite is the standard product used by all instructors, so students are expected to have computers that have compatible software for all coursework.

Liability Insurance is included in the onetime \$300 course fee and is not valid after the student leaves the program.

Tuition and University Fees are published in the Brenau University Catalog

Lab/Course Fees are assigned as needed to cover materials, such as supplies, assessments, and NBCOT tests used in the course of teaching. These are posted online in the course listings. Fees are paid at the time of registration.

State and National Professional Organizations Students are expected to become members of the student, state and national professional organizations, and can obtain fee costs from the relevant organizations as noted earlier in the handbook.

Ktf 8/20/18

Thesis Project expenses in the graduate year typically range from \$100-300 per thesis team member which includes costs associated with conducting the research. Depending upon the Thesis delivery method chosen by the Thesis Chair, there may be costs for creating posters and/or presentations and/or duplicating and binding the finished thesis.

Graduation Fees are posted by the registrar and listed in the catalog.

NBCOT Certification Examination fees currently are approximately \$700. This examination is taken after earning the MSOT degree which includes academic and fieldwork components. The fees are set by NBCOT.

If for any reason a student is unable to comply with required fees and deadlines, the student is expected to notify his or her advisor in a timely manner, so that the student may be referred to the appropriate financial support resources.

Financial Aid: Financial Aid is available from a number of sources. Students are encouraged to research all options via the library, the internet, AOTA and other sources. It is crucial that you begin your financial aid paperwork early and that you keep in close contact with your financial aid advisor. Be persistent with your follow-up, and keep accurate records and copies of all correspondence and other documentation. Refer to the Brenau University Graduate Catalog for application information and deadlines.

Ktf 8/20/18

FIELDWORK

The information about fieldwork is included to help you understand what is expected of you as a developing occupational therapist. Together we share a commitment to help you become the best occupational therapist you can be.

Overview of Fieldwork

Fieldwork is an integral part of the Brenau School of Occupational Therapy program, and is designed to provide students with opportunities to integrate classroom education with practice. During fieldwork experiences, students are able to learn, practice and refine their skills in communication, observation, evaluation and treatment. The student begins to define his or her future roles as an occupational therapy practitioner and build the self-confidence and communication skills necessary to meet the challenging demands for this field. Additionally, fieldwork experiences provide multiple opportunities for feedback, promoting professional behaviors and clinical expertise. The Brenau School of Occupational Therapy program requires both Level I and Level II experiences.

Fieldwork occurs in an environment which provides experiences that reinforce previous learning, and which also challenges the student to develop professionally and adapt to therapy practice situations. The Academic Fieldwork Coordinator (AFWC) is responsible for the development, planning and implementation of integrated and sustained fieldwork experiences. Supervision of these experiences occurs with the support of occupational therapists and other professionals. In order to support an enhance the goals of the program through fieldwork activities, there is continual collaboration by clinical educators, academic faculty, and the AFWC. In line with Brenau University's occupational therapy program's mission and curriculum design, fieldwork experiences are designed to promote values and behaviors that typify professional leadership, advocacy, and social consciousness to support the program's goals to develop ethical practitioners to meet the current and future needs of the community. Accordingly, students are exposed to a variety of diverse settings to increase their knowledge of occupational therapy and the healthcare arena.

Brenau University is a member of NC-SARA, the National Council for State Authorization Reciprocity Agreements. As a member of NC-SARA, we are approved to place students for fieldwork, internships, and preceptorships in states and institutions which are NC-SARA members. Please refer to the following link for a list of NC-SARA states and institutions: <http://nc-sara.org/sara-states-institutions>. Please note: SARA states are shaded on the map published on the states-institutions link.

The NC-SARA Policy and Operations Manual may be accessed at <http://www.nc-sara.org/content/sara-manual>.

For further information or clarification regarding NC-SARA, please contact the Fieldwork Team.

Ktf 8/20/18

Occupational Therapy Fieldwork Faculty

Charles L. Shadle, OTD, OTR/L - Assistant Professor of Occupational Therapy,
Academic Fieldwork Manager and Director of Center for Productive Living

Office: (678) 707-5010 (Preferred)

Cell: (678)630-3456

Cshadle@brenau.edu

Address:

999 Chestnut St. SE, Suite 70

Gainesville, GA 30501

Celeste Alexander, MSOT, OTR/L - Assistant Professor of Occupational Therapy and
Academic Fieldwork Coordinator

Office: (770)445-2900 ext. 117

Cell: (678)630-3946 (Preferred)

Calexander2@brenau.edu

Address:

3139 Campus Dr., Suite 300

Norcross, GA 30071

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Required Documentation

In order to participate in fieldwork experiences, students are required to complete the following documentation. Refer to the Immunizations and Vaccinations policy at the end of this section for additional information.

- Record of Immunizations:
 - Measles, Mumps, & Rubella (MMR) - 2 dose vaccine series or titer showing immunity
 - Hepatitis B - 3 dose vaccine series or titer showing immunity
 - Varicella(Chicken Pox) - 2 dose vaccine series, documented history of disease, or titer showing immunity
 - Tdap/Tetanus student should complete 5 dose series AND receive needed booster every 10 years
- Yearly tuberculosis (TB) Skin Test
- Yearly physical examination (see Appendices) Maintain active Health Insurance
- Basic Life Support (BLS) Provider CPR Certification renewed every 2 years
- Background check and drug screen completed at the start of the program through Advantage Students
- A signed copy of the “Rights and Responsibilities of Student” form
- HIPAA and Universal Precautions/OSHA Training

- Maintain personal contact information including address and phone number in
- E*Value Documentation supporting reasonable accommodations from the Brenau Learning Center (as needed)
- Completion of any additional documentation or immunization requirements specific to fieldwork site

It is the student's responsibility to maintain and keep their own documents/records up to date. All these documents should be readily accessible and it is the student's responsibility to provide them to fieldwork sites. Students are also responsible for uploading all their documentation into E-value each semester. Students are also responsible to ensure the information remains up to date throughout their time in the program. Failure to update necessary documentation by designated deadlines will result in removal from fieldwork and practice related courses affecting student progression through the curriculum. (See policy SHS-OT-100-13). E-value records regarding student address, immunizations, etc. are used by the AFWC(s) in establishing fieldwork placements. Failure to update the student E-value address may result in a student being placed at a facility greater than 90 minutes from their home. Students must update any address changes in E*Value by the end of the first week of the semester prior to the next fieldwork experience. (NOTE: With the exception of Level II Fieldwork. For your Level II Fieldwork, you must provide your address 1 year prior to the start of Level II Fieldwork) If E- value records are not updated by the student prior to fieldwork placements being made, then fieldwork changes will not be considered.

Ktf 8/20/18

Site Development

Fieldwork sites are developed and maintained by the Academic Fieldwork Coordinator (s), with support from the Fieldwork Education Program Specialist. The AFWC maintains frequent contact with fieldwork sites via phone calls, written correspondence, virtual conferencing, and site visits.

The AFWC routinely selects and evaluates sites that reflect the philosophy and mission of the curriculum, and assure that the facility is able to provide adequate supervision and opportunities to enable student success. A contractual agreement is completed with all facilities with the goal that all sites established and retained would provide a quality educational experience for students. In addition, Brenau's School of Occupational Therapy and students must cooperate and fulfill designated requirements/duties of the contract. Students may research potential sites within a given location; however, students may NOT initiate communication with potential site staff. Independently contacting facilities to arrange fieldwork placements is prohibited. Doing so will result in disciplinary action.

When establishing a new Fieldwork site, the AFWC collaborates with fieldwork educator on objectives, practice activities, and the advising of students. In addition, the AFWC provides a comprehensive packet of information on fieldwork and Brenau University's School of Occupational Therapy. This packet includes (but is not limited to):

1. Program mission, role and objectives of fieldwork, and sequence of fieldwork in the curriculum.

2. Copies of the Evaluation Forms
3. Two Copies of Contract/Letter of Agreement
4. Current copy of the University's Professional Liability insurance certificate

LEVEL I FIELDWORK

Description

Level I Fieldwork experiences are integrated into the curriculum to provide students with exposure to professional practice/emerging practice areas and provide professional growth concurrently with didactic and laboratory material presented in the intervention courses. The emphasis of these experiences is to foster and develop professional behavior and communications skills as well as critical thinking skills through directed observation and participation. Accordingly, students are evaluated on both clinical skills as well as professional behaviors.

Level I Fieldwork is offered during 3 academic semesters and corresponds to the related intervention course (pediatrics, adolescent/adult, and adult/older adult). We feel it is important to provide a wide range of experiences in terms of settings, practice areas and overall experiences. Students are provided with a variety of settings and experiences ranging from medical based, emerging practice, community and school based settings. Many different agencies collaborate as sites for Level I Fieldwork. Supervisors may include (but are not limited to) a variety of professionals such as nurses, social workers, recreation therapists, physical therapists, occupational therapy assistants, occupational therapists, etc. Each site is selected with the needs of the students and the curricular needs of the semester in mind. There are no guaranteed fieldwork choices. Fieldwork is scheduled over a 10-week period, with students spending the equivalent of a full time day at their assigned site each week.

Professional Reasoning courses, as well as the Intervention courses are taught in conjunction with Level I fieldwork experiences. A student cohort is broken into smaller groups for the Professional Reasoning Seminar. The value of this course is placed not only on the student's individual experience, but also on the broader picture, affording students to glean information from the lens of their classmate's experiences as well in order to promote reflective thinking around the professional reasoning process. The purpose of this is to foster the students' critical thinking skills and empower them to actively participate in their fieldwork. Students should capitalize on the benefit of having classmates in different fieldwork settings and the discussions that occur in the Professional Reasoning Seminars.

Objectives

The following Level I Fieldwork Objectives coordinate with the corresponding

professional reasoning and intervention courses:

| Brenau Level I Fieldwork Objectives: |
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| 1. Demonstrate reliable and safe work habits. |
| 2. Demonstrate professional behaviors and consistent application of code of ethics. |
| 3. Demonstrate effective organizational and time management strategies and follows policy and procedures required in the setting. |
| 4. Recognize and identify multiple sources for clinical data synthesis. |
| 5. Identify occupational therapy assessments appropriate to the setting and or population, as directed by Fieldwork Educator. |
| 6. Analyze and prioritize occupational performance assets and deficits based on data. |
| 7. Identify/articulate relevant goals and objectives for patients/clients. |
| 8. Verbalize reasoning behind choice of interventions with patients/clients. |
| 9. Articulate the selection, planning, and implementation appropriate interventions and evaluate the effectiveness of these interventions with clients both on an individual and group basis. |
| 10. Be able to articulate general indicators for discharge relative to fieldwork site. |
| 11. Recognize and verbalize factors related to social and economic systems that impact client outcomes. |
| 12. Identify the roles and responsibilities of other professionals (and/or students from other disciplines) within the setting, e.g. Program Director, COTA, SLP, PT, SW, Nursing, Educators, Psychologists, Vocational Counselors, etc. |

Logistics

The AFWC attempts to establish Fieldwork Level I sites within a 90-minute drive of the campus or student's home. Students' needs/learning styles, past experience, and geographical location are considered when assigning placements. Student and site representatives are officially notified via email which include a Level I fieldwork packet and student contact information. The Level I packet includes: 1) Arrival Form and FW Objectives, 2) Student Data Form, 3) Level I Student Evaluation, 4) FWE Evaluation of Experience, 5) Important Dates, 6) copy of Liability Certificate, 7) Student Evaluation of the Fieldwork Experience (SEFWE, 8. AOTA Data Form, 9) Academic Course Descriptions, 10) Curriculum Sequence Table, and 11) E-Value How To Guide. Each student is required to follow up with an introduction letter to their designated site representative (see Appendix for sample letter or your E-Value Home Page—Sample Provided). Students are expected to communicate concurrent course needs (i.e. Professional Reasoning and Intervention Courses) as well as find out particulars for their specific fieldwork (i.e. where to park, dress code for facility, what time to be there, etc.). The student is responsible for transportation to/from fieldwork site and any

parking costs associated with fieldwork site. Students should plan early in their curriculum for potential future costs associated with Level I fieldwork, to include travel, housing, site required clothing, additional background requirements, immunizations, etc. Every effort will be made to place students in an area which suits their educational needs. However, there are no guarantees as to where students will be placed. No aspect of the Level I experience can substitute for Level II.

Occasionally, a facility may be forced to cancel a student's fieldwork for a variety of reasons. The student and the AFWC will work together to find a suitable alternate placement as quickly as possible.

Evaluations/Grades

There are three evaluations associated with Level I Fieldwork. Refer to the Level I Fieldwork Failure Policy at the end of this section for additional information.

- The first is the Brenau University, School of Occupational Therapy Fieldwork Level I Evaluation. This is to be filled out by the fieldwork educator at midterm and final. Fieldwork educators may request that students fill out a copy as a self-rating task as well.

- The second evaluation is the Brenau University School of Occupational Therapy Student Evaluation of Fieldwork Experience: Fieldwork Level I. This evaluation is completed by the student at the end of fieldwork and then reviewed with the fieldwork educator. Each of the above mentioned forms should be completed by the respective person, reviewed and signed by both parties.
- The third evaluation is the Brenau University School of Occupational Therapy Fieldwork Educator Evaluation of Fieldwork. This is completed by the Student's direct Fieldwork Educator(s) at the end of the student's fieldwork experience.

The fieldwork team reviews these evaluations and the information.

- The fourth evaluation is the Brenau University School of Occupational Therapy Student Evaluation of the Clinical Instructor. This is completed by the student and allows them to give specific feedback on their personal Fieldwork Educator. The fieldwork team reviews these evaluations and the information. The Fieldwork team uses this information to:
 - Gather information about the fieldwork process as it relates to communication and processes from the fieldwork educator/site's perspective.
 - Modify fieldwork processes and procedures as needed. This feedback assists the AFWC in routinely evaluating the site and the fieldwork educator.

Level I Fieldwork is a Pass/Fail course. The fieldwork evaluation form will be used at Midterm and scored according to how the student is performing for midterm expectations. Any concerns about potential failures will be discussed with the student, documented on the bottom of the evaluation form, and discussed with the Academic Fieldwork Coordinator at Brenau.

| RATING SCALE FOR STUDENT PERFORMANCE | | |
|--------------------------------------|-------------------|---|
| 3 | SATISFACTORY | The student demonstrates the required level of professional skill or behavior. |
| 2 | NEEDS IMPROVEMENT | The student, while beginning to demonstrate the required level of professional skill or behavior needs improvement in either quality or quantity. |
| 1 | UNSATISFACTORY | The student does not demonstrate the required level of professional skill or behavior. |

Midterm: The fieldwork evaluation form should be used at Midterm and scored according to how the student is performing for midterm expectations. Any concerns about potential failures should be discussed with the student, documented on the bottom of the evaluation form, and discussed via contact with the Academic Fieldwork Coordinator at Brenau.

It is the student’s responsibility to be in touch with the AFWC regarding issues or concerns about fieldwork performance or concerns. Failure to do so may result in termination of the placement and a delay in subsequent fieldwork placements. This delay may also affect student progression through the curriculum.

Final: In order to pass the Level I Fieldwork courses the student must demonstrate satisfactory performance on the Final evaluation. This means that on the Final Evaluation there are no more than two items receiving a “needs improvement” rating (#2) and the remaining items are rated as “satisfactory” (#3). A rating of any “Unsatisfactory” (#1) score on the final Evaluation will result in a fieldwork failure.

Fieldwork opportunities are set up with the intention of success and learning for a student. Students with documented evidence of difficulty in passing Level I Fieldwork will be supported to achieve success. However, should a student demonstrate difficulty

with their Level I Fieldwork, the Level I Fieldwork Failure Policy (CHS-OT-100-11) will be followed.

LEVEL II FIELDWORK

Description

As stated by the ACOTE standards, “the goal for Level II Fieldwork is to develop competent entry-level, generalist occupational therapists (ACOTE Standards, precedes C.I.II) The purpose of Level II Fieldwork is to promote the professional reasoning and reflective process; endorse the beliefs, values and ethical commitments of the field of occupational therapy; facilitate professional career growth and behaviors; and to build and develop range of techniques, abilities and skills related to occupational therapy assessments and treatment interventions. 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.” (ACOTE Standards, precedes C.I.II)

Students are required to complete a minimum of 24 weeks equivalent of full time. Full time is defined by what is considered full time (FTE) at the site. For example, some sites consider full time (FTE) as 32 hours/week and some sites consider full time (FTE) as 40 hours/week.

Level II fieldwork may be completed on a part-time basis, but must be completed at a minimum of 50% of an FTE at that site. For example, if the site defines FTE as 40 hours/week, the student must attend fieldwork for 20 or more hours each week. This also means the student’s fieldwork will be extended to meet the equivalent of 12 full-time weeks.

The Brenau School of Occupational Therapy provides Level II fieldwork in traditional as well as emerging practice areas/settings and with various populations. The Brenau School of Occupational Therapy divides this into two 12 week rotations. Students should plan early in their curriculum for potential future costs associated with Level II fieldwork, to include travel, housing, site required clothing, additional background requirements, immunizations, etc. Fieldwork placement decisions are made based on the student’s practice area interest and not based on a particular site of interest. As stated in the ACOTE standards, students may “complete Level II in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings”. Students are supervised by a currently licensed or otherwise registered occupational therapist with a minimum of 1-year full-time practice experience.

Fieldwork Level II must be completed within 24 months of completion of didactic coursework. Successful completion of both the didactic and fieldwork portions of the curriculum is required for eligibility to take the national certification examination, which is given by the National Board for Certification in Occupational Therapy. Most states require licensure or some form of regulation, and students will be responsible for applying to state licensure boards for a license to practice.

Objectives

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| Brenau Level II Fieldwork Objectives: |
| 1. Demonstrate reliable and safe work habits. |
| 2. Demonstrate professional behaviors and consistent application of code of ethics. |
| 3. Demonstrate effective organizational and time management strategies and follows policy and procedures required in the setting. |
| 4. Synthesize clinical data from multiple sources. |
| 5. Accurately perform and interpret selected occupational therapy assessment and treatment techniques with patients/clients. |
| 6. Analyze and prioritize occupational performance assets and deficits based on data. |
| 7. Evaluate individuals, interpret data necessary for intervention planning and establish relevant goals and objectives for patients/clients. |
| 8. Interpret evaluation findings to appropriate individuals and verbalize reasoning behind choice of interventions with patients/clients. |
| 9. Select, plan, implement appropriate interventions and evaluate the effectiveness of these interventions with clients both on an individual and/or group basis. |
| 10. Terminate service when maximum benefit is received and formulates after-care plans. |
| 11. Recognize factors related to social and economic systems that impact client outcomes and adapt environment, tools, materials, and activities according to the needs of the individual and his or her social cultural context. |
| 12. Identify the roles and responsibilities of other professionals (and or students from other disciplines) within the setting, e.g., Program Director, COTA, SLP, PT, SW, Nursing, Educators, Psychologist, Vocational Counselors, etc. |
| 13. Documents services as required, and maintains record required by practice setting, payment sources, and regulatory agencies. |

Logistics

Level II Fieldwork is set up approximately 6 months to 1 1/2 years in advance. Students are asked to provide preferences on OT practice areas/settings for their Level II Fieldwork experience. In addition, students will complete a fieldwork form designating a minimum of 3 different practice areas per fieldwork experience. Students may reference the School of Occupational Therapy pre-established sites. Students may provide additional choices (out of a 50-mile radius of the Atlanta/Gainesville/Athens

area) and these will be considered dependent upon: 1) match with the facility with Brenau's curriculum, 2) the site's ability to provide adequate supervision, and 3) availability of the site to take a student. If students do not submit the required practice area preference form by the designated time line, it is assumed that the student does not have a preference of practice settings. Therefore, the student will be placed in available open slots.

Students may request placement out of the Atlanta/Athens/Gainesville area (which is what we consider "local"). However, we encourage students to request and provide site information on out of area sites as soon as possible. "Out of area" is defined as being in a 50-mile radius of the Atlanta/Athens/Gainesville area. Out of area Level II Fieldwork requests will be confirmed 1 to 2 semesters prior to going out on fieldwork. If the AFWC cannot confirm a placement within this time frame, the student will be placed locally.

Student requests are matched with available sites and assigned accordingly. We strongly recommend that students complete one Level II experience out of area. If more than one student requests a specific site, preference is given to the more senior student, and a lottery is drawn to decide which student will be placed. An effort is made to be equitable to all students, consequently factors such as previous experience and Level I and Level II placements may be taken into consideration. Placements are based on availability of reservations, considerations regarding best practice for student educational needs, and whenever possible, student preference. There are no guaranteed site choices. Only in situations of extreme hardship, may students request a change of placement.

Ktf 8/20/18

Level II in International and Emerging Practice Areas

Brenau University School of Occupational Therapy embraces students' participation in fieldwork in international and emerging practice areas. If a student is placed in an emerging practice area or site where no occupational therapy services exist, the student will be supervised by an occupational therapist with a minimum of 3 years' full time experience and supervision will include a minimum of 8 hours of direct supervision/week. Supervision will initially be direct and then may be decreased as appropriate for the setting, client's needs, and the ability of the student. In addition, an occupational therapy supervisor will be available to the student during all working hours, via a variety of contact measures. An onsite supervisor designee will be assigned while the supervising occupational therapist is off site.

Students may participate in international fieldwork experiences. In order to be considered for an international fieldwork placement, a student must submit a request a minimum of 2 years in advance. The student will be responsible for researching areas of interest and must commit to potential requirements (both financial and other) prior to setting up site. The availability of these experiences is limited and therefore, a request does not guarantee a placement. In order for a site to be approved for an international fieldwork placement, there must be an OT who has graduated from a WFOT approved university and have a minimum of 3 years' experience. In addition, the site must be consistent with the School of Occupational Therapy's philosophy and mission as well as provide adequate supervision for the student. If a student is confirmed at an international fieldwork site, they may not cancel unless there is an emergency. A student must be prepared and assume additional financial responsibilities including, but not limited to housing, transportation, cost of international health insurance, etc.

Evaluations/Grades

There are 4 evaluations associated with Level II Fieldwork: a) the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE), b) the Brenau University School of Occupational Therapy Student Evaluation of Fieldwork Experience, and c) the Brenau University School of Occupational Therapy Fieldwork Educator Evaluation of Fieldwork. However, should the student experience difficulty leading to the discontinuation of Level II fieldwork, the Fieldwork Failure Policy: Level II (CHS-OT-100-12) (following this section) will be followed.

- The first is the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE). This is to be filled out by the fieldwork educator at midterm and final. Fieldwork educators may choose to ask the student to fill out a copy as a self-rating task as well. There are 42 performance items which are scored using a four-point rating scale:

| RATING SCALE FOR STUDENT PERFORMANCE | | |
|--------------------------------------|--|--|
| 4 | EXCEEDS STANDARDS Performance is highly skilled and self-initiated | Rarely given and would represent the top 5% of all the students you have supervised. |
| 3 | MEETS STANDARDS Performance is consistent with entry-level practice | Infrequently given at mid-term and is a strong rating at final. |
| 2 | NEEDS IMPROVEMENT Performance is progressing but still needs improvement for entry-level students. | A realistic rating of performance at midterm and some ratings of "2" may be reasonable at the final. |

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| 1 | UNSATISFACTORY Performance is below standards and requires development for entry-level practice | Given when there is a concern about performance. |
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In order to successfully complete fieldwork, the student must earn a total score of at least 122 points and must score at least a 3 on the ethics and safety items on the FWPE. Fieldwork Level II courses are graded on a Pass/Fail basis. Final scores are determined through collaboration of the Fieldwork Educator and the AFWC. No grades may be entered until the original or the electronic version of the final evaluation is received by the AFWC. This is the students' responsibility. Should a student receive a failing grade for a fieldwork course, the School of Occupational Therapy Faculty will develop a plan with the student.

| OVERALL MIDTERM SCORE | |
|----------------------------|---------------------|
| Satisfactory Performance | 90 points and above |
| Unsatisfactory Performance | 89 points and below |

| OVERALL FINAL SCORE | |
|---------------------|----------------------|
| Pass | 122 points and above |
| No Pass | 121 points and below |

- The second evaluation is the Brenau University School of Occupational Therapy Student Evaluation of Fieldwork Experience. This evaluation is completed by the student at the end of fieldwork and then reviewed with the fieldwork educator.
- The third evaluation is the Brenau University School of Occupational Therapy Fieldwork Educator Evaluation of Fieldwork. This is completed by the Fieldwork Educator. These evaluations are used to provide feedback to faculty regarding the facility as well as curricular education needs for the program. This feedback assists the AFWC in routinely evaluating sites and fieldwork educators.
- The fourth evaluation is the Brenau University School of Occupational Therapy Student Evaluation of the Clinical Instructor. This is completed by the student and allows them to give specific feedback on their personal Fieldwork Educator.

GENERAL FIELDWORK INFORMATION

Students are responsible for reading, understanding, and following all current fieldwork policies. Throughout the fieldwork experience, the student is required to adhere to the fieldwork site's policies and procedures; the site's student policies and procedures; and to the Brenau University student policies, as addressed in the Student Handbook. All students are required to maintain up-to-date contact information with the AFWC(s), to include changes in telephone numbers and mailing address. This information should be uploaded and maintained in the E*Value System.

Requests to Change Fieldwork Site

The School of Occupational Therapy AFWC(s) work very diligently to obtain fieldwork placements that are educationally and experientially enriching for our students. Every attempt to make the best possible match between student and site is made.

Once a site has been confirmed for a student, Brenau's commitment to the site and to the Fieldwork Educator must be honored. For that reason, Brenau AFWC will not change confirmed sites except in cases of emergency or extreme hardship. All fieldwork assignments are final unless cancelled by the facility or by the

Academic Fieldwork Coordinator (AFWC). Even with a formalized process of requesting reservations for determining placements, occasionally fieldwork placements are cancelled by the fieldwork facilities for reasons beyond the control of Brenau University and the School of Occupational Therapy. In these instances, the AFWC will work with the student to secure the best available fieldwork site. If a change in assignment is needed by the student due to unforeseen circumstances, the student must make written request to the AFWC. Financial hardship typically associated with being a graduate student is not considered significant enough to warrant exemption. In addition, transportation and or housing are also not considered acceptable rationale for change in fieldwork. An unauthorized change in scheduling of assigned fieldwork placements is prohibited.

Advising

Prior to and during both Level I and Level II, the AFWC is available to the student for consultation. The student is responsible to contact the AFWC if problems arise in fieldwork. Failure to do so may result in termination of the placement and a delay in subsequent fieldwork placements. This delay may also affect student progression through the curriculum. The AFWC and/or faculty may visit sites when necessary and are available for discussion around fieldwork concerns by phone and/or email.

Attendance

Attendance on all clinical days is required unless the student is ill or excused by the AFWC or FWE. The student must follow the procedures of the facility and notify their FWE and AFWC immediately if they will be absent. The expectation is that absences will not occur, however, in times when it is necessary; absences due to illness or emergency are made up at the convenience of the fieldwork site. Failure to notify FWE and AFWC, or unexcused absences from fieldwork obligations, may result in withdrawal from the fieldwork site as well as disciplinary action. A schedule for making up the time missed due to absence must be acceptable to the facility AND approved by the AFWC. If there is an emergency a call must be made to the fieldwork site. Holidays are granted in accordance with the personnel policies of the fieldwork site, therefore time off from the fieldwork experience for this reason may be granted but should not be assumed. Travel, out-of-town company, studying for exams, and thesis meetings are NOT a valid reason to miss a scheduled fieldwork. Absenteeism and tardiness are not acceptable and may affect the grade or result in failure.

Professional Ethics

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

The AOTA Code of Ethics applies to all Level I and Level II fieldwork experiences in

addition to any specific behaviors required by the specific clinical site. Students are expected to incorporate AOTA standards and ethics policies into professional practice, and take personal responsibility for future professional development plans in order to maintain a level of practice consistent with set standards.

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

Confidentiality-HIPAA

Students are responsible for complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. Students are provided with information in the requirement of the privacy and security provisions of HIPAA. This information will be disseminated prior to the students beginning any of their required fieldwork (Level I and Level II). Students will be required to document in writing that they have received this information and have understood the significance and meaning of Protected Health Information (PHI), the appropriate use of PHI for educational needs, the significance and need for confidentiality of PHI, and the consequences of inappropriate use of PHI.

Health Forms/Requirements

In addition to the Brenau University health form requirements, the fieldwork student may need to comply with specific health requirements for individual fieldwork sites, such as specific immunizations or physical exams. These will usually be student's expense at The student must communicate with the fieldwork educator prior to the starting date of the affiliation. This is to ensure that students know when and where to meet the fieldwork educator, what appropriate dress requirements are, and information regarding health requirements.

Drug and Alcohol Policy

Many fieldwork sites require a drug/alcohol screening at the student's expense prior to The initiation of fieldwork or if they suspect drug/alcohol use. Refusal to take a drug/alcohol screen will be grounds for dismissal from the fieldwork site. If a drug/alcohol screen performed at the fieldwork site comes back positive, the student is to follow the facility's policies and procedures. Most facilities have a zero tolerance policy and will terminate the fieldwork immediately. The student will receive a failing grade for the course.

Financial Responsibilities

Students are responsible for all expenses associated with the fieldwork experience except for the liability insurance (carried by the university). Each student should anticipate additional costs for required clothing (i.e. scrubs if required for the setting), housing, meals and transportation for Level I and/or Level II fieldwork.

Dress Code

The student is to adhere to the occupational therapy program fieldwork site dress code unless otherwise specified by the fieldwork site.

1. Brenau University School of Occupational Therapy Student ID
2. Closed-toe, low-heeled shoes; no sandals; running shoes may be worn if sanctioned by the fieldwork site.
3. The Brenau polo-shirt or a nice blouse/shirt (must be long enough to be tucked in), and pants.
4. No Jeans (unless approved by site); No visible tattoos or body piercings (with the exception of simple earrings).
5. Minimal jewelry; However, note, some sites may prohibit wearing jewelry of any type due to infection control precautions or procedures.
6. No perfume, cologne or scented lotions.
7. Sites may require additional dress code requirements. It is the student's responsibility to adhere to these. For example: hair, finger nails, and clothing policies.

Student Concerns

If a student has a concern or problem during the fieldwork experience: the following is the step-by-step procedure the student should follow:

- Call the Brenau OT Academic Fieldwork Coordinator for advisement. Regarding the next step, if the student still has difficulties or concerns following attempts to resolve them with the Fieldwork Educator.
- Schedule a meeting with the site Fieldwork Educator to discuss the issue. Come prepared with specific examples and suggestions for improvement.
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If the concern persists, contact the Brenau OT AFWC for further discussion and problem solving.

Grading and Evaluation of Student Performance

Evaluation of student performance during the Level I and Level II fieldwork experience is an ongoing process which occurs during the formal and informal supervisory sessions by the Fieldwork Educator, the AFWC, and/or faculty. Both professional behaviors and clinical skills are assessed as part of the evaluation. The specific grading system and forms to evaluate student performance will be contained in the relevant course syllabi and/or provided on Canvas. It is the student's responsibility to review evaluation forms and raise any questions regarding the expectations with the AFWC prior to the beginning of fieldwork placement.

Monitoring and Site Visits

Site visits and telephone monitoring are primarily made by the AFWC; but may be made by any member of the School of Occupational Therapy. The purpose of the monitoring is multidimensional and may include, but is not limited to:

- Student performance evaluation
- Fieldwork site evaluation
- Fieldwork educator evaluation
- Assistance with implementation of clinical education program
- Assistance with managing student performance problems
- Clinical staff education and development

If a site visit is needed for managing student performance, the visit will entail meeting with the student and the fieldwork educator both individually and together to discuss the types of learning experiences, strengths and weaknesses of the student performance and strengths and weaknesses of the student's academic preparation. The discussion will be documented and appropriate information will be shared with the academic faculty

Essential Function Requirements for Fieldwork and Requests for Accommodation

Fieldwork Coordination involves a multidimensional approach and requires adherence to ACOTE Standards. Please refer to the: Essential Functions re: Occupational Therapy Professional Practice Policy Number: CHS-OT-100-04 included in the Policy section of this handbook. If you feel you will have difficulty meeting the Essential Functions, contact the Learning Center at 770-534-6133.

FIELDWORK POLICIES
Immunizations and Vaccinations

Policy Number: SHSOT100-16 Include # if Update

Effective/Approval Date: 4/6/17 Last Modified Date:

Policy Applies to: Students

Policy: The School of Occupational Therapy at Brenau University believes in fostering the health of our students and minimizing the potential risk for transmission of communicable diseases within our community of practice. In order to participate in fieldwork experiences all occupational therapy students are required to show evidence of immunity for the following:

- PPD (Tuberculosis)
- MMR
- Hepatitis B
- Varicella / chicken pox
- TDAP / Tetanus

Exemptions to the required vaccinations may be granted on the basis of contraindicative medical conditions or on the basis of conflicts with religious tenets or practices. A student seeking exemptions understands the following:

- Not having the required immunizations may preclude the student from being placed at certain fieldwork sites as some sites have mandatory immunization requirements. These include, but are not limited to hospital systems, school systems, and skilled nursing facilities.
- The overall pool of potential fieldwork sites for both level I and level II placements will be significantly smaller.
- The diminished number of fieldwork sites open to immunization waivers may limit the fieldwork team's ability to place the student in certain practice areas for fieldwork experiences. This may result in a delay of start of the fieldwork.

Procedure:

1. If a student has a medical exemption, they must fill out a Medical Exemption for Vaccinations form.

2. If a student has a religious exemption, they must fill out a Religious Exemption for Vaccinations form.
3. Student submits completed form to her / his respective department chair and academic fieldwork manager for review and approval.
4. Students with approved exemptions are required to submit documentation of said approved exemptions to their fieldwork sites.

School of Occupational Therapy Medical Exemption Form

Student Name:

Student ID Number:

Student Date of Birth:

I hereby request exemption from immunizations required in the School of Occupational Therapy at Brenau University on the basis of medical contraindications.

I understand the following:

- Not having the required immunizations may preclude me from being placed at certain fieldwork sites as some sites have mandatory immunization requirements. These include, but are not limited to hospital systems, school systems, and skilled nursing facilities.
- The overall pool of potential fieldwork sites for both level I and level II placements will be significantly smaller.
- The diminished number of fieldwork sites open to immunization waivers may limit the fieldwork teams' ability to place me in certain areas for fieldwork experiences. This may result in a delay of start of the fieldwork experience.

Signature of Student:

School of Occupational Therapy Religious Exemption Form

Student Name:

Student ID Number: _____

Student Date of Birth:

I hereby request exemption from immunizations required in the School of Occupational Therapy at Brenau University because my religious practices and tenets and/or convictions conflict with the practice of vaccine administration. I understand the following:

- Not having the required immunizations may preclude me from being placed at certain fieldwork sites as some sites have mandatory immunization requirements. These include, but are not limited to hospital systems, school systems, and skilled nursing facilities.
- The overall pool of potential fieldwork sites for both level I and level II placements will be significantly smaller.
- The diminished number of fieldwork sites open to immunization waivers may limit the fieldwork site's ability to place me in certain practice areas for fieldwork experiences. This may result in a delay of start of the fieldwork.

Signature of Student:

Date:

Level I Fieldwork Failure Policy

Policy Number:

CHS-OT-100-11

Policy: During the OT Curriculum, students engage in three Level I Fieldwork experiences. Students with documented evidence of difficulty in passing a Level I Fieldwork will be supported to achieve success. If a student is failing at midterm, the student will receive feedback from the Academic Fieldwork Coordinator (AFWC) and notification will be given to the student's academic advisor for further student support. If a student's performance based on the final Level I evaluation form indicates that the student has not earned a passing grade, the student will receive a failing grade in the course resulting in dismissal from the OT program.

Students must be deemed to have the potential to perform safely and ethically within the expectations of a Level I student. This determination is based on the fieldwork supervisor rating and review by the fieldwork coordinator in consultation with faculty teaching in that clinical area. Students who do not meet the standard for safe, ethical and professional behaviors will receive a failing grade resulting in dismissal program. Additionally, a student who does not change his/her behavior in response to feedback from supervisors or faculty about safe, ethical or professional behaviors will receive a failing grade.

Level II Fieldwork Failure Policy

Policy Number: CHS-OT-100-12

Effective/Approval Date: 6/9/15

Last Modified Date: 3/28/17

Policy Applies to: Students

Policy: During the OT curriculum students are required to take two Level II Fieldwork

Experiences (24 weeks total). Students with documented evidence of difficulty in passing a Level II Fieldwork will be supported to achieve success. If a student is failing at midterm, the student will receive feedback from the Academic Fieldwork Coordinator (AFWC) and notification will be provided to the student's academic advisor for their student support. If a student does fail the fieldwork, the academic advisor works with the student to determine his or her options in accordance with the Brenau Graduate policies. Students who have failed more than one fieldwork experience (Level I and or Level II) will not be readmitted to the occupational therapy program.

Procedure:

1. When a student is at risk for failure of their Level II Fieldwork, the fieldwork coordinator will alert the student's academic advisor and in coordination with that advisor, meet with the student to support student success.
2. Students who fail Level II fieldwork will be terminated from the program and directed to their academic advisor to determine his or her options.
 - a. Academic advisors will inform the student of the following considerations
 - i. Refer to the student to the catalog section relevant to Progression and Reinstatement for the MSOT program for basic procedures and requirements.
 - ii. Enrollment in a remediation course may be required if reinstatement is approved
 - iii. Upon reinstatement it typically takes a minimum of 1 semester to complete the remediation plan and schedule the new fieldwork, and therefore students can expect their graduation date to be delayed.
 - iv. Reinstatement is not automatic.
3. Students may not withdraw from a Level II fieldwork course without the knowledge of and/or in absence of consultation with the Academic Fieldwork Manager. The Academic Fieldwork Manager will evaluate the request for the student-initiated withdrawal, in consultation with the student's academic advisor and the department chair in order to make a determination about the status of the withdrawal request.
4. Students who wish to be reinstated to the program must submit a request in writing to the appropriate individual (either Provost or Department Chair) in accordance with the MSOT Reinstatement section in the catalog. The written request must include, at a minimum, a plan for remediation of the issues leading to the fieldwork failure as described below.
 - a. The student must develop and submit a plan of remediation.
 - b. Students are expected to consult with the fieldwork coordinator, the student's academic advisor, and other relevant faculty members to assure the plan addresses the factors which contributed to the fieldwork failure.
5. The Department Chair and/or Provost may forward the request for reinstatement to the School of Occupational Therapy Progression Committee for review and recommendation.
6. The Department Chair or Provost (depending on the student's situation) will

- make the final decision regarding reinstatement and notify the student, and appropriate university personnel. This communication will include the plan for remediation.
7. Once the plan is developed and approved by the Department Chair, as part of the remediation course, the student must provide evidence that the remediation plan is being completed appropriately.
 - a. The student will submit a progress report every two weeks to the Department Chair and academic advisor.
 8. AFCW will schedule the next fieldwork once sufficient remediation is determined.

Terminology related to fieldwork progression

Incomplete Grade: (University Policy states that students must be passing in order to receive a grade of “incomplete”). There are two conditions which may allow for a grade of “incomplete”:

Removed from Fieldwork but Passing: In this situation, the student, fieldwork educator and Brenau AFWC(s), mutually agree at some point prior to the mid-term that the student is unable to perform to his/her potential due to a mismatch of student and facility. The student is removed from the fieldwork and is rescheduled for another fieldwork. Rescheduling of fieldwork is dependent on availability of fieldwork sites. This may result in a grade of an Incomplete for the semester (Refer to Brenau University Catalog). Graduation may be delayed dependent on the timeframe needed for acquiring a new fieldwork site, contract, and startdate.

Removed from Fieldwork with a grade Incomplete: This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. A student may receive an “I” (incomplete) for the fieldwork course in the event the student’s performance is satisfactory, but the student is unable to complete the entire fieldwork experience because of circumstances beyond the students control. Refer to the Brenau University catalog for information regarding the differences between and Incomplete vs. the Medical Withdrawal policy. In order to receive the incomplete grade, the student must follow the Brenau University policies and complete the required Brenau University paperwork, which requires the student, Fieldwork Educator, and the Academic Fieldwork Coordinator to agree on a date for completion of requirements. An Incomplete grade may never be given in order to avoid a failing grade. Graduation may be delayed dependent on the timeframe needed for acquiring a new fieldwork site, contract, and start date.

Terminated/ Failing: This will occur if the student is not meeting competencies and receives a non-satisfactory (failing) mid-term evaluation and/or final evaluation. This would be reflected with a failing grade on the student’s transcript and the student will be subject to the Graduate School policies on progression which will result in termination from the university and program. The fieldwork facility may terminate a student at any time, whose performance threatens the patient’s treatment/safety. Terminated failing could also occur if the student violates a facility policy or procedure, the violation of which, if done by an employee of the facility, would cause immediate termination of the employee. Examples include:

- a) substance abuse

- b) theft of property
- c) violation of the patient's rights (it is important for the students to be familiar with facility policies and procedures, particularly policies related to patient confidentiality.)
- d) violation of rights of others
- e) violation of the AOTA Code of Ethics
- f) unprofessional behavior as determined by the fieldwork site and/or academic site
- g) unsafe practice
- h) failure to complete any of the specified requirements
- i) continued unsatisfactory performance
- j) lack of sufficient progression towards goals as outlined in learning contract
- k) insubordination
- l) excessive tardiness

SCHOOL of OT POLICIES

Essential Functions Occupational Therapy Professional Practice

Policy Number: CHS-OT-100-04

Policy: The School of Occupational Therapy at Brenau University is committed to the education of all qualified individuals. Because the MSOT program prepares students for practice as occupational therapists, students and prospective students are informed about the essential functions required for successful completion of the program and practice as an occupational therapist.

The Occupational Therapy program complies with federal guidelines established by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and state and local requirements concerning provision of reasonable accommodations for students who may have a disability. Students are encouraged

to contact the campus the Learning Center (770-534-61 33) to discuss possible accommodations or support services that may be available. Guidelines for receiving support services are available from the Learning Center.

Procedure:

The University/School of Occupational Therapy will:

1. Send the Essential Functions document in conjunction with the initial interest letter sent by Admissions. This document informs students of Essential Functions expected for students enrolled in the Occupational Therapy program at Brenau and interested in professional practice as an occupational therapist.
2. Send the students admitted to the program a Student Data Form which asks the students to acknowledge they have read the Essential Functions document.
3. Review and discuss the Essential Functions document during the Student Orientation before classes begin. At this time, the OT program will collect the acknowledgement forms from each student indicating that they have read the Essential Functions document and can meet these requirements with or without accommodations.
4. Refer students to the Learning Center who:
 - Self-identify that they may not be able to perform the essential functions without accommodation and/or
 - Demonstrate difficulty meeting program standards.
5. Implement reasonable accommodations approved by the Learning Center.
 1. Only provide approved accommodations communicated through documentation from the Learning Center.

The student will:

1. Read the Essential Functions document prior to admission to ensure awareness of the essential functions required of an occupational therapy student and for professional practice as an occupational therapist.
2. Once accepted to the program, the student will complete and sign the Student Data Form as acknowledgement that they have read the Essential Functions document and can meet the requirements with or without accommodation then submit it to the OT program during Student Orientation.
3. If students wish to disclose that they are concerned about meeting the Essential Functions, they should access the Learning Center directly for

resources.

Students working with the Learning Center with accommodations should:

4. Provide the letter of approved accommodations in the beginning of the semester to professors for each class in which the student is seeking accommodations.
5. Provide the letter of approved accommodations to the academic fieldwork coordinator for each fieldwork in which the student is seeking accommodations.
Note: Students must do this in advance of the semester or as soon as accommodations are approved as fieldwork accommodations may take a significant amount of time to arrange.
6. Request changes to status and need for accommodations with the Learning Center as necessary.

Brenau University
School of Occupational Therapy
Summary of Typical Essential
Functions For
Occupational Therapy Students &
Professional Practice as an Occupational Therapist

Brenau University's Occupational Therapy MSOT program educates students as generalist professional practitioners, in accordance with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE) and consistent with licensing standards for practice in the USA. Occupational therapy is a complex profession that is practiced across a variety of settings including medical settings such as hospitals and outpatient clinics; educational settings such as early intervention and school systems; and community settings such as home health, mental health and work related programs. The various domains encompass skill sets that differ according to setting and job. Upon completing the academic and fieldwork components of the MSOT Program, students are prepared to perform as entry-level practitioners and to successfully pass the NBCOT Certification exam, and in turn obtain a license to practice as an occupational therapist.

Because this program prepares student for professional practice, the coursework includes significant laboratory and fieldwork in addition to more traditional academic classes. These practice oriented courses are required to assure that graduates have the minimum competencies expected for safe and effective service provision to a wide range of clients. The Essential Functions outlined in this document are designed to inform the student of the typical functions required to succeed in all aspects of the program. Reasonable accommodations are available in accordance with University policy. Individuals with significant limitations in these functions may find that it may not be feasible to locate fieldwork settings which are able to accommodate for their limitations due to the pace and complexity of most settings and the concern for client safety.

The School of Occupational Therapy complies with the University guidelines relevant to federal, state and local requirements concerning provision of reasonable accommodations for students who may have a disability. Students are encouraged to contact the campus the Learning Center (770-534-6133) to discuss possible accommodations or support services that may be available. Guidelines for receiving support services are available upon request from the Learning Center.

Brenau University
School of Occupational
Therapy
Essential Functions: Occupational Therapy*

Occupational therapy practitioners in the United States, and thus occupational therapy students at Brenau, are expected to demonstrate professional competencies with or without accommodations. If you think you will need accommodations to meet these competencies, contact the Learning Center at 770-534-6133.

Observation Skills

- obtain and interpret information gathered about individuals and situations

Intellectual Skills

- learn, retain and apply facts, concepts, and data relevant to health care
- focus on tasks for a prolonged periods of time
- measure and calculate
- comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures

- maintain a high level of alertness and responsiveness to individuals and their performance settings
- creatively solve problems
- understand abstract ideas, including theoretical knowledge and
- research synthesize and apply information gained from multiple
- sources generate responses to ill structured problems

Communication Skills and Cultural Competency

- gather, comprehend, use and disseminate information
- effectively effectively communicate to gather and convey
- information effectively communicate in written and electronic modes
- establish rapport and relate effectively with clients and colleagues from varied cultural and social backgrounds
- communicate in the English language sufficiently to meet the demands of professional practice
- vary modes and complexity of communications to respond to client needs
- communicate with colleagues and other relevant individuals using professional terminology
- use technology such as computers to search, record, store, and retrieve information

Behavioral and Social Skills

- regulate personal emotions in a professional manner
- engage in effective and appropriate interpersonal relationships with colleagues
- demonstrate professional behavior in physically and emotionally demanding settings
- display flexibility and adaptability to changing environments
- manage personal biases in order to meet the needs of people from diverse cultures, age groups, and socioeconomic levels
- interact professionally with clients and other individuals who have severe medical problems or who exhibit extreme or atypical behaviors that may elicit aversive reactions
- respond with integrity in ethically challenging situations
- demonstrate empathy towards clients

Physical/Motor Skills

- Ability to perform all aspects of an evaluation and intervention including the use of tools and operation of equipment
- demonstrate the ability to administer assessments and interventions safely and according to established criteria and procedures

- ability to move, support, and transport clients safely with assistance or assistive devices
- ability to respond to emergency situations in an efficient and timely manner
- ability to effectively attend and participate in all learning environments including lecture, lab application, fieldwork/clinical settings, and real time competency demonstrations
- frequently lift, move or and/or place objects as required by OT practice setting

Environmental Demands

- tolerate wet or humid internal environments and exposure to outdoor weather
- conditions work in proximity to moving mechanical parts, fumes or airborne particle
- implement appropriate protocols to deal with hazardous materials and blood borne pathogens.
- follow safety procedures for handling all equipment

Other Professional Skills

- respond to unpredictable challenges of health/medical situations that require a high level of alertness and readiness for immediate and appropriate response (i.e., CPR, infection control problems, seizure precautions)
- recognize and adhere to policies relevant to educational and practice settings (i.e., professional dress and demeanor, timely attendance and work performance) travel up to 90 minutes each way to clinical sites
- give and receive feedback in an appropriate manner,
- self-assess own academic and professional progress and competencies, and direct own learning in response to assessment by self and others

*Adapted from the University of South Dakota, American International College, and the University of Tennessee

Brenau University College of Health Sciences School of
Occupational Therapy

Acknowledgement of
Review of Essential Functions for Occupational Therapy &
Procedure for Requesting Reasonable Accommodations

My signature below acknowledges that I have been informed of the Essential Functions for occupational therapy, and have reviewed this document with Occupational Therapy faculty during orientation. I understand that these essential functions must be met with or without reasonable accommodations as determined by the Learning Center in consultation with the School of OT administration. These essential functions apply to all aspects of the Brenau University's MSOT program including classroom, laboratory and fieldwork settings.

I am able to meet the Essential Functions for the occupational therapy program with or without accommodation.

Yes

No

My signature also acknowledges that I have been provided guidance concerning the use of the Learning Center as the resource for assistance

when seeking reasonable accommodations. I understand that I must initiate the process by contacting the Learning Center at 770-534-6134 before reasonable accommodations can be determined and implemented.

Student Name: _____

Signature: _____

Date: _____

POLICIES AND PROCEDURES

Ivester College of Health Sciences School of Occupational Therapy

Policy Title: Testing Policy

Policy Number: CHS-OT-100-14

Updated 8/15/2019

Policy: To protect the integrity of the School of Occupational Therapy educational outcomes and ensure an equitable testing process, students will adhere to the following testing procedures. Failure to do so may be considered academic dishonesty.

Procedure:

1. Midterm and final examinations for traditional and hybridized courses are administered onsite. Quizzes for traditional and hybridized courses are administered onsite whenever possible.
2. Test dates are identified in the course syllabus and/or the Canvas course site. The test date and time may occur outside the regularly scheduled class time.
3. One week prior to each test date, students with testing accommodations established by the Brenau University Learning Center must contact the course instructor to make testing arrangements.
4. Instructors may choose to utilize Respondus Browser and/or Respondus Monitor during online high-stakes assignments or tests. Instructors will clearly communicate to students when Respondus Browser or Monitor will be utilized.

- a. Students are required to take tests/assignments that utilize Respondus Browser or Monitor on a desktop or laptop, not on a tablet or mobile device.
- b. Student(s) ensure Respondus Browser or Monitor is active during designated assignments/tests
- c. If Respondus Browser or Monitor is not active during a designated tests/assignments, the student must immediately notify both the IT department and the instructor.
- d. If Respondus Browser or Monitor is not active during a designated test/assignment and the student does not notify the instructor and IT department, the student will be in violation of the honor code. This will be considered an incident of academic dishonesty, and the

Academic Dishonesty policy and procedures will apply.

5. Students check in 10 minutes prior to the test
 - a. A student who arrives late will be expected to complete the test within the original remaining timeframe.
 - b. ALL personal belongings (including computer technology, watches, neck scarves, caps, and hoodies) must be stored in an area designated by the instructor or proctor. Electronic devices must be powered off for the duration of the exam. Students will not be able to access their personal belongings until test period is over.
 - c. Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
6. By completing the exam, students are acknowledging that they have read and understand the Brenau Honor Code.
7. All testing materials are the property of the Brenau University School of Occupational Therapy and should be returned to the instructor or proctor at the completion of the exam unless otherwise directed. Unauthorized use beyond the testing period is PROHIBITED--this includes written, electronic, photocopied or verbal distribution and/or discussion of any aspect in part or whole following the testing period. Unauthorized distribution and/or discussion, as described, may be considered academic misconduct.
8. Once the testing period begins, students shall not communicate in any way with any person other than the instructor or proctor. The test should be completed individually unless otherwise directed by the instructor or proctor.
9. The use of textbooks, notes, and other written and electronic resources are not permitted unless approved and provided by the instructor or proctor for use during the testing period. Students may be provided with scrap paper for use during the test when approved by the instructor or proctor. This material must be returned to the instructor or proctor upon completion of the test.
10. Extenuating Circumstances: In instances of inclement weather or power outages, instructors may choose to enact alternate assignments or methods for test/assignment completion.
11. If offered, make-up tests may be a different version and/or may include an essay component.
12. A review of the test, if offered, occurs after all grades have been calculated.

Updated 8/15/2019

Respondus Specific Policy: Professors may choose to utilize Respondus Monitor during high-stakes assignments and testing. Professors will clearly communicate to students that Respondus Monitor will be utilized during certain testing situations or completion of high-stakes assignments.

- 1) Students are required to take all tests/assignments that utilize Respondus Monitor on a desktop or laptop. Students are not allowed to take tests/assignments that utilize Respondus Monitor on a tablet or mobile device.
- 2) It is the student's responsibility to ensure that Respondus Monitor is active during completion of tests/assignments that utilize Respondus Monitor.
- 3) If Respondus Monitor is not active during completion of tests/assignments that utilize Respondus Monitor, it is the student's responsibility to immediately notify both the IT department and the professor.
- 4) If a student completes a test/assignment that utilizes Respondus Monitor and Respondus is not active during completion AND the student does not notify the professor and IT helpdesk, the student will be in violation of the honor code. This will be considered an incident of academic dishonesty, and the Academic Dishonesty policy and procedures will apply.

Note: In instances of inclement weather or power outages, instructors may choose to enact alternate assignments or methods for assignment completion.

Appropriate Use of Equipment and Supplies on the Gainesville and Norcross Campuses

Policy Number: CHS-OT-100-10

Policy Summary: The School will provide written procedures for the appropriate use of equipment and supplies during all education activities occurring within classrooms and laboratories. Additionally, procedures will provide for the personal protection (PP), health and safety of all clients, students, faculty and staff while in these facilities.

Infection control and evacuation procedures follow the policies of the University.

Procedure for Cleaning Equipment and Supplies in Classroom and Laboratories: Classrooms:

1. Antimicrobial wiping materials are available to students and faculty to wipe table surfaces, computer keyboards and other technology/equipment as needed.
2. Alcohol-based hand washing equipment is available at lab entryways and maintained by each facility's staff.

Laboratories:

1. Designated laboratory rooms will be identified each semester for course and CPL needs.
2. Procedures will be posted next to the emergency information by the exit doors. This can be changed from semester to semester depending on course and clinic needs.
3. Reusable contaminated equipment such as a stethoscope and toys are cleaned with an approved disinfectant e.g. isopropyl alcohol of 70-90% solution, before and after each client use.
4. Mobile equipment (e.g. media carts and computers) must be returned to their designated locations as indicated on labels on cart. Contaminated surfaces such as tables, mats, and counter tops will be cleaned with an approved disinfectant before and after client visits.
5. Linens must be changed between clients.
 - a. Used linens will be placed in covered dirty linen hampers following all client and/or student use. Used linens must be washed each work by lab assistant or work study using bleach and detergent on hot water setting.
 - b. Gloves will be worn when handling soiled linens.
6. Flammable solvents will be kept in the flammable storage cabinet

7. Broken or malfunctioning equipment must be addressed:
 - The equipment will immediately be labeled as broken and removed from classroom and/or lab area. If equipment is unable to be moved due to size or weight, it will be labeled as broken and unusable for classroom or lab purposes until it can be removed safely.
 - If general repair or removal of large equipment is required, a work order will be submitted via the Brenau Intranet to the Facilities department.
 - If computer or information technology equipment repair is required, a work order will be submitted via the Brenau Intranet to the Information Technology department.
 - The vendor for the equipment will be contacted regarding repair for items still under warranty or requiring electrical repair.
 - Irreparable equipment will be disposed of through the university materials management disposable system.
 - The lab manager in each area will replace broken equipment as needed.

Procedures for Management of Personal Protection (PP):

1. Universal precautions will be observed during all client contact.
2. PP guidelines will be posted within all classrooms, laboratories and bathrooms.
3. Hand washing:
 - a. Wet hands with running warm water;
 - b. Apply antimicrobial agents available by all sinks and maintained by facilities staff;
 - c. Vigorously rub hands together for 15 seconds or more using friction on all hand surfaces, especially fingers and nails;
 - d. Rinse thoroughly to remove sanitizing agents;
 - e. Dry hands with paper-towels, then use the towel to shut off the faucet.
4. Alcohol-based (AB) hand washing:
 - a. Apply product to palm of one hand;
 - b. Rub hands together covering all surfaces of hands and fingers until hands are dry.
 - c. Follow the manufacturer's recommendations regarding the amount of product used.
 - d. Visibly soiled hands must be washed with soap and water.

POLICIES AND PROCEDURES

Ivester College of Health Sciences

School of Occupational Therapy

Policy Title: Student Request for Change in Program Track

Policy Number: CHS-OT-100-03

Policy Summary: Due to extenuating circumstances, a student may submit a written request to transfer from one program track to another. Approval of these requests is considered based on student need, availability of space in program courses and related fieldwork. No more than one move will be granted during the student's program tenure.

Procedure:

1. The student will submit a completed Request to Change Program Track form to their OT Advisor.
2. Upon receipt of the request, the OT Advisor meets with the student to discuss the benefits and the impact to the program plan related to the change in program track.
3. The OT Advisor takes the request to the Director of the School of Occupational Therapy, along with his or her recommendation regarding the student's likely success in following the proposed plan.
4. The School of Occupational Therapy Leadership Team will approve or deny the request. Factors in the decision include:
 - a. Availability of space in the program with no additional faculty
 - b. Timing of change in relation to course sequencing
 - c. Student potential to complete the program track given the learning platform.
 - d. Implications for the fieldwork schedule
5. If the request is approved, the School Director:
 - a. Informs the School of Occupational Therapy faculty and staff of the change
 - b. Ensures the student's records are updated, including advisor, cohort list, program plan, etc.

7/31/19

Intellectual Property and Student Initiated Audio and Video Recording Policy

Policy Number: ICHS - 01

Faculty and students engaged in the instructional process have a reasonable expectation of privacy. Assurance of privacy encourages open and robust discussions on issues and ideas without fear that any statements made will be used for inappropriate purposes and, thereby, enhances learning. In recognition of this and acknowledgement that lectures and other classroom instruction are the sole intellectual property of the lecturer, the University has adopted the following policy regarding student initiated classroom recordings.

Applicability and General Provisions

Applicability: This policy governs all class audio and video recordings made for student use.

Purpose of Recordings: All recordings made for student use are intended to allow for review of classroom presentations and discussions by students who are absent from the relevant class or receive audio or video recordings as part of an accommodation. Any other use, whether by students or others, is strictly prohibited without the prior, express written permission of the relevant instructor.

Who May Use Audio and Video Recordings: Only the student on whose behalf a request for recording for a pre-approved reason was made will be granted access to that audio or video recording.

Intellectual Property: Lectures and other classroom instruction are the sole intellectual property of the instructor. If an instructor grants permission for a student to record their class, this does not constitute a transfer of intellectual property.

Requesting Permission to Record Lectures

- A. With the exception of recordings made for the purpose of accommodations as noted in a student's official letter of academic accommodations provided by Brenau's Learning Center, all classroom audio and video recordings are at the sole discretion of the course instructor.
- B. All students who wish to record classroom lectures and activities must request permission from the course instructor in writing using the ICHS Recording Permission Form ICHS-01. Students requesting to record a course as part of an accommodation must provide a copy of their official accommodation letter to the course instructor.

All permission to record classroom lectures and activities must be granted to each individual student by the course instructor in writing.

Approved Student Usage of Recordings

- A. Any recordings of instruction material made by a student is to be used for that student's personal academic study and review only. All recorded instruction materials must be erased and deleted by the student at the end of each semester.

Lectures and other classroom instruction are the sole intellectual property of the instructor. Therefore, sharing or distributing recordings without the instructor's expressed permission is prohibited and is subject to College disciplinary proceedings as described below.

B. Pre-Approved Reasons for Classroom Recording

1. As part of an accommodation as noted in a student's official letter of accommodation.
2. Absence due to:
 - Medical Emergency
 - Death in the family
 - Observance of religious holidays
 - Military obligations
 - Jury duty

Provisions for Remediation

Any violation of this policy or unauthorized use of classroom recordings, including uploading audio and/or video recordings to publicly accessible web environments, including but not limited to, Twitter, Instagram, and Facebook, will be considered an incident of Academic Dishonesty and will be subject to disciplinary action as outlined in Brenau's Academic Honesty Policy (Policy Number: AA-400-08).