



Beyond Boundaries



MSOT

Student Handbook

August 2021

Academic Year 2021-2022

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August 2020

Students are responsible for being aware of university, program, and departmental policies regarding academic and professional behavior. For university policies refer to the graduate catalog, for departmental and program policies refer to specific program student handbooks. Pfeiffer University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or disability.

Welcome

Welcome to the Pfeiffer University MSOT Program!

On behalf of the Pfeiffer University MSOT Program faculty and staff, I extend to you a warm and heartfelt welcome. The program is committed to providing you with a supportive environment as you begin your journey to becoming an Occupational Therapist. With this in mind, we have developed this student handbook to serve as a guide over your tenure with the program. Please read each section **carefully and thoroughly.**

This handbook is available to you at: University website which is currently under construction.

Regards,

Elizabeth A. Fain, EdD, OTR/L

Elizabeth A. Fain, EdD, OTR/L

Occupational Therapy Program Director/Assistant Dean of Applied Health Sciences

About this Student Handbook (A3.6, A.4.4)

This student handbook has been developed to provide information regarding the policies and procedures applicable to students currently enrolled in the Pfeiffer University MSOT program and acquaint students with resources available to them.

The Pfeiffer University MSOT program policies align with the Pfeiffer University's institutional policies; and apply to all enrolled students, principal faculty, and the program director throughout all phases of the program regardless of location.

The Pfeiffer University MSOT program reserves the right to change the curriculum, any provision, policy, procedure, requirement, regulation, or fee at any time, and at its own discretion subsequent to the publication of this handbook. Changes are applicable to all students of the program without regard to date of admission application or date of enrollment. Nonetheless, every effort will be made to keep students informed of any changes promptly and in writing. This student handbook is neither a contract nor an offer to enter into a contract.

Accreditation Statement (A 4.4)

The Pfeiffer University MSOT Program has applied for Accreditation - The Program anticipates matriculating its first class in August 2020, pending achieving Candidacy-then Pre-accreditation status is an accreditation status granted which students can be enrolled while the OT Master's program submits a Self-Study & undergoes an Onsite Evaluation. Notification of the Accreditation decision is December 2022.

Accreditation standards for Occupational Therapy (MSOT)

Accreditation Council of occupational Therapy (ACOTE)

The Accreditation Council of Occupational Therapy (ACOTE) has established Accreditation Standards to maintain and promote appropriate benchmarks of quality in the education process of prospective Occupational Therapists. These Accreditation Standards are used as guidelines in the development, evaluation, and self-analysis of MSOT Programs. The ACOTE provides recognition for educational programs that follow standards of quality for Occupational Therapists education. The standards are posted online at:

<https://www.aota.org/Education-Careers/Accreditation/Policies.aspx>

The policies and procedures stated in this Student Handbook align and are following these accreditation standards.

Pfeiffer University MSOT Program Directory

Institutional Leadership



Daniel Mynatt, PhD
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Pfeiffer Occupational Therapy Program

Definition of Occupational Therapy

Occupational Therapy is a health and rehabilitation profession based on the belief that engagement in occupation is essential for well-being. Occupational therapists are skilled professionals who use a holistic approach that includes attention to mind, body, and spirit. Therapists work to improve capabilities of persons that are adversely affected by mental, developmental, emotional and physical conditions, and the aging process. The treatment environment is organized to help persons of all ages to achieve their highest level of independent functioning for participating in their chosen occupations.

Vision

The Division of Applied Health Sciences envisions a program that will be recognized for its servant leadership, diversity, creativity, scholarship and the ethical and professional excellence of its graduates and faculty providing evidence-based occupational therapy care and service for individuals and the global society.

Mission Statement (A.5.4.)

The mission of the Department of Occupational Therapy at Pfeiffer University is to educate professionals who can actively contribute to the profession through service, scholarship and leadership promoting occupational justice in local and global communities. The Pfeiffer occupational therapy graduate will be a reflective, compassionate, creative, and collaborative professional, committed to life-long learning. As such, the department will honor diversity, model and foster leadership, and facilitate spiritual, personal, and professional growth.

Core Values of Servant Leadership, Diversity, Creativity, and Collaboration

Together, our vision, mission and core values express what we believe in and guide our aspirations not only for students, but also for the occupational therapy profession as a whole. The Pfeiffer MSOT program is dedicated to upholding a highly collegial and supportive environment, one that is characterized by the diverse and collaborative interactions among faculty, staff and students. We expect our faculty, students, and staff to strive for, and to uphold to the best of their abilities, high standards of excellence and professionalism in all their endeavors. We also help one another achieve those standards, remembering that our highest calling is to help people with daily living challenges participate in everyday occupations that promote their development, quality of life, health, and well-being.

- Act as an advocate to educate the public, to promote consumer health and wellness, and to provide community and professional leadership and service.
- Demonstrate skill that shows effective communication and appreciation for diversity, cultural differences, occupational differences, and backgrounds of individuals.
- Employ technology in teaching, learning and adaptation of the environment.
- Engage in ethical behaviors and attitudes that demonstrate responsibility in adhering to the Code of Ethics and professional standards.

Program Goals (A. 6.0)

Program Goals

The goals of the Pfeiffer University MSOT program with respective measurements of success are as follows:

- To recruit, retain and successfully graduate highly qualified candidates of diverse backgrounds.
 - Admissions Data
 - Graduation Data
- To deliver an intellectually challenging and creative curriculum through innovative teaching strategies that facilitates the successful achievement of established learning outcomes and expected competencies.
 - Annual Curriculum Analysis
- To adhere to the highest standards of student performance and achievement of the Competencies for the MSOT resulting in successful entrance into the profession with National Board Certification Examination (NBCOT) first time pass rates at or above the national average.
 - NBCOT Pass Rate Data
- To provide opportunities for students to interact with patients of diverse cultural and economic backgrounds which prepares and inspires graduates to provide compassionate, culturally sensitive, patient-centered, evidence-based healthcare in medically underserved communities locally, nationally, and globally.
 - Ongoing programmatic analysis
 - Graduate surveys
 - Employer surveys
- To foster a scholarly setting where students will appropriately conduct critical appraisal of research resulting in improved patient outcomes and effective communication of their findings through medical writing.
 - Graduate capstone project data
 - Graduate surveys

Learning Outcomes & Expected Competencies

The Pfeiffer MSOT program is committed to providing students with a learner-centered educational environment where they will receive the requisite knowledge to provide compassionate, culturally sensitive, client-centered, evidence-based healthcare in an inter-professional healthcare team.

Student success in achieving the program learning outcomes and expectations will be evaluated through a variety of assessment tools such as multiple-choice examinations, inter-professional collaborative group projects, objective structured clinical examinations (OSCEs), competencies, reflection journals, clinical performance evaluations, and a capstone project/experience.

The Pfeiffer University MSOT program and expectations are based on the *Competencies for the Occupational Therapy Programs* developed jointly by the American Occupational Therapy Association (AOTA) and American Council of Occupational Therapy Education (ACOTE).

Upon completion of the Pfeiffer University MSOT program, graduates will demonstrate entry-level proficiency as occupational therapists in the following domains:

Leadership and Service

The core competencies of Leadership and Service seek to ensure that the occupational therapy student continually investigates, questions, and pursues new knowledge.

Leadership is the ability to explore leading-edge issues in innovative ways that combine scholarship, creativity, and self-inquiry. As such, leaders gather and synthesize information from multiple sources regarding health policy, regulations, systems functioning, and organizational needs to make appropriate, creative, and innovative decisions in achieving quality and safety in the delivery of patient-centered care and in supporting a positive environment conducive for practice. The Pfeiffer MSOT program prepares practitioners to have the skills to lead and influence occupational therapy practice, as well as the skills to collaborate with and follow the lead of others.

Service is the action of helping or doing work for/with someone. Departs from the belief that service embraces the greater good in this world, bonding communities of care and compassion for the benefit of humanity. Service is a philosophy and set of ideas that enriches the lives of the individuals who gives us the opportunity to serve. Pfeiffer graduates incorporate principles of servant leadership to communicate and interact with clients, peers, health care providers, and communities of interest to improve occupational therapy outcomes.

Learning Outcomes & Expected Competencies for Leadership and Service

Student Learning Outcomes

Apply principles of management and supervision to the delivery of occupational therapy services within the principles of occupational science.

Practice and role model ethical reasoning in decision making about professional growth of self and others.

Understanding and developing strategies to lead and influence organizational dynamics of relationships, and power change (political and economic) in the healthcare system.

Understand and reflect on human occupations to determine the role of diversity within a life of contribution and service.

Courses

OT 856 Management in Healthcare, OT 834 Population Health Disparities & Factors, OT 848 Ethics in OT Practice,

OT 848 Ethics in OT Practice, OT 856 Management in Healthcare,

OT848 Ethics in OT Practice, OT 874 Interprofessional Practice, OT 814 Mental Health & Wellness, OT 828 OT in Adults & Geriatrics

OT 800 Intro to OT & Occupational Science, OT 828 OT in Adults & Geriatrics, OT 830 Occupational Performance Evaluation & Assessment

Creativity & Innovation

Creativity and innovation involve the process of reconciling dualities. It is finding similarities or congruencies in perceived opposing ideas, giving rise to the creative process of finding the similar in the dissimilar. The Pfeiffer MSOT program prepares practitioners to explore the windows of perception by viewing academic inquiry as an opportunity for personal and social transformation, while grounding transformative processes in academic depth, rigor, and imagination. Our students engage in scholarship as a creative and collaborative process in the context of a community of learners stepping out of traditional practice memories.

Learning Outcomes & Expected Competencies for Creativity and Innovation

Student Learning Outcomes

Practice inquiry as an integral, spiritual, and transformative process of personal and social transformation.

Apply scholarship to real-world problems, articulating and embodying professional values, and skillfully putting theory into practice.

Design and implement beginning research that contributes to evidence-based practice associated with occupational science and occupational therapy.

Create an original transdisciplinary statement and contribution in a chosen area of inquiry.

Courses

OT 822 Inquiry & Evidence Based Practice I, OT 836 Inquiry & Evidence Based Practice II, OT 838 Professional Reasoning I, OT 868 Professional Reasoning II

OT 822 Inquiry & Evidence Based Practice I, OT 836 Inquiry & Evidence Based Practice II, OT 838 Professional Reasoning I, OT 868 Professional Reasoning II

OT 822 Inquiry & Evidence Based Practice I, OT 836 Inquiry & Evidence Based Practice II,

OT 822 Inquiry & Evidence Based Practice I, OT 836 Inquiry & Evidence Based Practice II,

Interdisciplinary Learning and Communication

A reflective, innovative, and integrative process engaged in scholarship as a creative and collaborative effort in the context of a community of learners. Graduates will be faced with societal and global challenges that require interdisciplinary thinking to identify suitable solutions. Among the possible challenges will be finding new practice partnerships, communities, and ensuring that aging populations across the globe have adequate participation in occupations, and quality of life within their environments. This reflective and integrative process of interdisciplinary learning will enhance graduate's global perception of professional practice encouraging lifelong learning scholars.

Communication is a complex process of sharing information, ideas, and perceptions using listening, verbal and non-verbal interactions, written skills, and literacy in multi-media technology to convey intended messages in a manner that is logical, clear, accurate, therapeutic, and relevant to individuals

and groups. Pfeiffer graduates incorporate principles of effective communication and interact with clients, peers (intra-professional), health care providers (interprofessional), and communities of interest to improve occupational therapy outcomes.

Learning Outcomes & Expected Competencies for Interdisciplinary Learning and Communication

Student Learning Outcomes

Understand and appreciate the professional roles of team members.

Demonstrate the ability to document client information clearly and concisely using a variety of formats.

Participate in collaborative health care delivery by promoting intra/inter-professional relationships.

Participate in the reflective and integrative process of interdisciplinary collaboration and knowledge discovery.

Courses

OT 816 Group Dynamics in Mental Health, OT 828 OT in Adults & Geriatrics, OT 852 OT in Pediatrics, OT 884 Leadership & Advocacy

OT 800 Introduction to OT & Occupational Science, OT 830 Occupational Performance Evaluation & Assessment, OT 814 Mental Health & Wellness, OT 828 OT in Adults & Geriatrics, OT 852 OT in Pediatrics

OT 874 Interprofessional Practice, OT 834 Population Health, Disparities & Factors, OT 848 Ethics in Healthcare, OT 856 Management in Healthcare, OT 874 Interprofessional Education 2, OT 878 Advanced OT & Occupational Science,

OT 874 Interprofessional Practice, OT 834 Population Health, Disparities & Factors, OT 848 Ethics in Healthcare, OT 856 Management in Healthcare, OT 874 Interprofessional Education 2, OT 878 Advanced OT & Occupational Science

Philosophy of Occupational Therapy

Our program's belief is consistent and in agreement with the Philosophical Base of Occupation Statement by the AOTA (revised, 2017) which is as follows:

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 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."

Educational Philosophy

The faculty members of the MSOT program at Pfeiffer University hold the following beliefs about humans, how they learn, and education. These serve as the foundation for the curriculum and the selection of instructional methods. Each individual is valued for his or her uniqueness. Human behavior consists of dynamic interactions among the individual, the environment, and the demands of occupation. People derive a sense of self-fulfillment through mastery and meaningful participation in daily occupations. An individual's capacity to engage with the world through occupational performance or participation in productive and purposeful activities is crucial for the successful fulfillment of societal roles and expectations. Occupational performance can be enabled, challenged, or compromised due to illness, injury, developmental issues or aging. When this occurs, humans are motivated to re-engage in those productive activities that are meaningful and that meet their goals. When given opportunities to use problem-centered approaches, people are motivated to utilize higher order critical thinking and to become resourceful and creative.

The Principles of Adult Learning best articulate our belief of how humans learn (Knowles, 1984; Lieb, 1991) and the implication for the education process. Adult learners are autonomous and self-directed. The content of the curriculum is organized in a manner that provides the learner with a clear sense of direction and to promote achievement of the learning outcomes.

Adult learners bring to the educational process knowledge and a wide variety of life experiences. Learning becomes more relevant when individuals connect or relate new content to previously learned information. The educator must provide opportunities for students to openly communicate and integrate their thoughts, knowledge and ideas.

Adults learners are goal oriented and have an inner desire to learn and to become productive individuals. Learning is facilitated when activities are goal directed, purposeful, and meaningful for the learner.

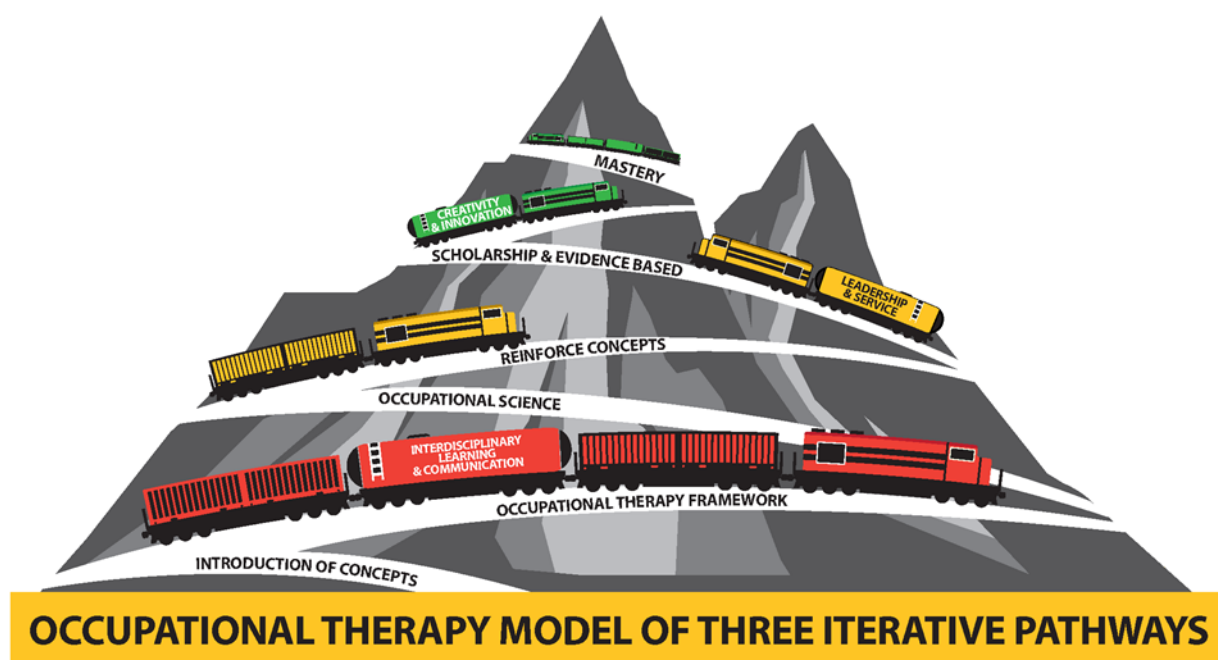
Adult learners are relevancy oriented. Students must comprehend the value, impact, and usefulness of what they learn to future practice and their professional interest.

Adult learners are practical. Learning is facilitated when students apply knowledge and skills to new, different and challenging situations.

Occupational Therapy Curriculum Model (A.5.5)

Curriculum Design Model Framework (A.5.0)

The curriculum design emerges from and embodies the mission of Pfeiffer University, as well as the mission and philosophy of the Occupational Therapy Master's program. The mission of Pfeiffer University embraces the concepts of academic excellence rooted in the Methodist tradition and based on the foundation of liberal arts education. The principle of *servant leadership* reflects the occupational therapy belief in assessing and treating the individual as a spiritual living being.



The MSOT program focuses on the development of creative leadership and forward-thinking occupational therapy practice. These roles require numerous iterations to integrate the multiple skills needed to contemplate and effectively propose solutions to a rapid changing health, community and educational system. Our curriculum presents students with a learning environment and activities that facilitate adaptation and prepares them for the practice of occupational therapy and leadership roles.

The curriculum design metaphorically resembles a transformative journey with iterations providing the platform for the occupational therapy program outcomes:

- Leadership and Service
- Creativity and Innovation
- Interdisciplinary learning and Communication

These outcomes are consistent with the mission and philosophy of Pfeiffer University's MSOT program. The ever-increasing spiral shape of the train journey is created by the centrality of occupational science and occupational therapy: *the person* (an individual, family, or community), *the environment* (space, place, time, or situation) and *the occupation* (everyday activities occupying our time such as care for self and others, work, education and leisure).

Curriculum Model Three Iterative Pathways

The curriculum model is implemented through the three iterative pathways (Occupational Science, Occupational Therapy Framework, Scholarship and Research, and Application of Teaching/Learning Methods). Initial courses in the curriculum lay the foundation for skill development. Engagement in a variety of teaching/learning methods is used to give students opportunities to apply their knowledge and progress to mastery level. In our view, students' capabilities depend upon the dynamic connections with prior experience and learning.

In a collaborative learning process, students and faculty seek to address the current evidence-based practice with a critical-thinking focus, (i.e., analyzing, synthesizing, evaluating and integrating complex information from diverse sources). The curriculum develops students' skills and reinforces the reciprocal nature of information between propositional knowledge and practice knowledge. As this learning process evolves, the learner prepares for leadership roles with a forward-thinking attitude to deliver occupational therapy services. This model will also be reflected in our curricular goals and student outcomes.

One of the components of the curriculum will be the use of small group teaching methodologies, which includes problem-based learning, student-led seminars, focused discussions, and role play. The approaches challenge students to "learn to learn," and to work cooperatively in groups to seek solutions to real world problems. It also encourages students to think critically and analytically, and it is learner centered. As the iterative curriculum unfolds, knowledge and available solutions will become increasingly complex. (A.5.1)

Traversing the Three Iterative Curricular Pathways

Foundations of OS	OT Framework	Scholarship & Research
Intro to OT and OS (S1)	Introduction to OT (S1)	Inquiry and EBP I (S2)
Anatomy and Kinesiology (S1)	Movement, Participation, and Occupational Adaptation (S1)	Technologies in OT (S2)
Interprofessional Practice (S1)	Mental Health and Wellness (S2)	Professional Reasoning(S3)
Foundations of Neuroscience (S2)	Group Dynamics in MH (S2)	Inquiry and EBP II (S3)
Professional Reasoning (S3)	OT in Adults, Geriatrics (S3)	
	Performance, Evaluation & Intervention Adult (S3)	
	Management in Health Care (S5)	
	OT in Pediatrics and Youth (S5)	
	Performance, Evaluation & Intervention Pediatrics (S5)	
	Orthotics (S6)	
	Ethics (S6)	

S = semester, number is the number of semesters in sequence

S6 = Clinical Rotation - consolidation of semesters 1, 2, 3, 4, & 5 - Adults or Pediatrics

S7 = Clinical Rotation – consolidation of semesters 1, 2, 3, 4, & 5 - Adults or Pediatrics

77 credits total

Person-Environment-Occupation(PEO) Frame of Reference (A.5.5)

The framework, which emerges from the curricular design, underscores **three (3)** major trajectories:

PERSON-ENVIRONMENT-OCCUPATION (PEO).

- First, **Occupational Science** serves as the foundation for the curriculum and our understanding of occupational therapy practice. In this iteration, the program offers five courses that examine “**PEO**”- Anatomy and Kinesiology, Intro to Occupational Therapy and Occupational Science, Interprofessional Practice (1 & 2), Foundations of Neuroscience, Population Disparities and Factors, Professional Reasoning, Advanced OT and OS, and Functional Cognition and Rehabilitation.
- Second, the **Occupational Therapy Practice Framework** informs the larger content iterations emphasizing “**PEO**” in Intro to Occupational Therapy and Occupational Science, Movement, Participation, and Occupational Adaptation, Mental Health and Wellness, Group Dynamics, Clinical Medicine and Conditions, OT in Adults and Geriatrics, OT in Pediatrics/Youth. “**PEO**” is also threaded through in the performance, evaluation and intervention courses includes Adults/Geriatrics, Children/Youth, Orthotics, Ethics, OT Management in Healthcare, Leadership and Advocacy, and OT Master’s Professional Seminar. “**Person-Occupation-Environment**” also defines how we structure the content of the sciences and skills courses.
- Third, **Scholarship and Evidence Based Practice** are essential for graduate level occupational therapy education and is the emphasis of this iteration. Students critically examine evidence related to “**PEO**” in occupational therapy practice. The following ten courses shape this iteration: Technology in Occupational Therapy, Inquiry and Evidence Based I and II, Professional Reasoning, culminating in a final master’s Capstone project that demonstrates forward-thinking evidence-based occupational therapy practice in global communities. (A.5.6)

Pfeiffer University’s MSOT program synergistically integrates **Person-Environment-Occupation Model** into the curriculum to educate students for practice by fulfilling the occupational performance roles in our curriculum model and sequence.

In addition to the PEO Model, the MSOT program will also be utilizing the Act, Belong Commit, (ABC) Framework. The ABC Framework is used to bring awareness to positive mental health through being active in the community and making personal connections. This framework will be utilized to support positive student mental health as well as be introduced in the curriculum as a method for occupational engagement in primary care.

Curriculum Sequence

Each cohort will be identified by expected graduation year then the color track. Example: The inaugural cohort will be identified as 2023 Red Track, then progress through the semesters to 2023 Yellow Track, and finally 2023 Green Track

YR 1	Fall 1 - 2020	Cr	L	Lab	CH	Spring 1- 2021	Cr	L	Lab	CH	Summer 1 - 2021	Cr	L	Lab	CH
	OT 800 Introduction to OT & OS	3	3	0	3	OT 812 Foundations of Neuroscience	3	2	1	3	OT 828 OT in Adults and Geriatrics	4	2	2	4
	OT 802 Gross Anatomy & Kinesiology	4	2	2	4	OT 814 Mental Health and Wellness	4	2	2	4	OT 830 Occupational Performance Evaluation & Assessment	4	2	2	4
	OT 804 Movement, Occupation and Participation	5	2	3	5	OT 816 Group Dynamics in Mental Health	3	2	1	3	OT 838 Professional Reasoning	2	2	0	2
	OT 810 Interprofessional Practice	1	1	0	1	OT 842 Technologies in OT	3	2	1	3	OT 836 Inquiry and EBP II	3	3	0	3
	OT 818 Documentation in OT (online)	1	1	0	1	OT 822 Inquiry and EBP I	3	3	0	3	OT 840 Fieldwork Level IB – Adults	1	1	0	40
						OT 826 Fieldwork Level IA – MH	1	1	0	40					
	TOTALS	14	9	5	14	TOTALS	17	12	4	17	TOTALS	14	10	4	14
YR 2	Fall -2 - 2021	Cr	L	Lab	CH	Spring-2 - 2022	Cr	L	Lab	CH	Summer -2 - 2022	Cr	L	Lab	CH
	OT 852 OT in Pediatrics & Youth	4	2	2	4	OT 866 Fieldwork Level II A (12 weeks) (Adults or Peds)	6	6	0	48	OT 848 Ethics in OT Practice	2	2	0	2
	OT 854 Occupational Performance Evaluation & Assess Peds/Youth	4	2	2	4						OT 856 Management in Health Care	3	3	0	3
	OT 862 Fieldwork Level 1 –Pediatrics	1	1	0	40						OT 844 Orthotics/Physical Agent Modalities as Occupational Interventions	3	1	2	3
											OT 834 Contextual Population	3	3	0	3

											Health, Disparities & Factors				
	TOTALS	9	5	4	9	TOTALS	6	6	0	6	TOTALS	11	9	2	11
YR 3	Fall-3 -2022	Cr	L	Lab	CH										
	<i>OT 870 Fieldwork Level II B (12 weeks) (Adults or Peds)</i>	6	6	0	48										
	TOTALS	6	6	0	6						TOTALS				77

*The program can be less credits by reducing the number of credits charged to Fieldwork Rotations.
77 credits total.

Red Track is first year cohort.

Yellow Track is second year cohort.

Green Track is third year cohort.

Course Sequence

Fall 1-2020		
OT 800 Introduction to Occupational Therapy and Occupational Science	This course introduces key ideas of occupational therapy supported by the foundational concepts of occupational science delineating humans as pattern formation (habits) occupational beings in search of meaning. Students analyze occupational patterns (habits) and strategies for adapting, sustaining, and enhancing, the health and wellness of individuals by learning to respond to circumstances and understanding how the formation of habits leads to the manifestation of everyday choices and occupations (daily living activities). Students will develop foundational skill in completing <u>occupational profiles and task analysis as a means</u> of analyzing and understanding the basic components of occupational performance and participation in meaningful life activities. Students will also be introduced to the Act, Belong, Commit, (ABC) Framework to begin establishing an understanding of occupational therapies role and assisting all populations with maintaining positive mental health.	3
OT 802 Anatomy & Kinesiology	This course reviews core gross anatomy including bones, joints, muscles, blood vessels muscles palpation and peripheral nerves. Structure and function, and application of basic biomechanical, neuromuscular, and musculoskeletal principles, are discussed in relation to everyday activities and occupational performance. In addition, students learn biomechanical, ecological systems, and dynamical systems' principles underlying human movement and their application to functional activities including seating, transfers, and mobility. Principles covered in lecture are applied through practical experiences and discussions during the application sessions.	4
OT 804 Movement, Occupation and Participation	This course supports students to develop foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques most commonly used in occupational therapy practice including goniometry of range of motion (ROM), and manual muscle testing (MMT). Employing logical thinking, critical analysis, problem solving, and creativity, students learn how to analyze and adapt occupations and activities. Students will be able to explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. Through a group project, students will articulate the value of occupation to support participation.	5
OT 810 Inter-professional Practice	In this course, students will explore the concept of Inter-professional Practice. In the early 1970s, the Institute of Medicine (IOM) identified the need for and the influence of team-based patient care on patient safety and improved inter-professional communication. The Institute for Healthcare Improvement Triple Aim Initiative describes a framework to optimize health system	1

	performance through team collaboration among multiple health disciplines. The triple aim – <i>improving the patient experience</i> of care (including quality and satisfaction), <i>improving the health of populations</i> , and <i>reducing the per capita cost of health care</i> – involves training healthcare practitioners to not only improve the quality of the health care delivery but also improve communication at large.	
OT 818 Documentation (online)	This course introduces professional communication and effective documentation of occupational therapy services in a variety of settings.	1
Total Fall I Credits		14
Spring-1-2021		
OT 812 Foundations of Neuroscience	The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Lectures include neuroanatomy; development of the nervous system; the function of central, peripheral, limbic, and autonomic nervous systems; motor control; sensation (vision, hearing, vestibular, somatosensation); and cognition. Laboratory sessions are focused on exploring human brains and an introduction to neurological assessments used in occupational therapy practice.	3
OT 814 Mental Health & Wellness	This course provides students with an overview of the principles of psychiatry and an introductory approach to psychiatric and psychological evaluation and treatment of individuals with psychiatric diagnoses across the lifespan. Students gain an understanding of the healthcare team and wellness approaches as it applies to institutional and community based mental health services. Case studies are used for immediate application of concepts learned and may include topics such as DSM V and ICF classification systems as it pertains to the psychopathology of function; Disorders, of Infancy, Childhood and Adolescence; Delirium, Dementia, Cognitive Impairments, Mood, Anxiety Personality and other disorders; Schizophrenia and other Psychotic Disorders, Substance-related disorders, and Psychopharmacology. Students learn when and how to use the consultative process with groups, programs, organizations, and communities. Students will discuss and justify the varied roles of the occupational therapist. The synchronized Level 1 fieldwork experience (OT 826) also affords the students the opportunity to deepen their understanding of mental health practice through clinical evaluations and observations.	4

OT 816 Group Dynamics in MH	<p>Teams, social systems, interdepartmental and intradepartmental relationships are a critical part of the healthcare delivery process. This course includes lecture and training in the use of groups in OT treatment. A combination lecture/discussion and training will be used to explore concepts and theories of group formation, development, and structure and their application within the context of occupational therapy.</p> <p>Through small group activities, reflection papers and training in the use of task and developmental groups in OT treatment, emphasis is placed upon self-reflection, experiential, and collaborative learning. Students learn to employ constructive feedback to modify and enhance their ability to function as group members/leaders. This course reflects the professional component of the curriculum by affording students the opportunity to analyze and apply theories of group dynamics and current literature regarding the use of groups in occupational therapy. Students will learn to appreciate the process and meaning of groups through personal experience, class, discussion, and written assignments.</p> <p><i>Blocked 2-day inter-professional simulation will occur as part of PAS 607 seminar addressing roles & responsibilities.</i></p>	3
OT 842 Technology in Occupational Therapy	<p>Assistive technology devices and services have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily activities. This course will focus on learning about the various types of assistive technology devices and services including but not limited to the following: evaluation and assessment, selection and training, procurement, legislation, and funding. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues encountered by persons with disabilities.</p>	3
OT 822 Inquiry and EBP 1	<p>In this course, students learn the foundations of research, evidence-based practice (EBP), and scholarly inquiry. Topics include developing questions for inquiry, searching databases, <u>reading</u> and analyzing evidence, synthesizing literature using American Psychological Association (APA) guidelines, and applying the outcomes of an EBP project to practice. Students will begin to develop ideas for capstone project based on area of interest utilizing resources available such as mentor, self- inquiry, and guest lecturers.</p>	3
OT 826 <i>Fieldwork Level I – MH</i>	<p>Students will complete a level I fieldwork experience in a mental health practice setting and will participate in reflection and discussion about their on-site experience in connection with the OT 814 course. <i>This course is Pass/Fail.</i></p>	1
<i>Total Spring I Credits</i>		17

Summer 1-2021		
OT 828 OT in Adults and Geriatrics	This course focuses on the knowledge and resources needed for effective clinical reasoning about occupation-based evaluation and intervention and on developing an understanding of contextual variables influencing occupational performance and participation in adult and older adult populations. The OTPF and ICF are used as the basis for understanding how healthcare context influences service delivery as well as how age-related changes and illness experiences influence a person's ability to successfully participate in meaningful life activities. Topics covered include diagnostic conditions and disorders, practice contexts/environments, models and theories of practice, research evidence, healthcare/education regulations and policies, and interdisciplinary practitioner roles. Content is applied particularly to individuals living with long-term conditions who are most likely to benefit from occupational therapy interventions. A high level of self-directed learning is expected.	4
OT 830 Occupational Performance Evaluation & Assessment	This course uses a case-based approach to integrate knowledge of contemporary occupational therapy theory and practice to multiple medical and rehabilitation service delivery models. Cases will include increasingly complex physical, psychological, and contextual barriers to occupational performance for adults and older adults with physical disabilities. A significant emphasis is placed on evaluation, intervention, planning, and documentation. Evidenced-based practice and ethical decision-making are emphasized throughout the course. <i>Blocked 2-day inter-professional simulation will occur as part of PAS 623 seminar addressing inter-professional communication.</i>	4
OT 836 Inquiry & EBP II	This second course in the evidence-based practice sequence focuses on the critical analysis of qualitative/quantitative methods in research. The purposes of this course is twofold: One, provide training in field methods engaging in research, in particular "Clinical Practice," with emphasis on such research methods as participant-observation, intensive interview, content analysis, and oral history, survey use, among others. Two, establish a forum to direct student work and creative energies towards social, justice, environmental, and political issues in occupational therapy practice at large. This approach allows the student/scholar to discover "communities," create channels of communication, find ways of continual engagement and project development, and bring knowledge beyond the immediate workings of the community and into the realm of culture. The place of these kinds of techniques in social research, as well as the issues raised by them, will be considered. Students will participate in a research project using one or more of the methods discussed. Students will participate in	3

	faculty led group research projects using one or more of the methods discussed. Students will further develop project ideas in regards to methodology and design.	
OT 838 Professional Reasoning	This course provides students with an introduction to the fundamental concepts of professional reasoning and critical inquiry as the basis for professional and interdisciplinary decision-making. Students will examine current theories of professional reasoning, explore assumptions that influence everyday decision-making and develop an attitude of inquiry. Using readings, discussion, lecture and reflective activities, students will learn how therapists reason in practice and begin to apply these skills to practice.	2
OT 840 Fieldwork Level I -Adults	Students will complete a fieldwork experience in a community-based program/agency or an occupational therapy setting. Students will also participate in weekly reflection and discussion about their on-site experiences embedded in the OT 828 course. <i>This course is Pass/Fail.</i>	1
Total Summer I Credits		14
Fall 2-2021		
OT 852 OT in Pediatrics and Youth	The focus of this course is on the foundations of occupational therapy services for children, youth, and their families in various settings and models of service delivery. You will learn about evidence-based theories, models and frames of reference; development of skills for occupational performance; pediatric OT process and beginning tools for assessment; policies and legislation influencing practice; primary conditions encountered; and the roles of the occupational therapist in pediatric practice.	4
OT 854 Occupational Performance, Evaluation, & Assessment Peds/Youth	This course will apply occupational therapy screening, assessment, and intervention process for children and youth participating in medical, educational, and community contexts. <i>Blocked 2-day inter-professional simulation will occur as part of PAS 625 seminar addressing teams & teamwork. Students will complete online Teamstepps as part of class requirements</i>	4
OT 862 Fieldwork Level I – Peds	Students will complete a fieldwork experience in a community-based program/agency or an occupational therapy setting. Students will also participate in weekly reflection and discussion about their on-site experiences embedded in the OT 852 course. <i>This course is Pass/Fail.</i>	1
Total Fall II Credits		9
Spring 2-2022		
OT 866 Fieldwork Level II- A	The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education	6

Adults or Pediatrics	(ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry-level practice. This course entails supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. <i>This course is Pass/Fail.</i>	
Total Spring II Credits		6
Summer 2-2022		
OT 848 Ethics in OT Practice	This course focuses on ethics, trends, and issues in occupational therapy research, practice, and education. Emphasis is on identifying and resolving ethical issues while recognizing and responding to trends in the environment as they relate to service delivery models, health policy, <u>credentialing</u> and specialization in occupational therapy.	2
OT 844 Orthotics/Physical Agent Modalities as occupational interventions	Orthotics/Physical Agent Modalities as Occupational Interventions is a lecture and laboratory course that provides a supervised learning experience in the fabrication of orthoses and their application as a preparatory method to enhance occupational performance and participation. This lecture and laboratory course also provides a supervised learning experience in the theory, <u>application</u> and physical agent modalities as preparatory tools for enhancing occupational performance.	3
OT 856 Management in Health Care	The principles of management in the provision of occupational therapy services will be considered in depth, including the principles of organizing, planning, directing, controlling, <u>budgeting</u> and communicating. A variety of systems and models will be examined in relation to the marketing and delivery of occupational therapy services, including medical, community, <u>education</u> and social models. <i>Blocked 2-day inter-professional simulation will occur as part of PAS 630 seminar addressing ethics, law & social justice to occur on campus upon completion of FW.</i>	3
OT 834 Contextual Population Health, Disparities & Factors	Students will explore the reasons underlying contextual population health and disparities in health and health care in addition to identifying what can be done to address them. <u>Contextual population health</u> are external environmental factors that may impact health such as education, economics, employment, and access to public health. Students will discuss contextual population health and the impact it can have in rural and lower socioeconomic regions; and how occupational therapy	3

	<p>services can address the contextual population health in these environments through skilled intervention.</p> <p><u>Disparities</u> in health care may arise from (1) differences in access to health care and (2) differences in the quality of health care received.</p> <p>Students will explore the impact of:</p> <p>(1) Timely use of personal health services to achieve the best health outcomes or health care access which, can be assessed using measures of:</p> <ul style="list-style-type: none"> (a) Entry into the health care system. (b) Structural barriers (e.g., transportation, ability to schedule appointments, specialist referrals). (c) Patient's perceptions (e.g., patient-provider communication and relationships, cultural competency, health literacy, and health information), and d) health care utilization (i.e., routine, acute, and chronic care, and avoidable hospital admissions). <p>Aspects of quality of care that could result in health disparities include the following: Effectiveness: care based on scientific knowledge, as provided to all patients who could benefit and not provided to patients unlikely to benefit. Safety: care that avoids injuring patients through care intended to benefit them.</p> <p>Timeliness: care that reduces delays in the use of care.</p> <p>Patient Centeredness: care that is respectful and responsive to the individual needs, preferences, and values of patients. Equity: care that encompasses the need for health care systems to provide care that does not vary in quality because of personal characteristics (such as gender, ethnicity, geographic location and socioeconomic status). Racial and ethnic bias, and stereotyping by health care providers are thought to make significant contributions to health care disparities (Physicians for Human Rights, 2003). Cultural competency training at all levels of curriculum and training programs can play an important role in eliminating racial and ethnic bias, and stereotyping by health care providers</p>	
Total Summer II Credits		11
Fall-3-2022		
OT 873 Fieldwork Level II - B Adults or Pediatrics	<p>The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry-level practice. This course entails supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist,</p>	6

	as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. <i>This course is Pass/Fail</i>	
<i>Total Fall III Credits</i>		6

Academic Standards

Overview

One of the overarching goals of the Pfeiffer University MSOT is to educate servant leaders who will successfully demonstrate entry-level mastery of the Competencies of Occupational Therapy Practice. To ensure that students are successfully achieving the expected competencies; they will be formally and frequently evaluated using a variety of assessment tools.

The program has developed this policy to provide appropriate guidance and feedback to those students who struggle to meet established instructional objectives and expected competencies. This policy guides administrative decisions and procedures regarding student progress, remediation and deceleration. All academic plans concerning student progress, remediation and deceleration will be individualized and implemented when deficiencies are identified.

Progression in the Program

Progression and continuance in the Pfeiffer University MSOT is not only based on scholastic achievement, but also professional performance and the ability to meet all requirements of the program.

All students must:

- Successfully complete each required course/rotation with a grade of 76.5% or higher and maintain an overall GPA of 3.0.
- Successfully complete all examinations (written, practical, oral, simulation, and OSCEs) with a 76.5% or higher.
- Comply with program standards of attendance, conduct and guidelines for ethical conduct.
 - a. Adhering to Pfeiffer University's Policies, which include the Honor Code and student responsibilities as outlined in Pfeiffer's policies and procedures for all Pfeiffer students.
 - b. Adhering to Occupational Therapy Code of Ethics

Clinical Phase Performance Evaluation

In order to progress to the clinical phase of the program, the student must pass each element of the preceding coursework with a 76.5%.

- Multiple choice question examination which follows the NBCOT topic and task blueprint
- Perform one complete occupational profile and evaluation with written submission
- Perform one focused OSCE with written SOAP note
 - Focused Occupational Profile

- Focused Evaluation
- Perform appropriate evaluations
- Differential Diagnosis
- Treatment plan
- Follow-up and/or referral

Remediation of the Clinical Phase Performance Evaluation

If a student fails to score a 76.5% in any element of the CPPE:

- The student will meet with their faculty advisor to review areas of weakness and deficiency.
- An individualized remediation plan will be formulated.
- The student will be re-evaluated one week after the original CPPE was administered.

Failure to score a 76.5% in the second CPPE the student will be referred to the Academic Performance and Professional Review Committee (APPRC) to determine an individualized remediation plan, which may include a five (5) week deceleration with a prescribed plan of study. This may result in a delay in the student's completion of the program and graduation.

Degree Completion

All students must:

- Successfully complete each required course/fieldwork with a grade of 76.5% or higher and maintain an overall GPA 3.0.
- Successful completion of the MSOT Capstone Project.
- Comply with program standards of conduct and guidelines for ethical conduct.
- Successfully complete each element of the Summative Evaluation with a grade of 76.5% or higher.

Time to Completion

Currently enrolled MSOT students are expected to complete all curricular components in twenty-eight consecutive months, and in the prescribed sequence.

Deceleration **MAY ONLY** be offered to a student:

- Due to poor academic and/or professional performance.
- Upon recommendation of the Academic and Professional Performance Review committee
- For a maximum of 12 months Please see Deceleration Policy below.

General Considerations

All students in the Pfeiffer University MSOT program will be classified as one of the following five states of academic standing:

- Good Academic Standing
- Academic Probation Level I
- Academic Probation Level II
- Academic Separation
- Academic Dismissal

Each student will start the academic phase of the program in “Good Academic Standing”. A score of <76.5% on any assessment is considered a failing grade for the assessment.

Academic plans concerning remediation will be tailored to each student and may include but is not limited to obtaining instructor verification confirming 100% attendance of classes, writing a reflective summary of covered concepts after each class, completing additional assignment(s) on select topics, attending instructor supplemental/tutoring sessions for specific courses and/or topics.

Definitions

Good Academic Standing

- The student has successfully passed all assessments with 76.5% or greater
- All students will meet with their assigned academic advisor at the midpoint of each semester.
- Professional performance has been met, with no documented issues.

Academic Probation Standing Level I (low risk)

- **Low risk:** scoring 74-76.4% in any assessment. Documentation of 2 noncompliance with program standards (attendance, conduct, or guidelines). Risk level will be determined after each assessment.
 - a. Low risk students will be placed on “Academic Probation Level I”.
 - b. The Course Director notifies the student’s academic advisor, and the Program Director.
 - c. Course Director will formulate, document and implement an individualized academic plan that facilitates student success in achieving the instructional objectives and expected course competencies.
 - d. The student will review and sign a commitment statement stating that the student is fully committed to completing all components of the individualized academic plan, to attending mandatory monthly meetings with the Course Director, and that all questions and concerns were addressed.
 - e. The student will be referred to the Graduate Student Success Center for additional guidance and advisement.
 - f. Upon successful completion of all the components of the individualized academic plan, the student will revert to Good Academic Standing.

Academic Probation Level II (high risk)

- **High risk** scoring less than 74% in any assessment. Documentation of 3 or more noncompliance with program standards (attendance, conduct, or guidelines). Risk level will be determined after each assessment.
 - a. High-risk students will be placed on “Academic Probation Level II”.
 - b. The Course Director notifies the student’s academic advisor and the Program Director.
 - c. Course Director will formulate, document and implement an individualized academic plan that facilitates student success in achieving the instructional objectives and expected course competencies.
 - d. The student will review and sign a commitment statement stating that the student is fully committed to completing all components of the individualized academic plan, to attending mandatory weekly or biweekly meetings with the Course Director, and that all questions and concerns were addressed.
 - e. The student will be referred to the Graduate Student Success Center for additional guidance and advisement.
 - f. Upon successful completion of all the components of the individualized academic plan, the student will revert to Good Academic Standing.

Academic Separation

- **Academic Separation** is defined as failure of one course.
 - a. The Course Director notifies the student’s academic advisor, the Program Director.
 - b. The faculty will review the student’s course documents confirming failure of the course.
 - c. The Program Director will then authorize Academic Separation and notify the Dean of the Division of Applied Health Sciences.
 - d. The student will then enter the Deceleration Process (Please see Deceleration Policy).

Academic Dismissal

- **Academic Dismissal** is defined as failure of two courses.
 - a. Students who fail two courses in the academic phase will be dismissed from the program.
 - b. The faculty will review the student’s course documents confirming failure of the courses.
 - c. The Program Director will then authorize Academic Dismissal and notify the Dean of the Division of Applied Health Sciences.
 - d. If there is continued interest in the program, the student must re-apply and go through the entire admissions process.

Deceleration Policy

- Definition
 - a. The loss of a student from the entering cohort, who remains matriculated in the MSOT program.
- Procedure
 - a. All students that are placed on Academic Separation will be offered a one-time opportunity to reenter at the point of the failed course.

- b. The student has five business days from the date the final course grade is posted to submit their written acceptance of the one-time offer for deceleration to the Program Director via e-mail.
- c. The student will receive a written response from the Program Director acknowledging the student's acceptance into deceleration.
- d. An individualized academic plan of remediation will be discussed and implemented with the student as indicated.
- e. In order to be re-instated in the program the student must demonstrate competency in the knowledge and skills of all courses that were completed successfully.
- f. Reentry Requirements:
 1. Because interruption of the educational process does not promote nor ensure currency of the knowledge needed to prepare the student to reenter at the point of the failed course, competency (covering the semester of the failed course and all prior semesters) must be proven by two examinations: a written and a clinical skills examination given the semester prior to the point of the failed course.
 2. Competency must be demonstrated with a minimum of a 76.5% on the written examination **and** a minimum of 76.5% on the clinical skills examination in order to be permitted to reenter and progress to the next semester.
 3. The objectives for both examinations will be the same as those presented during the academic year. The faculty will arrange the dates for both the written and clinical examinations.
 4. Upon successful completion of **each** examination the student will reenter at the point of the failed course
 5. The failed course must be successfully repeated (the next semester it is offered) with a minimum of a 76.5% in order to progress to the next semester.
 6. The student must audit all the courses that are offered in the semester that the failed course is offered.
 7. Failure to successfully complete all re-entry requirements listed above will result in dismissal from the Program.

Refund Policy

If a student withdraws or is separated from the Pfeiffer University MSOT program for any reason other than a disability once the semester has started, a credit for fees charged is given on the following basis:

Days Attended	Refund Rate
Day 0-Day5	90%
Day 6-Day 10	60%
After Day 10	0%

Refunds and Financial Aid

Federal regulations governing Title IV financial aid programs require that the Office of Financial Aid
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determine the amount of the refund that must be paid back to the financial aid programs if the student received aid for educational expenses. Therefore, some or all of a student's credit may be allocated to financial aid programs and not refunded to the student. For more information please contact the Office of Financial Aid at financial.aid@pfeiffer.edu

Students are expected to adhere to the following policies, and those delineated in the Pfeiffer Student Handbook, the University and Graduate School Catalogs regarding behavioral expectations.

Grading System

The Occupational Therapy Department uses a 100-point grading scale. A 3.0 GPA is required for graduation.

A	100-90	Commendable
B	89-80	Average
C	79-70	Marginal
F	69-below	Failure
P		Passing
I		Incomplete
IP		In Progress (Grade Pending)
W		Withdrawal

Incomplete Grades

Instructors may grant a student a grade of Incomplete (I) in situations such as illness or exceptional circumstances beyond the student's control that may prevent the student from completing the course requirements. Incompletes are not granted when a student's performance has been unacceptable throughout the semester. If a student receives a grade of Incomplete, a learning contract or remediation plan must be established with the student. The learning contract or plan should identify the student's demographic information, course prefix & name, and the semester and year, the course was taught. The reason for the incomplete grade, the work to be completed to change the grade, and the deadline in which work should be completed must be stated. The student, faculty member, and department chairperson must sign the contract/plan. A copy will be given to the student and kept in the student's record. Students missing the deadline for assignments without prior approval will receive a zero "0" for the assignment, and this score will be averaged into the overall grade.

It is Pfeiffer's policy that course work reported "Incomplete" must be completed within the student's next term of enrollment, not to exceed a year. Grade will default to "F" if the "I" is not resolved. Extension past this period must be approved by the program, and Office of the Registrar. Once the coursework or requirements are completed, faculty must complete a change of grade form and submit to the Registrar's Office.

Exams

Students should make every effort to take exams when scheduled. In case of an emergency, documentation must be provided to the instructor and students should initiate contact with the instructor to discuss missed exams. Makeup exams are at the discretion of the faculty. Various methods of student assessment will be employed including competency-based evaluation and competency based skilled experiences. Students are expected to pass all competency-based testing. In courses with a competency-based skills lab, the testing carries a numerical value defined by the instructor and the program. Competency items related to safety precautions and contraindications in treatment courses must be passed at higher degree of accuracy in order to pass the competency. Specifications will be communicated to students in the related courses.

The university has pre-determined dates reserved for final examinations. Unless preapproved, **all students are expected to be available and to refrain from scheduling other activities during this time.** For your convenience, a final examination schedule for OT courses taught each semester might be provided. **However, unforeseen circumstances do occur such as illness, computer issues and change in university events that may necessitate rescheduling. For this reason, you should avoid scheduling conflicting activities during this timeframe until all exams are completed.** Exam dates are located on the University calendar.

1. A student must keep in mind that Level II fieldwork must be completed within 18 months after completion of academic coursework.
2. A student may appeal dismissal or delay of graduation decisions by following the University and department's grievance policy and procedures. Refer to: <http://www.pfeiffer.edu/state-authorization>

Attendance

- Attendance and timeliness are mandatory in class and class-related activities. Students are expected to be on time to class, fieldwork, and all related events, and to return from breaks in a timely manner.
- Attendance and Timeliness is a demonstration of professional behavior and conduct, which affects all members of the healthcare team, including fellow students and patients. Any absence from lectures, labs, or clinical rotation may have a direct impact on student performance, the broad-spectrum clinical experience, evaluation of professionalism, overall grade, and the successful completion of the clinical rotation.
- The only acceptable excuses for absence will be an illness requiring a physician's care; a death in the family; or a University, School, or Departmental sanctioned activity, which is approved by the instructor. In order for these types of absences to be excused, prior notification to each instructor of classes to be missed is required. Student emergencies require notification of the instructor on the day the student misses. Documented proof of the emergency must be presented to the instructor(s)

upon the student's return. Any unexcused absences or tardy occurrences will be subject to a mandatory meeting with the course director and or advisor, with possible documentation and write-up consequences.

- In case of inclement weather, students are required to check Pfeiffer's website and local news listings for information regarding campus closing. In these instances, course work may be able to continue with online access. Faculty will notify students.

Assignments

- Many types of instructional media, including videotaping, will be used to teach courses. Courses may have a web-enhancement through Blackboard, which will have a variety of informational units as well as possible quizzes, assignments, and other resources available. There are numerous study supports available for students via electronic resources, textbooks, e-books and the Library.
- Assignments are to be computer-generated, typed in at least 12-point font, Times New Roman or Arial, and doubled spaced, unless otherwise indicated by the course instructor. Computer difficulties are not accepted as an excuse for late assignments.
- All assignments are to be completed on time and according to instructions. Students' name and the date should appear on all assignments. If an assignment is late, points will be deducted for each day the assignment is late. Inability to turn in an assignment on time will require consultation with the instructor. Students missing for assignments without prior approval will receive a zero "0" for the assignment, and this score will be averaged into the overall grade.
- American Psychological Association (APA) format for documentation in all written assignments is required.
- Reading assignments are to be read according to the date listed in the syllabi in preparation for class.
- Make up arrangements for missed class work is at the discretion of the instructor unless otherwise required by University policy.
- Students must keep copies of all written assignments.

Assignments-APA Guidelines

All submitted work must adhere to the American Psychological Association guidelines for style and formatting. Students are required to purchase the most current edition of the APA Manual upon entering the Occupational Therapy program at Pfeiffer. They can also access APA Information through electronic resources. Assignments that do not adhere to APA guidelines will be rejected as incomplete and penalized accordingly.

Participation

- Participation is required in all classroom and learning activities.
- Participation will be evaluated as part of the overall course grade.
- Successful participation includes completing preparatory reading assignments, contributing to class discussions and group projects, and providing professional and courteous critique or feedback of other students' work.
- Successful participation may also include school- or community-based learning activities such as preparatory, review, and feedback sessions; workshops; fieldtrips; or study/project groups.

- Professional performance is considered synonymous with participation expectations, and it is expected that the student-student and student-professor interactions adhere to the Pfeiffer policies and procedures as well as the Occupational Therapy Code of Conduct.

Students are responsible for monitoring their own progress.

Summary of the Remediation Policy for OT Master's Courses

Good Academic Standing	Strategy	Duration of Academic Standing
<ul style="list-style-type: none"> No failing grades. Meets all expected competencies and professionalism in all the academic and clinical courses 	<ul style="list-style-type: none"> No remediation needed 	N/A
Academic Probation Standing Level I	Strategy	Duration of Academic Standing
<ul style="list-style-type: none"> Scoring between 74-76.5% on any assessment Documented noncompliance with attendance, conduct, or guidelines (2) 	<ul style="list-style-type: none"> Referral to Graduate Student Success Center Formulation of individualized academic plan Mandatory monthly meeting with Course Director where remediation was necessary Mandatory monthly meeting with Academic Advisor 	<ul style="list-style-type: none"> Upon successful completion of the course in question the established MSOT Academic and Professional Performance Review Committee will review all remediation documents and make recommendations regarding the student's academic standing
Academic Probation Standing Level II	Strategy	Duration of Academic Standing
<ul style="list-style-type: none"> Scoring <74% in any assessment Documented noncompliance with attendance, conduct, or guidelines (3 or more) 	<ul style="list-style-type: none"> Referral to Graduate Student Success Center Formulation of individualized academic plan Mandatory weekly or bi-weekly meeting with Course Director where remediation was necessary Mandatory monthly meeting with Academic Advisor 	<ul style="list-style-type: none"> Upon successful completion of the course in question the established MSOT Academic and Professional Performance Review Committee will review all remediation documents and make recommendations regarding the student's academic standing

Academic Separation Standing	Strategy	Duration of Academic Standing
<ul style="list-style-type: none"> Student fails one course 	<ul style="list-style-type: none"> The student will be removed from the current cohort An individualized academic plan of remediation will be discussed with the student In order to be re-instated in the cohort, the student must demonstrate competency in the knowledge and skills of the courses that were completed successfully through a variety of assessment tools This assessment will be administered towards the end of the semester prior to the semester when the failed course is offered within the course sequence of the program. 	<ul style="list-style-type: none"> The student must wait until the failed course is offered within the course sequence of the program.
Academic Dismissal	Strategy	Duration of Academic Standing
<ul style="list-style-type: none"> Fails two courses 	<ul style="list-style-type: none"> The student will be dismissed from the program. 	<p>If there is continued interest in the program; the student must re-apply and go through the entire admissions process.</p>

Academic and Professional Performance Review Committee

The Pfeiffer University MSOT Program has established a fair and formal process for taking any action that may affect the status of any MSOT student who does not meet the established standards of academic and professionalism performance. The process is generally positive in approach and committed to supporting students in the successful completion of the course study required by the program. Elements essential to the effectiveness of the process include but are not limited to: timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the MSOT student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

The Academic Performance and Professionalism Review Committee (APPRC) consists of appointed faculty charged with the responsibility of systematically reviewing the academic performance and

professional behaviors of each MSOT student, in order to make appropriate recommendations to the Program Director regarding graduation, progression, deceleration, remediation, academic probation, dismissal and readmission. The committee, in consultation with course directors, will also participate directly in the placement of students on probation and in the design remediation for deficiencies.

Additionally, the APPRC serves to ensure that the policies outlined in all program policy manuals (including this document) are applied in a fair and equitable manner to all students. However, claims of discrimination, including retaliation, and sexual harassment should be submitted to the Pfeiffer University Office of Academic Affairs by the student.

All members are appointed by the Program Director.

Continuity

The MSOT program has an established APPRC for each cohort of students.

Requirements for Quorum and Adoptive Action for the Committee

- A quorum for any regular or called meeting of the committee shall be defined as more than half of the voting members.
- All actions of the committee require a simple majority vote of those voting members in attendance.
- In extenuating circumstances only, a voting member who is unable to attend an APPRC meeting or who must recuse himself or herself from voting may delegate a proxy from among the non-voting members. If the committee chair is unable to attend, he/she will designate an acting chair for that meeting only.

Confidentiality

All deliberations and proceedings of the APPRC are confidential. Except as specified in this policy, the meetings are closed to persons other than individuals specifically authorized by the Program Director. Faculty must be apprised of the confidential nature of the information.

Evaluation Process

Ongoing Review

END OF SEMESTER

- The APPRC will meet following the completion of each semester to review the academic progress of each student. The committee will verify and validate that students are achieving the learning outcomes and expected competencies and will move on to the next semester based on Student Progression Reports prepared by the Occupational Therapy Department committee members. The committee, in, will review recommended action plans for students whose academic or professionalism performance warrants intervention.

PROGRESSION FROM ACADEMIC TO CLINICAL PHASE

The Occupational Therapy Department committee members will meet following the completion of the academic phase to review the academic progress of each student and determine progression to the clinical phase. The committee will verify and validate that students have demonstrated the learning outcomes and expected competencies based on Student Progression Reports prepared by the faculty.

GRADUATION

- The Occupational Therapy Department committee members will meet following the completion of the coursework to verify and validate successful completion of all components of the program and recommend student for graduation. The committee will confirm that students have demonstrated the learning outcomes and expected competencies based on Student Progression Reports prepared by the faculty.

Hearing and appeals

HEARING PROCEDURE

INFORMATION GATHERING

In the event that a matter is referred to the APPRC for evaluation and recommendation, the APPRC has the authority to gather information concerning the matter to assist with its deliberation and evaluation of the matter in the context of the student's academic performance and overall professionalism. The APPRC may convene meetings for any purpose including assisting with preparation for the APPRC hearing.

Meeting with Student and Confidentiality

All student meetings are conducted in private. During the meeting with the student, the student is advised of the information that forms the basis of the inquiry or allegation; the student then has an opportunity to respond to the information presented. The student may have an individual present to provide support and advice; however, that individual may only advise the student and may not address the APPRC member(s) directly or examine or cross-examine witnesses. The student does not have the right to be represented by an attorney, and no attorney shall be permitted to attend the meeting on the student's behalf or in any other capacity. The APPRC allows witnesses to the incident, if any, to present pertinent information at the meeting with the student. The chair has the authority to exclude witnesses who provide redundant or duplicative information. Character witnesses shall not be permitted to testify at hearings. If witnesses make presentations at any hearing, the student shall be entitled to pose relevant questions to such witnesses. The APPRC considers the information it has gathered and any additional information provided by the student and makes written findings of fact and recommendations based upon its assessment of the information presented. Such findings and recommendations shall be provided to the program director within 10 business days of the conclusion of the hearing.

Quorum and Voting

A quorum consists of at least three voting members of the APPRC. A recommendation is adopted when approved by a simple majority of the members present. A recommendation to expel a student from the MSOT program must be approved by majority of the entire APPRC.

Record of Hearing

Written decisions serve as the official records of a hearing.

MSOT Student Evaluation and Promotion Committee Recommendations.

The APPRC makes one or more of the following recommendations regarding the disposition of a matter of professional fitness considered by the Committee:

- Find that the matter does not warrant action;
- Issue a written reprimand or warning;
- Allow the student to repeat or otherwise remediate academic deficiencies;
- Allow the student to continue on a modified academic schedule;
- Refer the student for counseling or psychological evaluation;
- Place the student on probation with such conditions as deemed appropriate;
- Suspend the student or place the student on leave of absence for a specified time or until specific conditions are met;
- Suspend the student for a period of time;
- Expel the student.

The APPRC may recommend to the program director removal of a student's probation once the student has fulfilled the conditions of probation.

Responsibilities of the Program Director

The APPRC's recommended action steps are reviewed by the program director for, among other things, logistical viability (faculty workload, support services, etc.). The Program Director either accepts, amends, or rejects the plan. The APPRC findings and recommendations with modifications, if any, are sent to the affected student within five business days of the Program Director's receipt of the APPRC's written report notifying the student of the proposed findings and recommendations. A student may schedule an appointment with the Program Director to discuss the proposed findings and recommendations prior to the Program Director making them final. The appointment must be requested in writing and received by the Program Director no more than three business days after the student receives written notification of the proposed findings and recommendations by the APPRC. If a meeting is requested, it will take place promptly. Within 5 days of the meeting between the Program Director and the affected student or within 8 days of notice to the student if no meeting is requested, the program director finalizes the written findings and recommendations and provides notice to the student of the same and forwards the written findings and recommendations to the Dean of the Division of Applied Health Sciences for review. The Dean reviews the findings and recommendations and affirms or amends the findings and recommendations. Once the Dean has affirmed or amended the Program Director's findings and recommendations, the student is notified by the Program Director.

Student Appeals

A decision of the Dean of the Division of Applied Health Sciences may be appealed for the following reasons:

- There has been a violation of the student's due process rights as outlined in the hearing procedures above;
- The severity of the sanction is not justified by the nature of the misconduct;

- New, relevant information not available during the earlier proceedings is made available, and the new information could have substantially affected the outcome of the hearing.

The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of the Provost within 14 calendar days of the date of receipt of the Dean's decision. The provost, or a designee, shall review the appeal and the record of the formal hearing and issue a decision. The decision of the Office of the Provost is final agency action.

Referrals for Counseling

The Pfeiffer University MSOT program considers the wellness of its students of utmost importance. Therefore, the program has developed the following policy in order to address students facing personal issues that may influence their progress in the program

An appropriate and timely referral to the Academic and Professional Review Committee (APPRC) as soon as the MSOT Program Director, and instructional faculty have knowledge of a student facing personal issues that may impact their progress in the program. The APPRC may recommend a student to receive professional care for a variety of problems (e.g. emotional, addictive or psychiatric disorders).

The program has partnered with Monarch Behavioral Health Services located at 350 Pee Dee Ave., Ste. A, Albemarle, NC 28001 who has agreed to provide behavioral health services regardless of the student's insurance status.

If a student is directed to seek these services, the student has a choice of choosing resources recommended by the university or other resources arranged by the student him/herself.

Verification that the student has received these services may be required. In addition, the APPRC may require that the student have his/her counselor/physician submit information and/or recommendation to the committee chair relating to the student's academic program.

If a student is directed to arrange for such services, but does not do so, the APPRC may evaluate the student's professional attitudes.

Grade Appeal

If a student believes an error has been made regarding a course grade, he/she should contact the faculty course director immediately after the grade is posted to set up a meeting to discuss the grade. It is the student's responsibility to demonstrate that the appeal has merit therefore, the student should bring to the meeting any evidence that the grade was assigned in an erroneously.

At the meeting, the professor will:

1. Review the evidence the student has submitted.
2. Present any of the student's work that remains in the Course Director's possession (e.g., papers, examinations, etc.).
3. Explain how the student's grade was determined based on the guidelines presented at the beginning of the course and in the course syllabus.

4. Recalculate the numerical computation of the grade to determine if there has been a clerical error.

If the student wishes to continue the appeal following this meeting, he or she must file a written appeal with the Program Director within one week of the meeting. If the Program Director is the professor involved, the written appeal will go to the Dean of Applied Health Sciences. The student will submit to the Program Director the Student Grade Appeal Statement Form together with copies of the course syllabus, tests, assignments, and papers in the student's possession. The Program Director will notify the Course Director, and the professor will file the Course Director Grade Appeal Statement Form with the Program Director within one week together with copies of the syllabus, assignments, and any of the student's work that remain in the Course Director's possession. The Program Director, following consultation with the Dean, will render a decision in writing regarding the grade appeal within one week. All decisions regarding course grade appeals made by the Dean of Applied Health Sciences are considered final.

Admissions Policy and Criteria

Admissions Process

Pfeiffer University, Department of Occupational Therapy, will use the Occupational Therapy Centralized Application Service (OTCAS). The admission process will include collaboration between the Graduate Admissions office and the MSOT program. Graduate Admissions will set up a database of applicants received through the OTCAS system. They will record GPA and set up the scoring formulas for the rest of the application. After the application deadline, and when applications are complete, the admissions staff will assign OT faculty including adjuncts and a member from the graduate division as reviewers for each applicant. The Graduate Record Examinations (GRE) is not required.

The reviewers will score the references, essay, and work, group interview and volunteer experience for each applicant according to the formula agreed upon by the OT program, yielding an average score in each category. The Occupational Therapy Program Director then will review each applicant for additional scoring based on feedback from the faculty and will enter the final scores on the admissions database. Interviews will be conducted using group cohort multiple mini-interviews. There will be a letter sent out for top ranking candidates who will be scheduled for the interviews. When all scores are entered, the MSOT Program Director will meet with the Graduate Admissions staff and the top candidates will be selected along with several for the waitlists. The graduate admissions office will send out acceptance and rejection letters to applicants.

Fulfillment of the admission requirements does not guarantee admission to the program given the competitiveness of the applicant pool. However, **Pfeiffer University will offer a *Guaranteed Invitation to a Group Cohort Falcon Interview* to students who plan to seek admission to the MSOT program** once finished with their bachelor's degree at Pfeiffer University (minimum GPA of 3.0 must be achieved).

Admission Requirements (A.3.1, A.3.2)

Application for the MSOT program is submitted via the **Occupational Therapy Centralized Application Service (OTCAS)** online.

Students visit the OTCAS website and select the '*participating programs*' tab. Find Pfeiffer University on the list to view the program information and requirements.

- Have baccalaureate degree (or US equivalent) completed by the Spring Semester prior to the start of the MSOT program in the fall. A degree in any area of study will be accepted.
- Have a minimum overall GPA of 3.0 on a 4.0 scale.
- All courses from all colleges/universities are used for this calculation. If a course was repeated, both grades will be used in the GPA calculation.
- GRE Scores are not required.
- All prerequisites must be completed by the spring semester before starting the program in the fall. Courses will not be able to be taken during the fall semester after the program starts. No more than two prerequisite courses can have a grade of C. See table below.
- Submit ALL official transcripts from each college/university that was attended.
- Submit an essay describing a significant experience or personal characteristic that demonstrates why you would be an effective occupational therapist. Please articulate your understanding of occupational therapy practice. The essay should consist of 700 - 1000 words.
- Three letters of recommendation from professors, therapists, and/or other professionals familiar with your knowledge, skills and achievements. One recommendation MUST be from an Occupational Therapist.
- **A minimum of 25 total hours of observation.** This requirement can be fulfilled in a combination of the following.
 - a. Direct observation in multiple settings with different clients and settings (pediatrics, adults, acute, sub-acute, LTC, etc.) totaling 25 or more hours of direct observation.
 - b. Documentation of completion of the Pfeiffer Online Learning Activities (15 hours indirect OT knowledge acquisition). In addition to 10 or more hours of direct observation.
 - c. The link to the Pfeiffer Online Learning Activity is <https://sway.office.com/HJSjhHiygNwZ6xsA?ref=Link&loc=play>
- Falcon interview will be offered to selected candidates.
- Disclaimer: Receipt of application packet does NOT grant admission to the program.
- **ACCEPTED STUDENTS:** All applicants offered a seat in the Pfeiffer University MSOT program must notify the University in writing of the decision to accept or decline by deadline indicated in offer letter and pay a \$500 non-refundable seat fee.

Pre-requisite Coursework

PREREQUISITE COURSEWORK	CREDITS
Human Anatomy & Physiology (lecture & lab)	
(if enrolled in a combined anatomy/physiology course you will need 6 semester hours)	4-6
Cultural Ideas and/or Global Perspectives	3
Any course in one of the following areas: World Religions, Gender Studies, Sociology or General Anthropology (Cultural Anthropology or Diversity in Global Context is preferred).	
One course in Lifespan OR <i>one course</i> in Human Development or <u>three</u> courses to include Childhood, Adolescent and Adult Development. <u>Or two</u> courses that cover the Lifespan of Development.	3-9
Abnormal Psychology	3
Statistics (Social science statistics OR biostatistics preferred)	3
Medical Terminology (can be an online course)	1-3
English Composition OR Technical Writing	3
Ethics OR Philosophy OR Theology	3

One course cannot be used to satisfy more than one category. Example World Religion cannot also count as Theology.

International Applicants

- Applicants who are not U.S. citizens or permanent residents must submit an [International Student Application and Certification of Finances](#), in addition to the MSOT program application. *There is no additional application fee.*
- International graduate applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS).
- A total score of 80 on the TOEFL or 6.3 overall on the IELTS is required.

The Graduate School will make the final determination regarding courses satisfying requirements.

Please note: we do not accept CLEP or AP courses for prerequisites and science courses must be four credits with labs and taken in person, not online. Prerequisite courses may be taken at your local community college or any accredited institution of higher education. These courses may be in progress at the time of application but must be completed by the spring semester prior to beginning the program.

The entire occupational therapy faculty operating as a committee of the whole will make decisions regarding revisions, rubrics, admission policies and procedures as well as final decisions on student cohorts admitted into the program.

Also experiential learning is not substituted for prerequisite coursework.

Transfer Course Credits (A.3.3)

Subject to approval and review of transcript, up to 6 hours of graduate transfer credits may be applied toward the MSOT. Graduate transfer credits will only be considered for graduate level courses completed with a grade of “B” or higher within the last five (5) years. Students wishing to substitute or transfer a course required by the Department of Occupational Therapy must submit a form requesting a transfer or substitution along with the course name and number, course description including number of credit hours and course syllabus. Faculty will review to determine if the course meets the curriculum requirement in parts or completely. Faculty reserves the right to have student test out of any section of a course that is being considered for transfer or substitution to ensure mastery of content. **Due to the nature of the curriculum, treatment courses and research courses are not eligible for transfer or substitution. Please note that work experience is not acceptable as credit or partial credit for coursework.** The MSOT Program Director must approve all course transfers and copies of the approval document will be kept with students’ admission information.

Application Process and Deadlines

The Pfeiffer University Occupational Therapy program will use the Occupational Therapy Centralized Application Service.

Deadline for submission of application is January 30th.

- Applicants must complete applications through OTCAS - Centralized Application Service for Occupational Therapy. **Note:** It is recommended that all parts of the application are completed by December 15th so that it is fully verified by OTCAS by the January 30th deadline.
- OTCAS imposes a fee for processing the application. Applicants should consult OTCAS.
- All supporting documentation must be uploaded to OTCAS including transcript information, references using the form provided in OTCAS, verification of volunteer hours, GRE Scores, personal essay, and information on personal attributes.
- The OT Department Admissions Committee will process applications one time per year after the established deadline and only those verified by OTCAS.
- For applicants offered and accepting admission, an official transcript from all colleges attended will need to be provided, one to the OT Department Admission Committee and one to the University Office of Graduate Admissions.

- A nonrefundable seat fee is required for applicants offered admission and who agree to enroll in the program. Payment should be sent to the Business Office with notation that the payment is allocated for the MSOT Program seat fee.

Selection Criteria

The MSOT Admissions Committee will review completed applications and other admission documents received by the established deadline and verified through OTCAS. Student selection is based on several factors including undergraduate cumulative and prerequisite GPA, GRE analytical score, references, personal essay, volunteer hours, and personal attributes. Those applicants that are in top tier ranking will be selected for the Falcon Interview. Applicants will be notified with directions related to date/time/format of the interview

OTCAS Address Information

OTCAS Verification Department
EST P.O. Box 9120
Watertown, MA 02471
Email: otcasinfo@otcas.org

OTCAS Customer Service Information
Phone: 617-612-2860
Monday - Friday 9AM to 5PM

General Guidelines for Student Behavior

Attending Pfeiffer University is optional and voluntary. Students are obligated to perform and behave in a manner that is consistent with the lawful mission, functions, and processes of the institution. Therefore, students may be disciplined to ensure compliance or suspended from the University community. Moreover, the University reserves the right to review the status of students accused of violating local, state, or international laws.

- Students must possess the behavioral emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, client centered, and the development of therapeutic relationships with clients.
- Students must be able to tolerate physically taxing workloads and to function effectively when under stress.
- Students must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Students must demonstrate empathy, integrity, concern for others, interpersonal skills, interest, motivation, and the ability to interact with people at all levels in a culturally diverse society.

Professionalism

The term professionalism means, "Conforming to the standards of a profession." All persons are expected to engage in behavior considered positive and suitable for the profession of occupational therapy. This is inclusive of:

- Courtesy in communication and interaction.
- A positive attitude towards all.
- Respect for the rights and property of others.

- Avoidance of disruptive behavior.
- Willingness to engage in conflict resolution when necessary.
- Adherence to the rules and regulations of the Department.
- Maintaining clean classrooms and work space.
- Confidentiality in all written and verbal communication.

The Department of Occupational Therapy MSOT faculty, students & staff are expected to adhere to the Code of Ethics and Ethics Standards established by the American Occupational Therapy Association (AOTA). The revised version of the Code of Ethics can be accessed via AOTA Website (www.aota.org); A supplemental document called the *Student Job Description* has been established by the Department of Occupational Therapy MSOT

faculty and staff and will be used in conjunction with the Code of Ethics. Faculty may use these performance standards to assist with advising students, to provide feedback on course participation, and to enhance departmental faculty- student professional relations.

Assessment of Professional Behaviors

Employing a variety of strategies, assessment and monitoring of professional behaviors occurs on a continual basis during the student's tenure with the program. Assessments may be required more frequently, and at any given time if areas of concern have been identified.

If there are areas of concern the student, with feedback from their academic advisor will formulate an individualized plan of action geared toward positive behavior modification. Plans of action may include but are not limited to referral to appropriate external resources. The student will meet with the academic advisor and the Program Director to review the plan of action and monitoring strategies.

Program-Specific Social Media Expectations

Pfeiffer University MSOT students and faculty should understand and adhere to the following guidelines and professional considerations when engaging in social media networking:

- Pfeiffer University MSOT Faculty and Staff members are not permitted to extend or accept "friend requests" to/from currently enrolled students.
- Classroom and clinical site training commitments should be respected. Students should not engage in social networking during in-class and on-site clinical time.
- The integrity of the coursework of the Pfeiffer University MSOT program, student, and classroom should be protected. Students should not share questions or answers to assignments, exams, or quizzes via social media.
- Patient privacy must be protected. Students should not share any identifiable patient or clinical information via social media. HIPAA laws apply to all social networking sites.
- Students should ensure accuracy regarding statements made about the Pfeiffer University MSOT program and its community members. Students should not provide false, intentionally inaccurate, or inflammatory comments.

- All laws governing copyright and fair use of copyrighted material must be followed.
- Students should recognize that one's professional reputation can be affected through social networking and therefore be judicious when posting content.

Student Job Description and Performance Standards

TITLE: Occupational Therapist MSOT Student.

EFFECTIVE DATE:

Job Summary

The MSOT student participates in classes, clinical fieldwork experiences, and other learning opportunities in order to learn the skills and knowledge necessary to become an entry-level MSOT prepared occupational therapist. The student works closely with other students and faculty within the department and University as well as with clients and families to assure a cohesive approach to learning about client care.

Essential Functions for the MSOT Students

Students enrolled in Pfeiffer University's MSOT program, preparing to become professionals in occupational therapy, are expected to have essential skills in addition to academic competence. These skills are related to one's ability to function as an occupational therapist and/or an occupational therapy MSOT student. While not all skills are needed across all settings, all are essential to occupational therapy practice in general. Thus, essential skills are the physical and mental abilities, skills, attitudes, and behaviors that make up the cognitive, psychomotor, and affective domains of occupational therapy practice.

The essential skills apply to classroom, laboratory, clinical/fieldwork, and professional work environments. They exist to ensure the public that the graduates of our program are prepared to become fully competent and caring occupational therapists. In order to be successful in our program, and as occupational therapy professionals, individuals must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession. Where appropriate, the individual must be able to perform all listed essential functions **with or without reasonable accommodations**.

Under the Americans with Disability Act, MSOT students with disabilities have the right to decide if they disclose their disability to the academic program and the fieldwork site. It is recommended that if you determine that you will need accommodations to fulfill the essential job functions in your fieldwork setting that this information be disclosed to the fieldwork site before you start your placement. Passing fieldwork level II is based on your ability to demonstrate entry-level competencies by the completion of the placement and you want to make sure that if accommodations are needed that they are reasonable and in place. Make sure to discuss your decision to disclose with your academic fieldwork coordinator.

Observation Skills

Observation requires the functional use of vision, hearing, and somatic sensations to observe demonstrations, audio/visual materials, and participate in lecture and laboratory experiences as required by the curriculum, necessitating functional use of the senses. A student must have visual perception, which includes depth and acuity. The student must be able to observe clients accurately during assessment and intervention and be able to obtain an appropriate medical history directly from

the client or guardian. A student must be able to observe a client accurately at a distance and nearby, noting nonverbal, as well as verbal signals.

Communication Skills

Communication includes speech, language, reading, writing and computer literacy. A student must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with clients to elicit information regarding mood and activities, as well as perceive non-verbal communications. The student must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the team providing services. This includes the effective use of interpreter services for non-English speaking clients. A student must be able to complete forms according to directions in a complete and timely fashion. The student must also have the ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching. These skills are expected to be performed in clinical, as well as in classroom and laboratory settings.

Motor/Psychomotor Skills

A student must possess sufficient motor function to obtain information from the client examination through assessment and intervention. This information may be elicited through observation, palpation, and physical facilitation and inhibition. This includes verbal prompting and physical guidance to ensure the movement and safety of the client. A student must be able to motor plan and execute movements required to provide general and therapeutic care, including the positioning and transferring of clients, and the ability to sit or stand over extended time. The student must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to clients. Motor and psychomotor skills require coordination of both gross and fine motor movement, equilibrium, and the integrated use of touch and vision. The student is required to have the manual dexterity, strength, and movement to perform tasks involving grasping, manipulating, pushing, pulling, holding, extending, rotation, and lifting.

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

To effectively solve problems, the student must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a client's history, evaluation regarding the administration and interpretation of standardized and non-standardized assessment, and other relevant data. A student must be able to provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, instructors, and professional literature in formulating evidenced-based treatment plans and interventions is essential to professional practice. The student must have the ability to use computers for searching, recording, storing, retrieving, and communicating information.

Behavioral/ Social Attributes and Professionalism

The student is expected to demonstrate attributes of empathy, integrity, concern for others, appropriate interpersonal skills, and motivation upon admission and throughout the program. The student must also possess the emotional well-being required for the full utilization of their intellectual abilities. The student is also expected to exercise good judgment for the prompt completion of all responsibilities inherent to

diagnosis and assessment and intervention, and for the development of mature, sensitive, and effective relationships with clients. A student must be able to tolerate physically and mentally taxing workloads and function effectively under stress. The student must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of clients. As a component of the student's education, he or she must demonstrate ethical behavior at all times.

Student Specific Required Behaviors

- 1) Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, clinical activities, and various testing methods.
- 2) Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat clients or patients.
- 3) Read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.
- 4) Complete readings, assignments, and other activities outside of class hours.
- 5) Apply critical thinking processes to their work for courses and fieldwork.
- 6) Exercise sound judgment in class and at fieldwork sites.
- 7) Work effectively with instructors and peers in a variety of course and clinical assignments.
- 8) Participate in fieldwork experiences, which typically require students to be present up to 40 or more hours per week on a schedule that corresponds to the operating hours of the site.
- 9) Independently gather decision-making pieces of information during client assessment activities in class or at the fieldwork site.
- 10) Perform assessment and intervention activities in class or at the clinical setting.
- 11) Sit for three to eight hours daily; stand for one to four hours continuously.
- 12) Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 50 pounds.
- 13) Occasionally carry up to 25 pounds while walking up to 50 feet.
- 14) Frequently exert 75 pounds of push/pull forces to objects for up to 50 feet and occasionally exert 150 pounds of push/pull force for this distance.
- 15) Frequently twist, bend, and stoop.
- 16) Occasionally kneel, squat, crawl, climb stools, and reach above shoulder level.
- 17) Frequently move from place to place and position to position at a speed that permit safe handling of classmates and clients.
- 18) Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a client or patient with a disability.
- 19) Climb stairs and negotiate uneven terrain.

20) Frequent uses hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.

21) Frequently coordinate cognitive, visual/perceptual activities with sensorimotor activities.

Essential Tasks for Admission, Promotion, and Graduation

The tasks listed below are essential for all students considering admittance to the OT Program, and through the duration of the program, to be recommended as a candidate for graduation. The ability to perform these tasks ensures a safe and effective classroom environment, and protection for students, clients, patients, and faculty. If a student is unable to comply with any of the following tasks, he or she should not enter the program. Failure to comply with the regulations listed below once admitted to the program may lead to dismissal.

Students Must Agree To

- 1) Follow safety procedures established for each class and clinic.
- 2) Interact with others appropriately, and as needed, for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist- client relationships.
- 3) Maintain personal appearance and hygiene conducive to classroom and clinical settings, including adhering to a professional dress code.
- 4) Demonstrate appropriate health status prior to enrollment, with annual updates on some items; no active tuberculosis; rubella (German measles) and rubeola (measles) immunity; tetanus- diphtheria booster within 10 years of anticipated graduation; and hepatitis B vaccine series or written declination.
- 5) Complete the OSHA-regulated Blood-borne Pathogen Exposure Training.
- 6) Follow standards, policies, and procedures specified in the OT Program Student Handbook, in the Affiliation Agreement (contract between university and clinical sites) and in the Handbook. The most recent copies of these documents are available for review.
- 7) Complete required training and provide proof of completion to the academic fieldwork coordinator.

Standards of Scholarship

In all work for a degree, a high level of scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively. The following state statutes (North Carolina General Statute § 14-118.2) address the issue of obtaining academic credit by fraudulent means. It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, license or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to take an examination.

Academic Standards

All students are required to follow the rules of academic honesty and demonstrate academic integrity. Students must assume responsibility for maintaining honesty in all verbal and written communications throughout their graduate education.

Academic Honesty Statement for OT

As a student in the Occupational Therapy Program, I recognize and accept personal responsibility for honesty in all of my interactions, assignments, and examinations while a member of this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a student. I pledge that I will uphold the Academic Integrity Policies of the Occupational Therapy Department and the University.

Academic Dishonesty

To compromise integrity through acts of academic dishonesty seriously jeopardizes the quality of instruction and the student's caliber of education. Dishonest acts are inclusive of

Cheating: intentionally and knowingly using unauthorized materials, information, or study aids in any academic exercise or matter

Plagiarism: intentionally and knowingly representing in any academic exercise or matter the words, work, or ideas of another as one's own.

What is Plagiarism? Plagiarism means using another's work without giving credit. You must put others' words in quotation marks and cite your source(s) and must give citations when using others' ideas, even if those ideas are paraphrased in your own words.

"Work" includes "original ideas, strategies, and research," art, graphics, computer programs, music, and other creative expressions. The work may consist of writing, charts, pictures, graphs, diagrams, data, websites, or other communication or recording media, and may include "sentences, phrases, and innovative terminology," formatting, or other representations.

The term "source" includes published works (books, magazines, newspapers, websites, plays, movies, photos, paintings, and textbooks) and unpublished sources (class lectures or notes, handouts, speeches, other students' papers, or material from a research service).

Copyright Permission: Any student who intends to quote or reproduce material beyond the limits of "fair use" from a copyrighted source should have written permission from the copyright holder. A letter should be

Sent to the copyright holder. A copy of the signed permission letter should be included in the appendix of your thesis/research project.

- ***Fabrication:*** intentionally and knowingly falsifying or inventing information or citations in an academic exercise.
- ***Facilitating Academic Dishonesty:*** intentionally and knowingly helping, or attempting to help, another to commit an act of cheating, plagiarism or fabrication.

- ***Abuse of Academic Materials:*** Intentionally or knowingly destroying, stealing, or making inaccessible.
- ***Complicity in Academic Dishonesty:*** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Progression Policy

The program faculty, faculty advisors, and the Chair monitor students' progress and academic standing regularly. Student progression is assessed through semester reviews of performance on competencies, examinations, projects, assignments, grades, and the student grade point average. In order to progress;

- Students are required to maintain a cumulative 3.0 GPA or higher in order to graduate from the program.
- Students whose cumulative GPA falls below 3.0 for one semester will be placed on academic probation for the following semester. Students must improve cumulative GPA to 3.0 by the end of the following semester in order to remain in the program.
- Students must pass all courses with a grade of "C" or higher.
- A student receiving three marginal grades of "C" will not be allowed to progress.
- Level II Fieldwork must be completed within 18 months following the completion of academic coursework. Failure of one Level II FW is allowed; a second failure will result in dismissal from the program.
- Student may fail and remediate only one Level I Fieldwork; a second failure will result in dismissal from the program.
- Students on academic or non-academic probation during the last semester of the academic coursework will not be allowed to proceed to Level II Fieldwork until this status is removed.
- A remediation plan may be required for both Level I or Level II FW, academic and non-academic, and professional behavior issues (See Remediation Guidelines under Retention Policies to aid in student progression).

Suspension and Dismissal Policy

The Department of Occupational Therapy will adhere to the Suspension and Dismissal policy as established by Pfeiffer University (Refer to Graduate program policies entitled "Suspension and Dismissal" in Graduate Catalog). Reasons for dismissing a student from the Occupational Therapy MSOT professional program are:

- Unsatisfactory performance
 - A failing course grade (U, F, 3 Marginal grades of Cs).
 - A cumulative GPA of less than 3.0 in two consecutive semesters.
 - Failing a Level I FW more than one time.
 - Failing a Level II FW more than one time.
- Behavior in direct conflict with the professional ethics as defined by the American Occupational Therapy Association – Code of Ethics and Ethics Standards (Code of Ethics document is located in the AOTA Reference Manual of Official Documents in the Department of OT, and & online at aota.org).

- Exhibiting unsafe practices, indulging in contraindications, and non-adherence to precautions in a classroom, clinical or laboratory environment related to self, clients or others.
- Violation of academic integrity such as cheating, plagiarism, and other violations of Academic Integrity policies of the Department and University.
- Failure to adhere to the policies and procedures established by Pfeiffer and the Department of Occupational Therapy.

Withdrawing from a class

Due to the sequential nature of the curriculum, students in the occupational therapy program will not be able to continue with the program if they drop or withdraw from a graduate level course in the major. Course withdrawals should be discussed with faculty and student advisor and approved by the chair.

Refund Policy

When a student withdraws or is separated from the Pfeiffer University MSOT program for any reason other than a disability once the semester has started, a credit for fees charged is given on the following basis:

Days Attended	Refund Rate
Day 0-Day5	90%
Day 6-Day 10	60%
After Day 10	0%

Refunds and Financial Aid

Federal regulations governing Title IV financial aid programs require that the Office of Financial Aid determine the amount of the refund that must be paid back to the financial aid programs if the student received aid for educational expenses. Therefore, some or all of a student's credit may be allocated to financial aid programs and not refunded to the student. For more information please contact the Office of Financial Aid at financial.aid@pfeiffer.edu

Retention Policy

Good academic standing is defined as having a cumulative GPA of 3.0 or higher; and not being on non-academic probation. Students will be notified when they are no longer in good academic standing. An **Academic Warning** is written notification to a student stating the consequences for specific behavior(s) that may be in conflict with the University or Occupational Therapy MSOT program policies. **Probation** is a predetermined period of time in which a student is allowed to redeem certain misconduct. **Academic Probation** occurs when the student is unable to maintain the minimal academic standards set forth by the University or the Department of Occupational Therapy. A student will be placed on academic probation for having a semester cumulative GPA of less than 3.0. **Non-Academic Probation** relates to specific behavior(s) that have been identified as inappropriate in a clinical, classroom or community setting. When a student is placed on probation, the conditions for remedying the situation and the probationary time must be clearly stated via a remediation plan.

*A student on **probation** in the last semester may not proceed to Level II Fieldwork until this status has been remedied.

Procedure for Academic and Non-Academic Probation

It is the responsibility of the advisor or faculty to meet with students who exhibit professional behavior issues that may lead to non-academic probation. Documentation of the behavior and meeting(s) must be in evidence. Unresolved issues may necessitate the involvement of the department's faculty and chairperson.

In instances of academic and non-academic probation, the student and the advisor/faculty member must meet to discuss and develop a written plan of action that is signed by the student, advisor/faculty and chairperson. The plan must state the issues, goals and a timeframe for correction. Recommendations to Counseling Services, and other academic resources and student services may be included to assist the student. Written notification will be provided to the student from the Program Director informing them of academic warning and academic probation status.

Remediation

Remediation is the process by which the student and program faculty develops a plan of action to intervene and address specific academic situations or professional behavior. The remediation plan must include listing of the concerns, faculty recommendations, student response, goal and action required and timeline to remediate. The student advisor should be included in the development of the plan. A faculty-student conference to go over the details of the remediation plan will be held to make certain there is understanding of what they are to do, and all parties should sign a copy of their plan in good faith. The student should receive a copy of the signed plan and a copy one should go in the student's file.

Readmission Policy

Any student who interrupts their course of study as a result of a suspension must appeal their suspension in order to be reinstated. The procedures to reapply after suspension/dismissal are listed below:

- Complete the readmission application located online and provided through the Office of Graduate Admission.
- Include a letter to the Department of OT detailing what specific action(s) has been taken to influence their academic performance should they be accepted for readmission.
- Turn in both application and letter to the Office of Graduate Admissions. This office will notify the department.
- The department contact will route the application and letter to the Admissions Committee to review the student's request.
- The committee will review readmission documents and make a final decision.
- The student will be notified of the decision through the Office of Graduate Admission.

For detailed information, refer to General Academic Regulations “Requirements for Readmission after Suspension” in Graduate Catalog.

Repeat Rule

If a course grade has resulted in termination of enrollment, and should the student be readmitted, a given course might be repeated one time only. Whenever a course is repeated, no additional hours attempted accrue, and the new grade replaces the previous grade in computing the grade point average and in the assignment of academic credit. The record of the first attempt will remain a part of the student’s permanent record and will count in the number of marginal (“C”) grades accumulated. Successfully repeating a course does not change the number of marginal (“C”) grades accumulated. Students are expected to make a grade of “B” or better on any repeated course. Enrollment will be terminated if a student receives a grade of “C”, “U” or “F” in a repeated course.

Grievances for Non-Grade Related Academic Issues

Graduate students have a right to have personal concerns and perceived unfair treatment addressed. Pfeiffer University is committed to respecting all members of the university community and providing a quality educational experience for all students. The objective of the Student Complaint Procedures is to ensure that the concerns and complaints of undergraduate or graduate students are addressed fairly and are resolved promptly. Complaints related to these procedures are usually the result of behavior that the student feels is unjust, inequitable, or creates an unnecessary hardship.

Students may file complaints if they believe a problem is not governed by other Pfeiffer grievance or appeal policies and procedures. Complaints regarding student disciplinary decisions administered by the Office of Judicial Affairs, complaints of sexual harassment administered by the Office of Equal Opportunity, or any other complaints where another University procedure could have been used for the matter being grieved may not be addressed pursuant to this procedure. The procedures set forth below may be used by grievant who are enrolled as students at Pfeiffer University at the time of the grievance. The person filing the grievance must be the alleged victim of unfair treatment. A grievance cannot be filed on behalf of another person. Students should seek to resolve the complaint with the individual or office (process) that caused the concern. If the issue is not resolved, the student should file a written complaint with the supervisor of the employee or with the office in which the concern originated and provide the necessary documentation. This process will follow University guidelines.

Procedures

Students are encouraged to seek an informal resolution of their complaint directly with the employee or individual(s) involved. Often a complaint can be resolved in this manner. However, if an informal approach is neither successful nor advisable, the student should use the following procedure:

1. The student should file a written complaint with the supervisor of the individual involved. The complaint should be initiated within 15 calendar days of the decision, action, or event(s) giving rise to the grievance. The complaint must be submitted within the same semester as the incident occurred but may be extended for 10 business days into the next semester if the 15th day falls during the summer.

2. Upon receipt of a written complaint, a conference will take place with the student and the appropriate supervisor or his or her designee.
3. The supervisor will notify appropriate persons and request any information or documentation needed to resolve the complaint.
4. The supervisor will attempt to resolve the complaint by taking the appropriate action. The supervisor will make a written record of the action taken and notify the student of the actions taken, when appropriate, or that actions have been taken to resolve the concern.
5. The student may request a review of the complaint with the next supervisor in the chain of command if he or she believes that his or her complaint has not been resolved.
6. The student and the supervisor should forward all relative documentation to each level of review.
7. The burden is on the grievant to establish by a preponderance of the evidence that the grievant has experienced an injury that would entitle the grievant to relief and that such injury is remediable.

A copy of the final decision will be filed in the office from which the decision was rendered. Each of these offices will maintain a file of written complaints and the actions taken to resolve the complaints. When possible, the final resolution (or a finding of “unresolved”) will be filed in the student’s record. Each of these offices will maintain a file of written complaints and the actions taken to resolve the complaints: <http://www.pfeiffer.edu/state-authorization>

Student Grievances and Allegations of Harassment

In compliance with federal and state laws, it is the policy of Pfeiffer University to prohibit unlawful harassment and sexual misconduct by any person and in any form.

For more information regarding the Pfeiffer University’s Student Grievance and Allegations of Harassment Policy

Title IX <http://www.pfeiffer.edu/pfeiffer-university-title-ix-policy>

Policy

Policies and Procedures for Processing Student Grievances and Allegations of Harassment 1 Policy: In compliance with federal and state laws, it is the policy of Pfeiffer University to prohibit unlawful harassment and sexual misconduct by any person and in any form. TITLE IX Pfeiffer University is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An equal opportunity employer, Pfeiffer affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Pfeiffer University prohibits sex discrimination, including sexual harassment. For student-related disability discrimination concerns, contact the disability services coordinator, 704-463-3366. For all other concerns, including any arising under Title IX, contact the director of human resources, who is also Pfeiffer’s Title IX Coordinator, 704-463-3067.

For more information regarding the Pfeiffer University’s Student Grievance (Complaints) Policy, please see:

Incident Report Policy

Incidents involving students may occur on or off campus while fulfilling requirements of the Occupational Therapy program. These incidents must be documented for protection and safety of all students, faculty, staff, members of the healthcare team, patients and or patient's caregivers. In the event of any incident where any student (academic or clinical phase) is harmed in any way, the student must immediately notify the Pfeiffer University OT program.

If the incident is following the exposure of a student to a blood, born pathogen the student should contact the Pfeiffer University MSOT Program immediately and adhere to the program's Policy and Guidelines for Exposure to Infectious and Environmental Hazards.

If a student is at a supervised clinical practice experience (SCPE) site, they should immediately inform the clinical preceptor and follow the SCPE site protocols for incident reporting. The student must also immediately inform the Pfeiffer University MSOT program Academic Fieldwork Coordinator.

All students must complete the Pfeiffer University MSOT Program Student Incident Report (Appendix A) in the event of any incident.

Graduation Policy (A.5.3)

Students must fulfill graduation requirements for both the University and the professional program. A total of 77 semester hours are needed for graduation from the MSOT program including successfully completing Level II Fieldwork. (Should student fall out of sequence, Level II FW must be completed within 18 months of completion of academic coursework in order to graduate). Pfeiffer University requires each candidate to complete an application for graduation and Plan of Study and submit these to the Office of the Registrar. An updated copy of the student transcript must accompany the application. Additional requirements may be obtained by contacting the Office of the Registrar, viewing the graduate catalog, and visiting website for Student Graduation Services.

Credentials

Students are required to take a national certification exam after completing all of their coursework, fieldwork and graduating from an accredited OT Program. This exam is given electronically several times per year and regulated by the National Board for Certification in Occupational Therapy (NBCOT). The initials OTR (Occupational Therapist Registered) may only be used after taking and successfully passing the national exam. For test preparation, the NBCOT offers online practice tests reflecting certification examination content. These practice tests are designed to give candidates exposure to the kinds of questions that appear on the actual certification examination, and to aid them in their test preparation.

The exam must be passed before a license is granted. **FELONY CONVICTION STATEMENT:** Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Individuals wishing to determine if eligible to take certification exam should contact NBCOT.

National Board for Certification in Occupational Therapy, Inc. (NBCOT)

The Eugene B. Casey Building 800 South Frederick Avenue, Suite 200

Gaithersburg, MD 20877-4150

Telephone: (301) 990-7979 Fax: (301) 869-8492

Licensure/Certification

Some states require therapists to secure licensure in order to legally practice occupational therapy. In the state of North Carolina, only graduates who have passed the National Board for the Certification of Occupational Therapy (NBCOT) examination can apply for a regular state license. A LICENSE MUST BE ISSUED BEFORE PRACTICE MAY BEGIN.

Application for regular state licensure can be obtained through the North Carolina Board of Occupational Therapy. The North Carolina State Licensure Board should be contacted for information on each state's requirements, fees, renewal processes and laws governing practice. Information concerning state licensure can be obtained through the North Carolina Board of Occupational Therapy.

Contact: North Carolina Board of Occupational Therapy

Post Office Box 2280 Raleigh, North Carolina 27602

Phone: 919-832-1380

Fax: 919-833-1059

Email: www.ncbot.org

Advisement and Academic Counseling

Faculty begins advising from the prospective student initial inquiries to graduation. Information sessions are scheduled throughout the year to provide information on the program's admission process and to conduct transcript reviews.

Prospective students may also make individual appointment with faculty for one on one advising. Once admitted into the program, each student is assigned to a Faculty Advisor with whom they should confer with regularly. Faculty must have regular advising hours that are made known to students. During registration, students are to obtain course pin numbers through their advisor and address registration matters. Students are also expected to meet with their advisor at least once or twice, or as needed during the semester to discuss coursework, occupational therapy related experiences, progress, in the program, professional behaviors, and any other matters related to ensuring progress towards graduation and post- graduate practice requirements. Advisors are also available to discuss any personal or professional concerns related to the student's managing of self. Formal advising sessions will be documented, and a copy kept in the student's record.

Student Professional Behavior and Self-Assessment

Self-assessment of professional behaviors is a central component of professional growth. Students are asked to complete the Student Professional Behavior Self-Assessment form each semester and to

meet and discuss with their advisor. Goal setting is an essential part of this process. Faculty may also utilize this form more often to assess and provide feedback to individuals who exhibits professional issues on an ongoing basis.

Community Service

In keeping with the University goal to promote community service, all professional level students are required to complete a minimum of 15 (fifteen) service hours per academic year. **Service Hours** reflect the amount of time students volunteer or provide a service on campus or in the community unrelated to class assignments or coursework.

Student Health

We endeavor to create and foster a safe instructional environment for learning. In the event of an injury or illness during instruction time, the student should immediately notify the class instructor and report to Pfeiffer Student Health Services/ Infirmary or an appropriate care facility. Incidences occurring in OT related activities are to be documented. A copy of documentation will be placed in the student records and the appropriate service shall be notified (e.g. student health). Students are also required to update physical examinations on a yearly basis and adhere to health-related practices concerning immunizations and maintenance of medical insurance coverage. The details of health requirements are specified in the Fieldwork Section of this Student Handbook. Student medical information is also kept in the Student Health Center and certain health records are kept in the OT department in a secured location.

Accessibility Statement (A. 3.6)

Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, undergraduate students should contact Dr. Jim Gulledge at 980-621-2532 or jim.gulledge@pfeiffer.edu. Graduate Student should contact Dr. Chip Palmer at 704-791-7441 or chip.palmer@pfeiffer.edu.

Documentation of recommended accommodations provided must be submitted to the Graduate Center for Student Success, and the Occupational Therapy Program Director/ Faculty on record for the courses prior to or on the first day of class. In cases where this does not occur the Pfeiffer University MSOT Program requires notification at least 5 days prior to an examination in order to review and institute appropriate accommodations. It is important to note that accommodations for disabilities are not retroactive and will only be granted after the appropriate steps have been taken.

University Resources

The University Division of Student Affairs offers additional services related to careers, academic support, time/stress management and personal support such as through the University Counseling Center, Student Health Services, The Learning Resource Center and Testing Center, the Writing Center and Disability Services and the Office of Equal Employment Opportunity and Affirmative Action.

Safety and Confidentiality

Students will abide by the established safety measures related to the use of tools, standard treatment equipment, electrical equipment, splint fabrication, and the regulation of modalities. Student will engage in the use of these only after specific instruction and adequate supervision. Students will receive instruction and supervised practice in appropriate body mechanics and ergonomics to minimize the chance for personal injury during patient transfers and mobilization and handling of equipment.

In reference to verbal communication and written documentation, all client/patients information must be handled in accordance with HIPAA guidelines and is considered confidential. All patients have a right to privacy and breach of a patient confidentiality is unethical.

Material and Safety Data Sheet (MSDS)

The MSDS contains data regarding the properties of a particular substance. An important component of product stewardship, and workplace and laboratory safety, it is intended to provide faculty and students with procedures for handling or working with that substance in a safe manner, and includes information such as physical data (toxicity, health effects, first aid, reactivity, etc.), storage, disposal, protective equipment, and spill handling procedures. A folder/notebook on MSDS will be located in a laboratory area accessible for students and faculty members. Students will be oriented to MSDS in the appropriate laboratory courses. First Aid kit(s) must be provided and maintained in the department laboratories. Placement of kits shall be visible (by label or view) to occupants. Students experiencing an emergency should immediately contact the instructor and/or chairperson of the department. If other than minor first aid is required, the Dean's Office and Campus Security shall be immediately notified. Student Health Services are also available on campus for health issues <http://www.pfeiffer.edu/student-life/student-health-services>.

Laboratory/Classroom Use Policy

Students should follow adequate precautions and guidelines for use of labs and classrooms. Students must have permission of the instructor for use of the learning spaces and equipment beyond scheduled class times to ensure no scheduling conflicts. All equipment must be checked out and put away in its assigned area after use. All supplies & equipment must be cleaned after use. Students must demonstrate competency in the use of tools & equipment in the labs. Students are responsible for maintaining the lab environment in terms of cleanliness, especially the kitchen area and activity labs.

All equipment (i.e. assessments, audiovisual, adaptive equipment, and splinting supplies will be kept in a secure locked storage area. Students wishing to use equipment must obtain the approval of an instructor, and then used the check-out/check in system established within the department. Ratio of faculty to student must permit achievement of learning out-comes in a safe effective manner, therefore most labs will be staffed at a 1/14 ratio.

Laboratory/Privacy Policy

In order to be skilled in assessment and intervention techniques, MSOT students must participate in a variety of learning and laboratory experiences that require manipulation and "hands on" application. These activities may include but are not limited to range of motion; manual muscle testing; transfers; self-care training; treatment involving the use of physical agent modalities, stretching, or mobilization;

and experience with ambulatory equipment such as walkers, wheelchairs and crutches. Additionally, there may be exposure of body parts for palpation and intervention (treatment) techniques. Students are expected to be prepared to participate in these labs. The instructor will provide description of proper lab dress. In these learning experiences, students and faculty are expected to treat one another with professionalism and with dignity.

The **Privacy Policy** adopted by the Applied Health Sciences department and the Department of Occupational Therapy is included below. In order to maximally benefit from these learning experiences, students should read and sign that they understand this policy. A copy of this form will be provided for your signature and will be kept in your departmental record.

Informed Consent

Pfeiffer University

Division of Applied Health Sciences

Informed Consent for Participation in Educational Clinical Practice by Fellow Students and Faculty

I understand that the education and training of a clinical laboratory scientist, nurse, occupational therapist or physical therapist requires the practicing of physical assessments and treatment modalities. I also understand that meeting the goal of full clinical competency may be invasive of my personal privacy or space. Such practice may require that I allow fellow students, faculty or visiting faculty to demonstrate or perform assessment or treatment modalities on me in relation to specific class topics. These may include, but are not limited to, physical examination, palpation, inspection, auscultation, or percussion. I further understand that the performance of these procedures, while designed to foster patient safety and clinical competency, will be conducted in a respectful and professional manner at all times. I consent to have these activities performed on my person. I, the undersigned, for myself and on behalf of my heirs, personal representatives, assigns and anyone acting on my behalf, waive, release, forever discharge, covenant not to sue, agree to hold harmless and indemnify Pfeiffer University, its Board of Trustees, the Board of Governors of the University System of North Carolina, and their employees from any and all responsibility for any injury that may occur as a result of my participation as a subject for the practice of physical assessments and treatment modalities.

I have read, agree with, and understand the School of Health Sciences' Guidelines for Participation in Educational Clinical Practices by Fellow Students and Faculty. I fully understand each provision of this waiver and I execute this agreement voluntarily and not on the advice or statement of any person in any way connected with Pfeiffer University.

THIS IS A RELEASE OF LEGAL RIGHTS. READ AND BE CERTAIN YOU UNDERSTAND IT BEFORE SIGNING.

Student Signature Date

Printed Student Name

Witness Signature Date

BF 8/6/21

Check in/Check out Policy

Students must obtain approval from instructor to check out assessment or treatment materials or equipment. Sign out/sign in lists will be placed inside of storage cabinet/area doors etc. Student must return the items to the person who signed out the equipment. Faculty must follow-up to ensure that the equipment or items have been returned. Checkout time for any department items must not exceed 3 days unless the instructor has given expressed permission. Please note that if students use the department's audiovisual equipment, it may not leave the premises. Students are responsible for any item lost or damaged in part or whole.

Emergency Procedures, Inclement Weather, and Evacuation

The Occupational Therapy program will abide by the policies and procedures as established by the University related to inclement weather and emergency procedures. Conditions covered in these procedures include adverse weather conditions, bomb threats, chemical spills, crime in progress, emergency preparedness, fire, hazardous leak and odors, terrorism and tornado and ensuing evacuation procedures.

Closing of Campus (including Inclement Weather)

The President shall determine whether the condition is such a nature as to require cancellation of classes and/or closure of the University. Example of events, which may prompt such a decision, include severe weather, natural disasters, act of terrorism, workplace violence, or significant utility outages. If the President determine that classes are to be cancelled and/or the University closed due to inclement weather, the following steps shall be implemented for courses and rotations by the program: If the Misenheimer campus has closed, there will be no course activities that day at the Center for the Health Sciences. This includes regularly scheduled lectures, laboratories and learning activities.

Infection Control Policy

The safeguarding of students and clients is paramount. All faculty and students must comply with infection control guidelines including washing hands thoroughly with soap and water and following standards precautions for contact with blood and bodily fluids and sharps. All treatment equipment should be cleaned and disinfected after use. Sanitizer is also provided in labs for use.

COVID -19 Policy

Professional Organizations and Membership

Student membership is required in each of the professional organizations and associations listed. At times course content maybe organized around information only available to members via the associations' website such as AOTA and NCOTA. Professional organizations serve as a vehicle to advocacy, scholarship networking, and to stay abreast of policy and current practice concerns.

AOTA

The American Occupational Therapy Association is the national professional association to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy

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

North Carolina OT Association (NCOTA)

NCOTA is the state of North Carolina professional association to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to provide educational opportunities. NCOTA serves as a means of networking and advocacy for the profession at the state level.

Falcon OT Association (SOTA)

The American Occupational Therapy Association (AOTA) encourages all occupational therapy educational programs to form a student organization. The mission of SOTA is to promote occupational therapy by involving students in community service, local and state organizations.

All students admitted into the accredited MSOT program are eligible to join SOTA by paying dues established by the membership. Students are all expected to be members of the student occupational therapy association. A small fee for dues is to be paid upon entry into the program. This organization will be under the jurisdiction of a faculty advisor. AOTA also invites students to become members of the national student committee called The Assembly of Student Delegates of the Occupational Therapy Association (ASD). ASD's main goals are to provide a forum for addressing student issues and concerns, as well as promoting knowledge and integration into the profession.

Professional Dress Attire

Student professional dress and conduct should, at all times, reflect the dignity and standards of the medical profession. It is important that the occupational therapy (OT) students dress in a manner that is respectful to their professors, classmates, patients, and other interprofessional and administrative colleagues. The Pfeiffer University Occupational Therapy MS Program has the authority to set dress code requirements for students admitted to the program. OT students are to dress for laboratory in a manner that allows free movement and exposure of areas of the body being studied while preserving modesty through appropriate draping. It is expected that all students will demonstrate decorum and respect for the privacy and personal space of their peers and patients. Violation of this policy will result in dismissal from the laboratory session and referral to the Program Director without relieving the student of the necessity to learn the material covered in that session. Failure to comply with this policy will be reflected in the course grade for participation and professional behavior. It is also important to note that the dress code at various clinical sites may be more or less rigorous than the guidelines outlined below. If the culture of a particular clinical setting supports a specific dress code that is inconsistent with the policy outlined below, the student should discuss this with a member of the clinical faculty to determine proper dress behavior for the student (see "Style" below for on campus).

Classroom Setting

Classroom attire can be most appropriately described as “business casual”.

- Polo shirts with Pfeiffer Logo on the shirts. Acceptable pant styles are khakis, Jeans are not permitted. Shorts are not allowed unless lab/patient care activities are scheduled for that day. Shorts are to be no more than 2” above the knee. Acceptable shoe styles include close-toed shoes, leather shoes and sneakers (tennis shoes) with socks may be worn during scheduled lab/patient care activities. Sandals, flip-flops or other open-toed shoes are not permitted at any time. If manual lab activities or physical agent modalities are to be conducted then exceptions by instructor may be made such as tank tops or other designated attire. After manual lab classes students will be expected to change clothes back into their professional attire.
- Accommodations for religious purposes will be permitted upon notification prior to semester starting.
- **Hands**
Fingernails must be clean and short to allow for proper hand hygiene, use of instruments, prevention of glove puncture and injury to the patient. Artificial nails and decorative nail designs are prohibited. Some clinics/hospital settings do not permit any colored polish.
- **Hygiene**
Daily hygiene must include personal cleanliness, including use of deodorant. Clothing should be clean, pressed, and in good condition, including the white coat.
- **Hair**
Mustaches, hair longer than chin length, and beards must be clean and well-trimmed. Students with long hair or braids who participate in patient care should wear hair tied back to avoid interfering with performance of procedures or having hair come into contact with patients.
- **Jewelry**
Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. There should be no visible jewelry in body piercings with the exception of earrings. In the case of religious requirement, certain piercings may be acceptable. Please consult the Program Director or the Program Director’s designee if you have a religious requirement for piercings. No other facial jewelry (e.g., tongue, eyebrow piercings, etc.) is allowed.
- **Tattoos**
Tattoos shall be appropriately covered when possible.
- **Labs-** OT students can wear clothing specific to the lab activities. Manual labs require palpation, handling, transfers, participating in various treatment interventions. Students will wear athletic shorts that are two inches from knees and layers applicable to the weather/environment conditions

and the lab activity. Tennis shoes/slip on shoes are permissible. No open-toed shoes are permissible.

Violations

Students in violation of any of the above dress codes may be asked to change into appropriate attire. Repeated violations will result in referral of the student to the Student Progress Committee for disciplinary action.

Technology Statement

As a graduate level student, you are required to have computer and internet access for successful participation in the OT program. Pfeiffer University classes require significant amounts of electronic coursework, and all Pfeiffer students must fulfill technical competencies as part of graduation requirements. Much of the coursework is online, done in teams, and requires student mobility, therefore, an appropriate laptop computer is essential to academic success at Pfeiffer. The University strongly recommends that all students purchase a quality laptop computer and Internet connectivity that meets the minimum requirements outlined by the technology department. Additionally, any student enrolling in an online class is required to have a laptop computer and Internet connectivity meeting the minimum standards

Active Directory, Email, and Blackboard

Access to the My.pfeiffer portal and to campus computer labs requires an Active Directory account. Login information for this account is sent to student's home email address shortly after they deposit and declare their intention of attending the university.

All Pfeiffer University students are required to use their assigned Pfeiffer University email for University communications. Email account access information is sent to student's home email addresses shortly after they deposit and declare their intention of attending the university.

Blackboard is the university's online learning platform. Login information for this system is sent to student's university email addresses shortly before the start of classes.

Digital Transformation and Technology

Pfeiffer University offers technology assistance to its students via its Service Desk service. This service is staffed by Pfeiffer IT staff Monday – Friday 8 AM – 5 PM. The Service Desk can be reached at 704-463-3002 or by emailing techsupport@pfeiffer.edu.

Support for student-owned computers is normally limited to needs relating to network connectivity on the university campuses, My.pfeiffer, Blackboard and other university-provided systems. Any other services are provided on a time and effort available basis.

Electronic Devices

All electronic devices must be set to vibrate or silent so as not to be disruptive to class. No phones, watches, or other electron devices should be answered during class. Students must obtain permission of the instructor to audiotape or videotape a class. Use of laptop computers during class is

permitted only for engagement in class activities. Policy violation will result in points deducted from course grade.

Human Subject Review

The Institutional Review Board (IRB) is a committee that reviews all research that uses human subjects. Its primary purpose is to ensure that human research subjects are protected. This includes protecting the privacy of subjects, respecting the autonomy of subjects, preserving the dignity of subjects, minimizing risks while maximizing benefits to subjects, and providing adequate information for subjects to make informed decisions. The IRB also ensures that the benefits and risks of research are equally distributed and that vulnerable populations such as children are given extensive protection. In addition to promoting quality research, protecting human subjects also protects the researcher, the advisor, and the University. For the purpose of research, both students and faculty are required to be approved before through the ethics training and the IRB before implementing research.

IRB Policy

https://my.pfeiffer.edu/ICS/icsfs/IRB_Policy_Explanations_Instructions.pdf?target=49a8d6c1-a15d-42ed-8916-6d6e34d9a46d

IRB Training

https://my.pfeiffer.edu/ICS/icsfs/Pfeiffer_NIH_ethics_training_prg.pdf?target=e06c541f-dae9-42eb-8572-5b87315832d3

Pfeiffer University Fieldwork Procedures and Policies

(For more detail, please review the Pfeiffer University Fieldwork Educator Manual)

Relationship of Fieldwork Courses to the MSOT Curriculum (C.1.1)

Pfeiffer MSOT Program ensures that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education. Narrative: The standard of ensuring that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education is demonstrated through the Reflection of Curriculum Design procedure of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

It is the policy of Pfeiffer University to comply with all standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE) in the Master of Science in Occupational Therapy (MSOT) program. Pfeiffer University's MSOT program recognizes that fieldwork education is a crucial piece of an occupational therapy student's professional preparation. Furthermore, the MSOT program at Pfeiffer University is dedicated to and has deliberately incorporated meaningful fieldwork experiences that juxtapose to the course curriculum that promotes critical thinking, clinical reasoning, and reflective and ethical practice.

- Fieldwork experiences will be implemented and evaluated for their effectiveness by the University.
- Fieldwork experiences will be supervised by qualified personnel as indicated by ACOTE standards and state law to allow students the opportunity to carry out professional and clinical responsibilities.
- Fieldwork experiences, compliance, and requirements will be the direct responsibility of the Academic Fieldwork Coordinator (AFWC) in accordance with state law and ACOTE standards. (ACOTE, 2018, C 1.0)
- Fieldwork experiences will provide students the necessary skills to graduate timely with skills characteristic of entry-level occupational therapists.

In accordance with Standard C1.1 and University policy, the Pfeiffer University MSOT program ensures that fieldwork will reflect the sequence and scope of content in the curriculum design throughout the 27-month program.

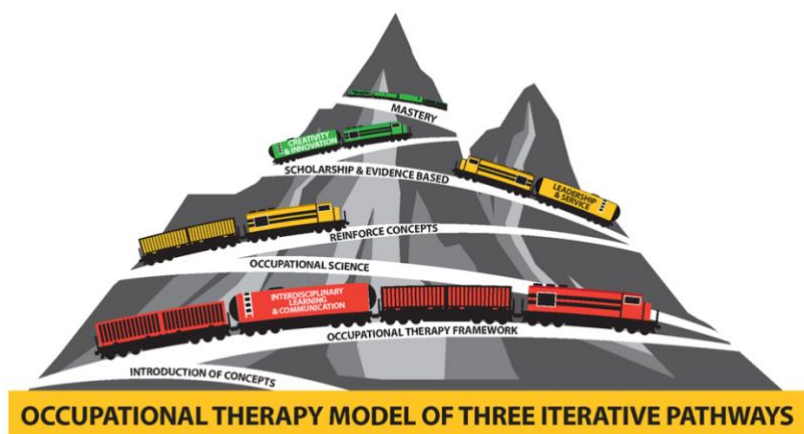
Curriculum Threads:

The fieldwork courses reinforce the curriculum themes of leadership and service, creativity and innovation, and interdisciplinary learning and communication by incorporating learning opportunities in diverse settings such as community, hospital based, schools, skilled nursing facilities, and emerging practice areas. Assignments will reflect incorporation of curriculum themes as they relate to their fieldwork experience. While the first and second Level II fieldwork experiences are not sequential, they will both offer students entry-level exposure to a different area of occupational therapy practice. Opportunities to practice in a non-traditional setting, rural setting, engage in research, or an emerging practice environment may be offered for either of the Level II fieldwork courses. Fieldwork experiences

occur at key places within the sequence of the curriculum to provide opportunities for students to link academic content to real life experiences and to facilitate the application of theory, knowledge, and skills in settings that allow for demonstration of competencies that are commensurate with an MSOT. The type and sequence of experiences also conveys our program philosophy of preparing students as generalists who have exposure to multiple populations across the lifespan and who can address both physical and psychosocial health needs as they affect participation in meaningful occupations. Additionally, along with academic coursework, clinical and community practice skills through Level I and Level II fieldwork experiences are synergistically integrated into the curriculum to educate students for practice by fulfilling the occupational performance roles in our curriculum model that is based on the Person-Environment-Occupation Model (PEO). Students are supported in the development of four roles, which include practitioner, educator-learner, researcher, and administrator in the context of the PEO curriculum model.

Reflection of Curriculum Design (C.1.1.)

The curriculum design emerges from and embodies the mission of Pfeiffer University, as well as the mission and philosophy of the Occupational Therapy Master's program. The mission of Pfeiffer University embraces the concepts of academic excellence rooted in the Methodist tradition and based on the foundation of liberal arts education. The principle of *servant leadership* reflects the occupational therapy belief in assessing and treating the individual as a spiritual living being.



The MSOT program focuses on the development of creative leadership and forward-thinking occupational therapy practice. These roles require numerous iterations to integrate the multiple skills needed to contemplate and effectively propose solutions to a rapid changing health, community and educational system. Our curriculum presents students with a learning environment and activities that facilitate adaptation and prepares them for the practice of occupational therapy and leadership roles.

The curriculum design metaphorically resembles a transformative journey with iterations providing the platform for the occupational therapy program outcomes:

- Leadership and Service
- Creativity and Innovation
- Interdisciplinary learning and Communication

These outcomes are consistent with the mission and philosophy of Pfeiffer University's MSOT program. The ever-increasing spiral shape of the train journey is created by the centrality of occupational science and occupational therapy: *the person* (an individual, family, or community), *the environment* (space, place, time, or situation) and *the occupation* (everyday activities occupying our time such as care for self and others, work, education, and leisure).

Curriculum Model Three Iterative Pathways

The curriculum model is implemented through the three iterative pathways (Occupational Science, Occupational Therapy Framework, Scholarship and Research, and Application of Teaching/Learning Methods). Initial courses in the curriculum lay the foundation for skill development. Engagement in a variety of teaching/learning methods is used to give students opportunities to apply their knowledge and progress to mastery level. In our view, students' capabilities depend upon the dynamic connections with prior experience and learning. In a collaborative learning process, students and faculty seek to address the current evidence-based practice with a critical-thinking focus, (i.e., analyzing, synthesizing, evaluating, and integrating complex information from diverse sources). The curriculum develops students' skills and reinforces the reciprocal nature of information between propositional knowledge and practice knowledge. As this learning process evolves, the learner prepares for leadership roles with a forward-thinking attitude to deliver occupational therapy services. This model will also be reflected in our curricular goals and student outcomes. One of the components of the curriculum will be the use of small group teaching methodologies, which includes problem-based learning, student-led seminars, focused discussions, and role play. The approaches challenge students to "learn to learn," and to work cooperatively in groups to seek solutions to real world problems. It also encourages students to think critically and analytically, and it is learner centered. As the iterative curriculum unfolds, knowledge and available solutions will become increasingly complex.

Procedures for Establishing Fieldwork Sites and Affiliation Agreements

Fieldwork Site Selection (C.1.2.)

Pfeiffer MSOT Program documents the criteria and process for selecting fieldwork sites, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience through the Fieldwork Site Selection Procedure of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

The Academic Fieldwork Coordinator (AFWC) collaborates with faculty, community partners, and sites with innovative and/or emerging practice fieldwork opportunities to identify and select appropriate sites that serve as Pfeiffer fieldwork settings. These sites are selected to optimize student learning consistent with the program's curriculum model and the mission and values of the MSOT program and the School of Applied Health Sciences. The process of identifying active sites involves exploring the alignment of site philosophies and practices relative to the program's four roles of educator-learner, practitioner, researcher, and administrator. Faculty visits to sites, relationships with community partners and practitioners, and connections to colleagues through collaborative projects, research or conferences also help to identify appropriate sites. Initial contact may be done by either the AFWC or the facility. A facility or clinical site may initiate contact by either letter, e-mail, or phone call with the AFWC to establish an affiliation agreement.

The AFWC will contact the site to discuss the MSOT program curriculum model and course objectives and obtain information regarding the:

- Mission and objectives of the facility
- FW model: Student/Faculty/FW Educator (FWE) ratio/ No OT on site
- Credentials and experience of FWE
- Type of setting
- Populations being served
- Contract procedures

Students who have an interest in a particular site should provide the AFWC with the following information: site/facility name, address, phone number, and email, contact information of FW coordinator or program manager/director if known. Most facilities and clinical sites prefer to work directly with the AFWC during the development phase. Therefore, **students are not to contact the site themselves!** Students who do not follow this policy could jeopardize their opportunity to go to the particular site or jeopardize the establishment of a contract by the OT department. Establishing a new affiliation agreement or renewing an old one (where the contract has lapsed) may take up to three months or more in order to complete all legal procedures.

Students shall not participate in a fieldwork experience at a facility where they have been previously employed in the last 5 years unless approved by the AFWC for extenuating circumstances.

Assignment of Fieldwork Sites (C.1.2.)

Fieldwork Level I placements are assigned based on the focus of the fieldwork and the experiences and partnerships established by the AFWC and/or the instructors of the courses with which the fieldwork experiences are paired. Students are assigned to these sites under the general supervision of faculty members and/or the AFWC and closer supervision from OT or non-OT site contacts who have a good understanding of OT practice and program objectives. Qualified non-OT personnel for supervision of Level I Fieldwork may include, but are not limited to, health care professionals, teachers, social workers, case managers, counselors, and others. Depending on the design and focus of the Level I experience and the specific fieldwork sites, a group of students may be assigned to the same

site on a specified day and time block over a period of eight to ten weeks during the semester. Other experiences might require a student to be placed individually or in groups at a site for a series of consecutive days. Assignment to these sites is made through a process of consultation with each student about preferences and counsel from the AFWC about appropriateness of fit. The AFWC makes the final decision about specific placements. Level 1 Fieldwork is never a substitution for Level II Fieldwork.

Fieldwork Level II reservations are requested a year or more in advance of the Fieldwork placement. A working list of sites with reserved slots is made available to the students. The AFWC will counsel students about appropriateness and advantages of specific sites to ensure student success and diverse FW experiences. Following this discussion, students will list their preferences. The AFWC then matches the students to sites. At times, the AFWC may request additional site placements based on specific expressed interests and noted strengths of individual students. Students have access to review facility profile files that are kept in the AFWC's office. Electronic files about each site are maintained through Emedley and hard copies of the Student Evaluation of the Fieldwork Experience from previous students at each site are also accessible for review. Students receive notification of their FW assignments either in person or by email. Notifications may also be placed in their student mailboxes.

Pfeiffer MSOT Level I and II Fieldwork Objectives (C.1.3.)

Pfeiffer MSOT Level II Fieldwork Objectives

Pfeiffer MSOT Program documents that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience through the Pfeiffer Fieldwork Level I and II Objectives procedure of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

Fieldwork provides the student with the opportunity to integrate academic knowledge with the application of skills at higher levels of performance and responsibility. Upon completion of Level I fieldwork experiences, students will:

1. Demonstrate an understanding of the basic tenets of occupational therapy.
2. Demonstrate an understanding of the theoretical basis of occupational therapy.
3. Apply classroom knowledge to practice in the setting.
4. Display behaviors indicative of reflective and empathetic practitioners.
5. Demonstrate cultural competence.
6. Demonstrate the ethical behavior expectations of the profession in practice settings.
7. Develop an understanding of the needs of the clients.
8. Demonstrate an understanding of the process of screening and evaluation.
9. Build a knowledge base of varied screening and evaluation tools.
10. Develop an understanding of the process of intervention.
11. Develop an understanding of occupation-based versus preparatory intervention plans for

various practice settings.

12. Exhibit an understanding of how to adapt occupations and the environment.
13. Develop an understanding of various contexts in which occupational therapy services are provided.
14. Interact appropriately with clients, caregivers, and other professionals.
15. Communicate effectively through written, verbal, and nonverbal means.
16. Understand the importance of working collaboratively with occupational therapy practitioners, and other service providers.
17. Exhibit professional work behaviors, i.e., proper maintenance of practice environments, time management, respectful treatment of others.

Pfeiffer MSOT Level II Fieldwork Objectives

Fieldwork provides the student with the opportunity to integrate academic knowledge with the application of skills at higher levels of performance and responsibility. Upon completion of Level II fieldwork experiences students will:

1. Demonstrate an understanding of the basic tenets of occupational therapy.
2. Display behaviors indicative of reflective, empathetic, and ethical practitioners.
3. Demonstrate cultural responsiveness.
4. Demonstrate an understanding of the theoretical bases of occupational therapy.
5. Apply theoretical constructs to practice.
6. Utilize clinical/professional reasoning throughout the occupational therapy process.
7. Demonstrate an understanding of the process of screening and evaluation.
8. Build a knowledge base of varied screening and evaluation tools.
9. Select appropriate assessment tools based on their psychometric properties and on characteristics of person and context.
10. Appropriately administer selected assessments and use occupations for assessment purposes.
11. Interpret and apply evaluation findings appropriately.
12. Develop an understanding of the process of intervention.
13. Develop occupation-based intervention plans for various practice settings.
14. Implement occupation-based intervention plans and strategies for various practice settings.
15. Collaborate with clients, caregivers, and other professionals to create intervention plans.
16. Demonstrate an ability to use a variety of teaching/learning techniques, with clients, other health care providers, and the public.
17. Communicate and document effectively through written, verbal, and nonverbal means.
18. Exhibit the ability to appropriately adapt occupations and the environment.
19. Know when to refer clients to other health professionals within and outside the profession.
20. Demonstrate accountability for reimbursement of services.
21. Possess individual and group interaction skills for use with clients, other health care providers, and the public.
22. Monitor, reassess, and modify interventions as needs of client changes.
23. Discharge clients using appropriate procedures.
24. Demonstrate an understanding of various contexts in which occupational therapy services are

provided.

25. Apply principles of management and systems to the provision of occupational therapy services.
26. Understand implications of State and Federal legislation in the delivery of occupational therapy services and credentialing of occupational therapy personnel.
27. Maintain records required of various practice settings.
28. Advocate for the profession and the consumer.
29. Demonstrate an understanding of reimbursement policies and procedures and their effects on clients.
30. Exhibit professional work behaviors, i.e., proper maintenance of practice environments, time management, respectful treatment of others.
31. Understand the supervisory process of occupational therapy and non-occupational therapy personnel.
32. Acknowledge the ongoing professional responsibility for providing fieldwork education and supervision.
33. Understand the importance of working collaboratively with other occupational therapy personnel, and other service providers.
34. Demonstrate the ability to work collaboratively with clients, their caregivers, and other service providers.
35. Develop an ability to understand and apply research findings to practice.
36. Appropriately use professional literature to make practice decisions; display evidence-based practice skills.
37. Understand and appreciate the ethics and values of the profession.

Site Specific Objectives

Each site will be provided with Pfeiffer MSOT Learning Objectives and be provided with a form to add site specific objectives to. This form (Appendix I) is found in the Fieldwork Educator Manual.

Communication Between Pfeiffer MSOT Program and FW Site (C.1.3)

The AFWC and AFWC Assistant communicate with fieldwork site coordinators using several modes of communication: emails, phone calls, mail, and direct personal contact through onsite visits. Once the fieldwork assignment process is complete, the facility or community site is notified of the student or students' names by email. Eight to ten weeks prior to the fieldwork start date for Level II placements, the following documents are sent to the fieldwork site by either mail, electronic format, or both:

- Curriculum Paradigm
- Course Map to Fieldwork Experiences Throughout the Curriculum
- Verification Letter
- Curriculum Model
- Course Syllabus with Course Objectives

- List of Resources for Fieldwork Educators

Prior to students leaving for Level I or Level II placements, they are given copies of evaluation forms that they and their site supervisors need to complete at the end of the experience. The students are responsible for making sure that these forms are delivered to the sites and that they are completed, signed, and returned to the AFWC at the end of the experience. For Level II fieldworks, the Fieldwork Performance Evaluation (FWPE) and the Student Evaluation of the Fieldwork Experience (SEFWE) are required to be completed and returned to the AFWC in order to receive a passing grade for the experience.

Communication between the AFWC and assigned fieldwork sites is ongoing and may begin 8-12 months prior to the fieldwork placement start date to communicate program goals and philosophies, identify appropriate clinical instructors, and to discuss qualities of the students, and also throughout the fieldwork experience. A database is kept on electronic file through the Fieldwork Clerk program with current information about the fieldwork coordinator and fieldwork educator(s) for each student who is placed at a particular fieldwork site. This information is accessible to the AFWC and the AFWC Assistant. Communication logs may also be kept in Fieldwork Clerk as a part of each student's personal file to document student performance concerns and general fieldwork related issues. Contact may be initiated by the Academic Fieldwork Coordinator, the student, or the fieldwork educator to seek clarification and understanding of issues and for resolution. In many instances, the AFWC schedules an on-site visit to meet with the student and educator. In addition to receiving copies of the midterm evaluation and comments for each student during the Level II fieldwork placement, the AFWC also communicates with students and clinical instructors through email, phone call, on site visits, or the class discussion board about concerns, successes, or to answer questions and problem solve solutions.

Ratio of Fieldwork Educators to Students (C.1.4.)




Pfeiffer MSOT Program ensures that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. This is demonstrated through use of the AOTA Fieldwork Data Form and Pfeiffer Essentials Form of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

Sufficient Fieldwork Agreements (C.1.5.)

Pfeiffer MSOT Program ensures that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by standard A.4.7. through the Site Selection procedure of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

Pfeiffer University acknowledges tremendous level of support from the public and business community of Albemarle, Stanly County, and other surrounding counties. Because of the rural location of the university, stakeholders have expressed strong desire for programs such as occupational therapy to serve the healthcare needs of the rural community. Pfeiffer University MSOT Program received an overwhelming diverse response to requests for Letters of Intent, far exceeding the ACOTE requirement for an initial cohort of 30 students, with plans to expand to 45 students in 3 years.

To aid in understanding the submitted Master LOI List, the following process was utilized in determining the number of LOIs obtained.

-  If the facility agreed to place 1 student per fieldwork placement (total 2), then we obtained 2 separate LOIs (Student A Spring 2020, Student A Fall 2020). See the chart below for example.
-  If the facility agreed to place students at different geographical locations such as multiple facilities/offices, then we obtained student LOIs identified by location. (Student A - Legacy Winston-Salem, Student B- Legacy Highpoint, Student C- Legacy Burlington, Student D-Legacy Charlotte, Student E- Legacy Gastonia, Student F- Legacy Asheville, Student G- Legacy Concord, and Student H- Legacy Greensboro for a total of 8 sites.) See chart below for example.
-  If the facility agreed to two or more students per fieldwork placement, then we obtained individual LOIs reflecting the number of student placements offered (Student A Spring 2020, student B Spring 2020, student A Fall 2020, student B Fall 2020) See chart below for example.

Facility	January-May 2022 LOIs	September-December 2022 LOIs	Setting: PD=Physical Dysfunction PS= Psychosocial Dysfunction
Guilford County Schools	1 LOI 1 student		Pediatric PD/PS (School System)
Habitat for Humanity (Stanly Co)	6 LOIs 6 students	6 LOIs 6 students	Adult PD (Home Modification) Has multiple projects ongoing. Does not want to assign to specific teams at this time.
High Point Regional Medical Center	1 LOI 1 student	1 LOI 1 student	Adult PD (Acute and Inpatient rehab)
Integration Station	1 LOI 1 student		Pediatric PD (Outpatient)
Legacy Healthcare	8 LOIs 8 students	8 LOIs 8 students	Adult PD/PS (ILF, ALF and SNF) 8 geographical areas
Legacy Winston Salem	1	1	
Legacy High Point	1	1	
Legacy Burlington	1	1	
Legacy Charlotte	1	1	
Legacy Gastonia	1	1	
Legacy Asheville	1	1	
Legacy Concord	1	1	
Legacy Greensboro	1	1	
Lexington City Schools	2 LOIs 2 students	2 LOIs 2 students	Pediatric PD/PS (School System)

In accordance with ACOTE Standard C.1.5 and Pfeiffer University policy the Pfeiffer University Occupational Therapy program ensures compliance with maintaining adequate fieldwork sites for students.

To manage fieldwork site locations and agreements a database is utilized to maintain all fieldwork site information. The AFWC is responsible for ensuring that all sites are active and affiliation agreements are up to date. Furthermore, the AFWC is responsible for making sure there are sufficient fieldwork sites for all students. The AFWC will make every effort to ensure that there is a greater number of placements than students in case cancellations occur.

Clinical site placements are determined by the AFWC, and new agreements are being sought after on a continuous basis. The AFWC utilizes advertisement, referrals, and community partner recommendations to connect with and determine possible clinical sites in order to pursue affiliation agreements as appropriate. Students must complete their level II fieldwork within 18 months following the completion of their didactic course work. This information is in the Occupational Therapy student handbook.

Finally, level II fieldwork placements are available locally, in the state, out of state, or international to provide diverse learning experiences that correspond with our program mission and curriculum threads. These diverse settings will also allow students opportunity to experience various cultures and clinical settings within the scope of occupational therapy to integrate and apply our curriculum threads in diverse settings.

Maintaining Memoranda of Understanding (C.1.6)

Pfeiffer MSOT Program has evidence of valid memoranda of understanding in effect and signed by both parties from the onset to the conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable). Responsibilities of the sponsoring institutions)s) and each fieldwork site must be clearly documented in the memorandum of understanding. This is demonstrated through the Maintaining Memoranda of Understanding procedure of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

The AFWC ensures that contracts are executed and properly maintained for all Level I and Level II Fieldwork sites. When a new contract is requested, a contract request form is submitted to potential site for approval. The AFWC will consider personal request but students need to be aware that establishing a contract is a lengthy process and may not occur in time for their fieldwork rotation. Pfeiffer University maintains agreements for fieldwork with a sufficient number of sites to meet our placement needs. Most of these agreements are in the state of North Carolina, with exceptions being for fieldwork programs in other states that are innovative, offer collaborative supervisory models or are in emerging practice areas. The sites with which we maintain agreements offer a wide variety of experiences in keeping with the Pfeiffer MSOT program curriculum design.

Responsibilities of the University and each fieldwork site are documented in the memorandum of understanding agreements. If a student is assigned to a site that has additional requirements beyond what are articulated in the standard University contract, the student is alerted in advance. Additionally, all students are asked to contact their assigned fieldwork placement sites prior to starting to ensure that none of the requirements have changed or been updated.

Fieldwork in Behavioral or Psychological and Social Settings (C.1.7.)

Pfeiffer MSOT Program ensures that at least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation through the Level IA Mental Health Fieldwork offered in Spring Year 1 of the Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

Qualified level I Fieldwork Supervisors (C.1.8.)

Pfeiffer MSOT Program ensures that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. This standard is demonstrated through completion of the Pfeiffer Fieldwork Educator Credentialing Form, Pfeiffer Fieldwork Essential Form and the AOTA Fieldwork Data Form prior to fieldwork start. This information is found in further detail in the Fieldwork Educator Manual. Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners, health care professionals, teachers, social workers, case managers, counselors, and others. The supervisors must be knowledgeable about occupational therapy and understand the course objectives of the Level I Fieldwork experience.

Level I Fieldwork Description (C.1.9.)

Pfeiffer MSOT Program documents that level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. The program ensures that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and include mechanisms for formal evaluation of student performance.

The program must have clearly documented student learning objectives expected of the Level I fieldwork.

Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty led site visits

- Supervision by a fieldwork educator in a practice environment

All Level I fieldwork must be comparable in rigor.

This is demonstrated through the Level 1 Fieldwork Description procedure of Pfeiffer's MSOT fieldwork program. This information is found in greater detail in the Fieldwork Educator Manual.

Level I Fieldwork experiences are designed to enrich student learning by providing opportunities to apply academic content to real life experiences. A primary purpose of Level I FW is to include experiences that support "coursework through directed observation and participation in selected aspects of the occupational therapy MSOT process reflective of the curriculum."

Services may be provided to a variety of populations through a variety of settings including traditional and emerging areas of practice. Many of these experiences are designed to provide a service to the community while enriching student learning by providing opportunities for observation, interactive and hands on activities. They include areas directly related to OT practice, as well as areas that promote an understanding of development, participation in occupations and role performance of well individuals/groups and individuals/groups with special needs throughout the life span. Day care centers, schools, community centers, group homes, hospice, homeless shelters, community mental health centers, faith-based facilities are among the many possible sites. Most Level I FW experiences have a wellness and health promotion focus as well as addressing the core values of servant leadership, diversity, creativity, innovation, interdisciplinary practice and collaboration.

Level I Fieldwork Courses Description

OT 826 Fieldwork Level I – Mental Health- This course is designed to help occupational therapy students apply core concepts learned in Mental Health and Wellness course and will participate in reflection and discussion about their on-site experience in connection with the OT 814 course.

OT 840 Fieldwork Level I B- Adults - This course is designed to provide opportunities for students to apply the occupational therapy process in diverse settings in the community, agency or occupational therapy setting. Students will participate in weekly reflection and discussion about their experiences

OT 862 Fieldwork Level I –Pediatrics- This course provides students with opportunities to engage in various aspects of the occupational therapy process with a psychosocial emphasis across settings.

Evaluation and Grading for Level I Fieldwork

The Level I Fieldwork Student Evaluation is the form used for assessment of and feedback on student performance during the Fieldwork I experiences. This form gives valuable information about performance, including professional behaviors. The site supervisor and/or the MSOT faculty liaison complete this form at midterm and at the end of the experience. If there are concerns on the form, the student meets with the AFWC to discuss a plan to address these concerns. The student's academic advisor may also be involved in addressing fieldwork issues. Students complete a Level I Fieldwork

Student Evaluation of the Fieldwork Experience and discuss it with the site supervisor. The MSOT faculty liaison reviews this form along with the AFWC. Further documentation of the learning experience and assessment of learning is reflected in the Level I Fieldwork assignments that students turn in to the assigned faculty instructors and the AFWC.

Procedure

- Evaluation and Grading for Level I Fieldwork Level I Fieldwork performance will be graded by the FWE using the AOTA Level I Level I Fieldwork Competency Evaluation form.
- The student must score a Pass successfully complete the FW I experience. The student will bring a paper copy of the form with them to the fieldwork site.
- The FWE will complete at the end of the week and review with the student.
- The student is responsible for turning the completed form in to the Academic Fieldwork Coordinator (AFWC). A grade of Pass/Fail will be recorded by the AFWC.
- The final grade for Level I Fieldwork will be assigned by the AFWC. The student must pass the Level I Fieldwork in order to pass the class with which it is associated, and to advance in the program.
- The student may also be required to complete assignments for class during the FW I experience. These assignments will be graded by the appropriate faculty member at Pfeiffer MSOT Program.
- The student will complete the Student Evaluation of Fieldwork Experience: Level I form and turn in to the AFWC.

Pfeiffer MSOT Level 1 Fieldwork Pass/Fail Criteria

A fieldwork Level I student cannot have more than one item below a "2" OR more than two items below a "3" and still pass the Level I fieldwork experience. It is important to alert the student as well as the faculty member ASAP if this is anticipated or even possible.

Students are required to complete each Level I Fieldwork experience successfully before progressing to additional Fieldwork courses. If a student faces difficulty in completing expected duties according to the site and MSOT program objectives and expectations, a learning contract is developed with input from the AFWC, the MSOT faculty liaison, the site supervisor, and at times the student's academic advisor. Goals and an action plan are created to remedy areas in need of improvement. A student who fails a Level I Fieldwork experience for the first time will have the opportunity for remediation. Remediation can occur in the following semester, but the **failed fieldwork experience must be successfully completed BEFORE progression to next fieldwork can occur**. A student will not be able to remediate more than one Level I Fieldwork experience. Level I Fieldwork is never a substitute for any part of Level II Fieldwork.

Learning Contracts

When a student faces difficulty in completing assigned duties according to site and MSOT program objectives and expectations, the AFWC discusses with the student and the fieldwork educator or course instructor areas in need of improvement. A learning contract will be established indicating goals and an action plan to remediate areas in need of improvement.

Fieldwork Advisory Committee

Fieldwork Advisory Committee

The Fieldwork Advisory Committee will include a minimum of two faculty members and the AFWC. The committee will review and discuss any Level I or Level II Fieldwork student performance issues that place a student at risk for failure. All Level I and Level II Fieldwork experiences are graded as Pass or Fail. When a student has a failing grade, the committee will discuss and review the documentation related to the student issues. A remediation plan will be formulated with input from all parties including goals, a timeline, and actions. The remediation plan will be reviewed with the student and signed by all parties. The student must successfully complete the remediation in order to progress to another Level I or Level II Fieldwork.

Length of Level II Fieldwork (C.1.10)

Pfeiffer MSOT Program requires a minimum of 24 weeks full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. This is demonstrated through the Level II fieldwork description procedure of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

The Fieldwork Level II course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). There are two full time 12-week fieldwork experiences (OT 866 and OT 870) which are the final stage of preparing occupational therapy MSOT students for entry-level practice. Each course entails 3 months of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Level II FW can be completed in a minimum of one setting with a maximum of 4 different practice settings with documented differences in population/practice setting.

Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. This course is Pass/Fail.

Qualified Level II Fieldwork Supervisors (C.1.11.)

Pfeiffer MSOT Program documents and verifies that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. This is demonstrated through completion of the Pfeiffer Fieldwork Educator Credentialing Form, Pfeiffer Fieldwork Essential Form and the AOTA Fieldwork Data Form prior to fieldwork start. This information is found in further detail in the Fieldwork Educator Manual.

Pfeiffer MSOT Policies for Compliance with ACOTE Supervision Standards

Each Fieldwork Educator (FWE) will provide either verification from their state OT licensing body, or a copy of their state OT license to practice to the AFWC using the Pfeiffer MSOT Fieldwork Supervisor Credentialing Form. Expiration date will be checked by the AFWC prior to student placement.

Pfeiffer MSOT will utilize the AOTA Fieldwork Data Form, and the Pfeiffer MSOT Fieldwork Supervisor Credentialing Form to ensure that each FWE has at least one years' professional experience for traditional fieldwork site and at least three years' experience in a setting where no OT services exist.

Pfeiffer MSOT will ensure each FWE is 'adequately prepared' with the following order of preference for compliance:

- a. The FWE has attended documented continuing education related to fieldwork supervision.
- b. The FWE has completed a self-assessment of skills using the AOTA Self-Assessment Tool for Fieldwork Educator Competency (SAFECON).
- c. The FWE is at a facility that has a designated, experienced, Fieldwork Coordinator for FEW supervision and guidance.
- d. The FWE has read the Pfeiffer MSOT Fieldwork Educator Manual.
- e. The fieldwork site has indicated readiness of its FWEs on the AOTA Fieldwork Data Form and on the Pfeiffer MSOT Credentialing Form

Evaluating the Effectiveness of Supervision (C.1.12.)

Pfeiffer MSOT Program documents a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice) through the use of the *AOTA Student Evaluation of the Fieldwork Experience (SEFWE)*. The standard for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice) is demonstrated through the use of the *Welcome to Pfeiffer's Sway* presentation for Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

Individual or one-on-one supervision is the most frequently used format, but a group or one-on-two/three collaborative learning model maybe used. The supervisor could be a fieldwork educator in a

clinical site, an MSOT faculty or adjunct instructor, or a community-based program director/manager. The OT program at Pfeiffer adheres to the student FW supervision guidelines found on the AOTA website: <http://www.aota.org/education-careers/fieldwork/stusuprvsn.aspx>

The general principles of AOTA for supervision of MSOT students stipulate that:

- Level II FW students may provide occupational therapy services under the supervision of a qualified occupational therapists in compliance with the state and federal regulations.
- The occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process.
- Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is it appropriate depending on:
 - Competence and confidence of the student
 - Complexity of client needs
 - Number of diversity of clients: Role of OT and related services, Type of practice settings
 - Requirements of practice setting
 - Regulatory requirements
- In settings where OT practitioners are employed, the OT student should be primarily supervised by an occupational therapist at least 8 hours/week directly on site.
- In settings where OT practitioners are not employed, students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an OT practitioner who can provide at least 8 hours/week. This OT practitioner must have at least three years of practice experience to qualify as a fieldwork educator for an experience in a site where there is no OT practitioner employed.
- An occupational therapy practitioner in a setting where occupational therapy services are provided may supervise OT students on Level II FW affiliations after one year of practice.

Providing Feedback

Fieldwork educators are expected to provide the student with prompt, direct, specific and constructive feedback during the FW experience. Feedback is essential to indicate the level of competence that has been achieved in performance. Feedback is also effective in promoting professional behaviors during the FW experience. An important area of feedback is to acknowledge the student's strengths, as well as areas in need of growth. The fieldwork educator and student should work collaborative towards the establishment of goals that will facilitate student success. Sometimes a student may need feedback immediately after performance, either to reinforce positive behavior or to correct an action, especially if safety or ethical issues are violated.

Faculty or adjuncts supervising students in FW experiences have numerous options to provide feedback and engage students in reflection and critical assessment. Tools available to faculty for feedback are weekly debriefing and feed- back sessions through face-to-face discussions, online

discussions, or other electronic communication, such as a Blackboard discussion board, blog, or journaling. Students benefit from weekly feedback sessions to acknowledge good performance, answer questions, and clarify issues.

Student Responsibilities and Expectations

Students are expected to be receptive to feedback and to use this as an opportunity for learning and professional growth. When areas in need of improvement are discussed, the student is expected to make changes and improve performance or professional behaviors in a timely manner. It is recommended that the student write personal and educational goals with a plan of action to improve performance. Students should demonstrate professional behaviors during the supervisory process at all times and are expected to:

- Collaborate with the fieldwork educator to maximize the learning experience.
- Take responsibility for attaining professional competence by seeking out learning opportunities.
- Follow the guidelines stipulated by the OT clinical instructor and FW site.
- Work collaboratively with the fieldwork educator in identifying areas in need for improvement and meet on a regular basis to obtain feedback.
- Respond constructively to feedback, set goals, and modify performance based on feedback.
- Demonstrate ethical behavior.
- Demonstrate consistent professional/work behaviors, such as initiative, preparedness, and dependability.
- Demonstrate effective time management.
- Demonstrate positive interpersonal skills including, but not limited to cooperation, flexibility, tact, and empathy.
- Demonstrate respect for diversity and the ability to work with diverse populations.
- Demonstrate self-awareness. Exhibit the ability to engage in self-assessment, acknowledge strengths and areas in need of growth.
- Assume professional responsibility for setting personal and professional development goals.
- Implement strategies that would result in successful completion of fieldwork.

Resources for Students and Fieldwork Educators (C.1.12)

Resources for Students

A list of resources is made available to students prior to engaging in fieldwork experiences. These online resources relate to reliable health information and AOTA resources for students.

Resources for Fieldwork Educators

A list of resources is made available to fieldwork educators in the FW packet mailed or e-mailed to the FW site. The resources are also available on the AOTA website and relate to professional development, competencies in fieldwork education and supervision.

Forms for Fieldwork Educators

These forms are shared with the FW Site Coordinator either by mail or by email or both and consist of the following:

1. Verification Letter
2. FW requirements checklist
3. Course Syllabus: ACOTE standards and course objectives
4. Curriculum Paradigm
5. Student Evaluation
6. Site Evaluation
7. List of Resources for Fieldwork Educator

Level II Fieldwork Supervision (C.1.13.)

Pfeiffer MSOT Program ensures that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, severity of the client's condition, and the ability of the student to support progression towards entry-level competence. The program utilizes the **Level II Fieldwork Supervision** procedure as recommended in the **Supervision Requirements for Level II Fieldwork and Occupational Therapy Students: A Position Paper (AOTA, 2012)**. This information is found in further detail in the Fieldwork Educator Manual.

Level II Fieldwork Where No OT Exists (C.1.14)

Pfeiffer MSOT Program documents and verifies that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact methods, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site. The program has a **Level II Fieldwork Where No OT Exists procedure** of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

In settings where occupational therapy practitioners are not employed,

1. Students should be supervised daily on site by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner (see b above).
2. Occupational therapy practitioners must provide direct supervision for a minimum of 8 hours per week and be available through a variety of other contact measures throughout the workday. The occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) must have three years of practice experience to provide this type of supervision (ACOTE, 2012a, 2012b, 2012c).

- i. All state licensure policies and regulations regarding student supervision will be followed including the ability of the occupational therapy assistant to serve as fieldwork educator.
- j. Student supervision and reimbursement policies and regulations set forth by third-party payers will be followed.

Evaluation and Grading for Level II Fieldwork (C.1.15.)

Pfeiffer MSOT Program ensures there are mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent) through the use of the ***Pfeiffer MSOT Program Level II FW Week 3 Update Form*** and the ***AOTA Student Fieldwork Evaluation (FWE)***. This information is found in further detail in the Fieldwork Educator Manual.

Level II Fieldwork Performance Evaluation and Student Evaluation of the Fieldwork Experience

Two evaluations are required as part of FW Level II: 1) AOTA Fieldwork Performance Evaluation for the OT Student (FWPE) and 2) Student Evaluation of the Fieldwork Experience (SEFWE). The two completed evaluations must be submitted to the AFWC upon completion of the FW affiliation in order to receive a final Pass or Fail grade in the course. Failure to submit both evaluation forms may result in getting an Incomplete or Failure (F) as a final grade. Students should receive feedback on FW performance at midterm and at the end of the semester evaluation. Midterm feedback is geared to provide positive reinforcement for effective performance and recommendations on how to modify performance in areas in need of improvement.

Level II Fieldwork Passing Scores

Level II Fieldwork experiences are Pass/Fail experiences. The AOTA Fieldwork Performance Evaluation requires that the ratings for Ethics and Safety must be scored at a “3” or above at the final in order for the student to pass the field- work experience, regardless of the overall passing score. The passing score on this tool is 122 or higher. If a student scores below 122, the fieldwork is considered failed, and remediation will be necessary prior to going out on another fieldwork. In addition, any student that is terminated from his/her fieldwork prior to completion will receive a failing grade, unless otherwise determined by the AFWC and OT faculty. The Fieldwork Advisory Committee will work with the AFWC and student in establishing a learning contract and remediation plan.

Termination of Fieldwork Level II

Failure to demonstrate improvement according to the learning contract may result in termination of the FW affiliation. However, there are instances when the site terminates a student based on failure to adhere to safety precautions, unacceptable performance, unprofessional behaviors or other reasons. The fieldwork site reserves the right to request that a student be removed from an affiliation. Termination for unacceptable performance may result in a failing grade. Termination of a student

during an affiliation is not considered a cancellation. Therefore, the student will be required to comply with the learning contract and complete remediation work prior to being re-assigned to another FW site.

Procedure

- The Pfeiffer MSOT Level II FW Week 3 Update Form will be completed at the end of the third week of fieldwork by both the FWE and the student, using separate forms on AOTA FW system.
- The AFWC will review all Week 3 Updates within three days of receiving them, but any safety issues or other serious issues identified at this time should be brought to the attention of the AFWC by the student and/or FWE.
- The AOTA Fieldwork Performance Evaluation (FWPE) is completed at mid-term (6 weeks). The mid-term should be completed on CORE by the FWE and reviewed with the student. The AFWC will review all Mid-terms within three days of receiving them but students who are not demonstrating satisfactory performance (score of below 90 points at mid-term) must immediately contact the Academic Fieldwork Coordinator by phone for discussion.
- A learning plan will be collaboratively developed between the site Fieldwork Educator, Academic Fieldwork Coordinator, and student.
- The AOTA Fieldwork Performance Evaluation (FWPE) is also completed at the end of the Level II experience. The final should be completed on AOTA FW system by the FWE and reviewed with the student. After the student has reviewed the FWPE with the FWE, the student must sign-in to AOTA FW system, view the completed FWPE, and click the 'I have read this report' box.
- A grade of Satisfactory/Unsatisfactory will be recorded by the Academic Fieldwork Coordinator.
- The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.
- An overall final score must be 122 points and above to receive a passing grade.
- The final grade for level II fieldwork will be assigned by the Academic Fieldwork Coordinator.
- The student completes the Student Evaluation of Fieldwork Experience at the end of the Level II experience on AOTA FW system. The student should review this with the FWE.

Remediation Plan (C.1.15.)

Introduction and Purpose of a Remediation Plan:

The vast majority fieldwork experiences go smoothly for the student and the Fieldwork Educator (FWE). In the event that issues arise with student performance, a remediation plan will be put into effect. The purpose of a remediation plan is to facilitate student success on the fieldwork and should not be viewed as a punitive measure. A remediation plan will detail the expected student performance and give a date for expected achievement of the objective. In addition, resources will be suggested so that students can take initiative in improving their performance in the areas that need strengthening.

Grounds of Remediation:

1. If the student does not follow the policies and procedures of the facility, including, but not limited to, violations of patient/facility confidentiality, patient safety, attendance, and professional behavior.
2. If the student does not abide by the American Occupational Therapy Association Code of Ethics of Beneficence, Nonmaleficence, Autonomy, Justice, Veracity, and Fidelity or the Policies and Procedures Related to Student Conduct of the Pfeiffer MSOT Program.
3. If the student does not meet the objectives and goals of the facility, and the course, within an agreed-upon time frame.
4. If the student does not follow the verbal and/or written recommendations that have been given to the student by the FWE in an effort to improve patient care and treatment.
5. If the student does not fulfill all duties and verbal and/or written assignments made by the FWE within the agreed-upon time limit.

Remediation Plan Procedure for Fieldwork:

The FWE and/or student will identify the problem(s) and attempt solution(s) with specific documented goal(s). The use of a **learning/remediation contract** is highly recommended.

2. The FWE will contact the Academic Fieldwork Coordinator (AFWC) by phone or e-mail indicating problem(s).
3. Should the FWE and student be unable to develop a solution/remediation plan, the AFWC will meet with FWE and student and attempt to negotiate solution(s)/remediation plan. A learning/remediation contract format will be used.
4. The AFWC will notify student of options as related to education, including determination of whether switching student to another fieldwork site is feasible and/or appropriate, withdrawing from the course, timeline for repeating the course, effect on graduation date.
5. Goals and time frame must be documented with a copy to student, Academic Fieldwork Coordinator and Fieldwork Educator.

Withdrawal/Termination from Fieldwork**Grounds for Termination of Fieldwork:**

1. If it is determined by the Fieldwork Educator that the student's behavior may cause harm to patients, self, the FWE, or other employees of the facility. The AFWC will make an administrative referral to the Student Support Services as needed.

2. Unsafe practice, substance abuse, failure to complete expected requirements may result in termination of the fieldwork.
3. Insubordination, excessive tardiness, and/or risks to patient care may result in termination of the fieldwork.
4. Continued unsatisfactory performance, as evidenced by lack of achievement of all or part of the agreed-upon goals and objectives on the learning/remediation contract within the agreed-upon time limit may result in termination of the fieldwork.

Withdrawal/Termination Procedures:

1. A student request to withdraw from the Fieldwork Assignment must be made in writing to the FWE with a copy to the AFWC, indicating reasons for withdrawal and the commitment to fulfill final patient-related obligations as determined by the facility.
2. The AFWC, in conjunction with the program's Clinical Education Committee, will review the request for withdrawal, and the AFWC will communicate to the student their opinion.
3. Depending on the reasons given for withdrawal and the opinion of above faculty, possible outcomes could include encouraging the student to stay at the current site, locating an alternative site, or completing the fieldwork at a different time, possibly delaying graduation.
4. After fulfillment of patient-related obligations, the student's withdrawal from the facility is complete.
5. Following a failed remediation plan, a FWE request for the student to be withdrawn from fieldwork must be made in writing to the AFWC, including reasons for termination. The FWE will then complete the following steps:
 - a. The student and FWE will meet to determine the professional obligations related to patient care that must be fulfilled prior to final exit.
 - b. The FWE and student will schedule an exit interview to ensure all patient-care related obligations have been met.
 - c. The FWE will contact the AFWC after the exit interview to confirm separation of the student from the clinical site.
 - d. After completion of steps 2a-c above, withdrawal from the facility is complete. Note:

All meetings, goals, and action taken must be documented.

International Fieldwork Placement (C 1.16)

Pfeiffer MSOT Program documents and verifies that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who has graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year experience in practice prior to the onset of Level II fieldwork. This is demonstrated through the **International Fieldwork Placement procedure** of Pfeiffer's MSOT fieldwork program. This information is found in further detail in the Fieldwork Educator Manual.

Establishing international fieldwork placements involves a similar process to establishing a placement in the United States. The AFWC communicates with the site contact to determine alignment of the Pfeiffer University program's curriculum objectives and goals with the model and philosophy of care of the site or agency. Level I experience may or may not be in a site where an OT is present. If an OT is not present, the AFWC verifies the site supervisor's credentials and makes sure that he or she is knowledgeable about occupational therapy and feels comfortable with the expectations and assignments that the students will have. For Level II fieldwork experiences, the AFWC confirms with the site that a graduate of a WFOT approved program with at least one year experience will supervise students. This is verified through the curriculum vita or copy of degree of the fieldwork educator relative to the WFOT website on approved programs. The WFOT is contacted for confirmation if there are questions. A memorandum of understanding is also required for international fieldworks, and students are responsible for costs and arrangements associated with these fieldworks.

Health Requirements for Fieldwork

Students enrolled in the MSOT program are required to participate in several fieldwork affiliations over the course of the program. Hospitals, health care facilities, school systems, and community-based programs **REQUIRE** that all personnel, volunteers, and students in practicums have a comprehensive health review and drug screen in order to comply with health standards and federal regulations. Students have the responsibility to submit current documentation of health records to Pfeiffer University Student Health and to the Occupational Therapy Department. Proof of all health records are submitted to the fieldwork sites prior to student assignments. All health requirements must be kept current throughout the duration of the program.

Health Requirements

- Proof of health insurance coverage.
- Physician's documentation of current physical exam. **This must be done every year.**
- Immunization records including three DPT (Diphtheria, Tetanus, and Pertussis) or three TD (Tetanus- Diphtheria). The last DPT or TD must be administered **within the past 10 years prior to admission into the Occupational Therapy Program.**
- Two MMR (Measles, mumps, rubella vaccines) or titers for each disease. If negative titers, need to have immunizations. *Proof of Rubella vaccine or titer is not required for students born prior to 1957.
- Documentation of history of Chicken Pox or Varicella Vaccine or immunity by a positive blood titer (some sites will not accept documentation of history of disease).
- A two-step TB test must occur within 12 months of starting the OT MASTER'S program in August. If the TB test is positive, a chest X ray will be required. A two-step TB test must occur annually, and it must be current at the time of FW experiences or throughout the FW affiliation.
- The Hepatitis B vaccine series or documentation of signed waiver.
- Other immunizations as required by any fieldwork affiliation sites.

- Other recommended immunizations: Tetanus booster and seasonal Influenza Vaccine (the Flu vaccine is required by most health care systems).
- If vaccines are not completed for personal reasons this could impact student fieldwork placement.

Additional FW Requirements

- Certification in American Heart Association Healthcare Provider BLS (2 year)
- Criminal Background Check and 12 Panel Drug Screening - These two requirements are completed using the OT MASTER'S department's chosen vendor. Payment for the drug screen and the criminal background check is the sole responsibility of the student.
- All fieldwork requirements must be submitted to the OT department prior to enrollment in the MSOT Program in the Fall semester.

Criminal Background Checks Policy

Policy:

In order to comply with Pfeiffer University's policies and current contracts between the Occupational Therapy program and our affiliated clinical education sites, it is necessary for us to require criminal background checks for all of our incoming occupational therapy students.

Procedure:

- 1 Prior to admission, all Pfeiffer MSOT students will be required to undergo a criminal background check (CBC) that covers the state or states in which they have held official residence during the past 10 years.
- 2 Provisionally accepted students will be emailed directions or provided written information detailing the pertinent access information and package code for the Pfeiffer University account. The CBC must be completed, and the results reviewed prior to final admission to the MSOT program, which will be eight-10 weeks prior to the start of the school year. Students will not be able to participate in orientation or begin any coursework without a completed CBC.
- 3 Some background histories may affect a prospective student's final acceptance into the MSOT program. If the CBC reveals a felony charge or repeated misdemeanor charges, the CBC will be forwarded to the Director for the Office of Student Conduct on the Pfeiffer campus for evaluation. The prospective student will also be asked to contact The National Board for Certification in Occupational Therapy (NBCOT) at: 12 South Summit Avenue, Suite 100; Gaithersburg, MD 20877; (301) 990-7979; for consultation about any impact that this CBC might have on his or her ability to take the national certification examination following graduation from the MSOT program.

Feedback from both the Office of Student Conduct and the NBCOT will need to be shared with the MSOT program prior to making a final decision about admission.

- 4 The criminal background checks and any necessary rechecks will be performed by a qualified company or agency selected and contracted by the program.

- 5 All initially accepted MSOT students will receive a copy of this policy. Those students who are currently enrolled in the program at the time of establishment of this policy will also receive a copy.
- 6 If a student is assigned to a clinical site that requires a CBC, the Academic Fieldwork Coordinator will supply the clinical site with verbal or written results (as may be stipulated by the clinical site contract or by request). If the clinical site requests a written copy of the student CBC, it will be submitted to the specific administrative contact via email before the student starts the affiliation.
- 7 Post admission to the MSOT program, a current recheck CBC may be required by certain clinical sites prior to fieldwork experiences. The student is responsible for ordering, purchasing, and completing any additional CBCs that are requested by a clinical site or the academic program.
- 8 Only the Academic Fieldwork Coordinator or a designated representative will have access to on-line results of the CBC from the contracted agency or company.
- 9 Based on current contracts with clinical education sites, certain criminal histories that include felonies and some repeat misdemeanors may disqualify a student from participating in clinical learning experiences. The student must be aware that this could affect his or her ability to successfully complete the MSOT program.
- 10 If an admitted student has a flag on his or her CBC, the Academic Fieldwork Coordinator will review the report and ask the student to write a letter that explains the nature of the charges that are listed. This letter will be evaluated by the Academic Fieldwork Coordinator and will be forwarded to the Department's Program Director if the Academic Fieldwork Coordinator feels that further inquiry and evaluation is warranted.
- 11 If the Department Program Director is asked to evaluate the CBC, consultation with the Director of the University's Office of Student Conduct may also occur prior to a final decision about the student's status in the MSOT program.
- 12 When a letter is written to explain a flag(s) on a CBC, it will be stored electronically by the Academic Fieldwork Coordinator and will accompany the CBC each time that it is submitted to a clinical education site.
- 13 A clinical site has the right to refuse to accept a student after being informed of the results of the CBC that has been performed through the company or agency selected by the school or by the site's reporting agency. If this happens, the Academic Fieldwork Coordinator will attempt to secure another affiliation in a similar type of clinical setting for the student. However, there is no guarantee of placement, and the student must be aware that the inability to complete clinical placements will influence his or her successful completion of the MSOT program.
- 14 It is the student's responsibility to inform the Academic Fieldwork Coordinator if any additional charges/convictions/deferred adjudication occurs while the student is enrolled in the Pfeiffer MSOT program. If further charges/ convictions occur during matriculation in the program, the student may be subject to automatic dismissal.
- 15 This policy will be published in the Occupational Therapy Student Handbook. Pfeiffer MSOT students can request additional copies of this policy at any time.
- 16 OT licensing boards may deny, suspend, or revoke a license or the National Board for the Certification of Occupational Therapists may deny the individual the opportunity to sit for the

certification examination if the applicant has a criminal history or is convicted or pleads guilty or nolo contendere to a felony or other serious crime. Successful completion of the Pfeiffer MSOT program does not guarantee licensure, the opportunity to sit for a certification exam, or employment in OT.

Drug Screening Policy

Policy:

The Pfeiffer MSOT program has a zero-tolerance policy towards the use of any illegal/controlled substances. In order to comply with Pfeiffer University's policies and current contracts between the MSOT program and our affiliated clinical education sites, it is necessary to require drug screening for all students who have been offered initial admittance to the Pfeiffer MSOT program and who have chosen to enroll.

Procedure:

- A student will be notified of the drug-screening requirement once they have expressed intention to enroll in the MSOT program following initial acceptance.
- The student will pay for the 12-panel drug screening at his or her own expense. After payment, the student will receive further instructions, the chain of custody form, and directions to proceed to the designated lab.
- To ensure accurate screening, the student is advised to go for screening early in the morning. In addition, the student should take a list of any medications that they have been prescribed and/or are taking, including over-the-counter medications.
- The results of the screening will be posted to the monitoring website chosen by the program where the student, as well as the Academic Fieldwork Coordinator, can review.

If a failed (positive) drug screen is returned on a student conditionally admitted to the MSOT program, the medical review board at the monitoring website will make up to 3 attempts to contact the student to offer the opportunity for explanation (if related to a prescription drug) or re-test. If the student is unable to be reached or if a repeat screen is also failed (positive), the Academic Fieldwork Coordinator will be alerted, and the student will be processed through any applicable policies and procedures for the use of illegal drugs. Additionally, the prospective student will also be asked to contact The National Board for Certification in Occupational Therapy (NBCOT) at 12 South Summit Avenue, Suite 100; Gaithersburg, MD 20877; (301) 990-7979 for consultation about any impact that this positive drug screen might have on his or her ability to take the national certification examination following graduation from the OT program.

- If a failed (positive) drug screen is returned on a student who is already admitted to the MSOT program, the medical review board of the company providing the drug screen will make up to 3 attempts to contact the student to offer the opportunity for explanation (if related to a prescription drug) or re-test. If the student is unable to be reached or if a repeat screen is also failed (positive),

the Academic Fieldwork Coordinator will be alerted, and the student will be processed through any applicable policies and procedures for the use of illegal drugs. The student will also be asked to contact The National Board for Certification in Occupational Therapy (NBCOT) at 12 South Summit Avenue, Suite 100; Gaithersburg, MD 20877; (301) 990-7979 for consultation about any impact that this positive drug screen might have on his or her ability to take the national certification examination following graduation from the MSOT program.

- If a current drug screen is required by any clinical site, the student is required to obtain additional screening at his or her own expense. Students should be aware that a clinical site might require random drug screenings at any time. If so, they are required to comply. A clinical site may ask the student to use the site's preferred testing agency for the screening.
 - a. If a student tests positive while on fieldwork, they must adhere to the retesting policy of the assigned facility. In case this option is not available, students will be asked to retest with the source identified by the program. During the timeframe that the student must retest, the student will not be allowed to engage in any client care and coursework until the retest proves that the student no longer has positive test results.
 - b. A student may appeal test results with the testing source.
- Electronic records of all drug screenings will be maintained, with access granted only to the Academic Fieldwork Coordinator or designated representative.
- All MSOT faculty will be informed of, and adhere to, this policy.
- Please note that having a positive drug test at any point prior to or during attendance in the program, may affect several professional related activities that are out of the program's control such as ability to sit for the certification exam, obtaining state licensure to practice, and removal/banded from some or all fieldwork sites, thus impacting the individual's ability to continue their course of study in the program and their retention in this University.

Fieldwork Related Travel Expenses

Travel/Transportation

Students are responsible for providing their own transportation to and from course experiences, clinical and fieldwork sites. Parking fees may be applicable. Additional FW transportation related expenses might apply.

Housing

Students are responsible for arranging their own housing during clinical experiences. The MSOT program at Pfeiffer University is committed to providing the best available clinical sites to students for fieldwork experiences. For this reason, students must be prepared to relocate, possibly out of Albemarle and out of state for fieldwork experiences. Students are not paid during fieldwork experiences and stipends, transportation and housing are not typically provided or arranged for students during fieldwork. Some facilities may have extra fees not specified such as a uniform, lab coat, or scrubs.

Other fees may apply, such as specific health tests or additional drug testing. Sometimes, a facility may require his or her own criminal background check or drug testing which involves an additional cost to the student. Some fieldwork sites are requiring a fee for the experience. Due to the nature of Level II fieldwork, a student should not plan to work during these experiences.

North Carolina Area Health Education Centers (AHEC) Housing Opportunities: Students have the option to apply for AHEC housing. The guidelines for AHEC housing are found on their website: <http://my.ncahec.net>. A student planning to apply for AHEC housing must notify the AFWC in writing of their intentions to apply for housing in order to receive the MSOT department guidelines for payment procedures.

Fieldwork Attendance Policy

Students are expected to attend all scheduled fieldwork experience hours. Students must report to fieldwork as scheduled unless illness or extenuating conditions arise. Students must report absences in advance to the fieldwork site supervisor and inform the AFWC or AFWC Assistant the day of the absence.

A student attending a special OT or university event such as conference must make up for missed FW days. Approval from the fieldwork educator, course instructor or the AFWC must be obtained in advance prior to the event. It is the student's responsibility to contact the AFWC and the fieldwork educator prior to the event to arrange make up for hours or days missed from FW. Every effort must be made to make up absences at the convenience of the fieldwork site.

Please note that students are required to attend all scheduled Level I or Level II fieldwork experiences even if they occur during the university **Spring or Fall Breaks**. In such cases, this information will be provided in advance to the students via the course syllabus and the overall MSOT Program Calendar/Paradigm. A student that has not satisfactorily completed FW hours is at risk for failing the FW experience/course. Extenuating circumstances must be reviewed with the site Fieldwork Educator and the AFWC.

HIPPA and Privacy Policies for Fieldwork

Students are required to complete a HIPPA Education Module during the initial entry of the program. A signed verification form is kept on file indicating successful completion of the module. Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case study presentations, debriefing sessions or class discussions face-to-face or online.

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers

- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code

For written reports, the following information can be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

OSHA/Bloodborne Pathogens Training

Students are required to complete training/education on OSHA/Blood Borne Pathogens. A statement of verification of training completion must be signed by the student and the AFWC or course instructor and placed in the student's file along with other FW documents.