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Revised 3-2016

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.

Any conduct that violates the Student Code of Conduct will be referred to the Office of Student Judicial Affairs.

Winston-Salem State 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. Moreover, WSSU is open to people of all races and actively seeks to promote diversity among its student population by recruiting and enrolling students without regard to race, gender, or ethnicity.
OCCUPATIONAL THERAPY DEFINITION
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. Therapist works 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.

ACCREDITATION
The Department of Occupational Therapy entry-level master’s program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The next accreditation self-study and onsite visit are scheduled in the year 2016/2017. For information, contact ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20819-3449. The phone number for AOTA is (301) 652-2686.

VISION
The Department of Occupational Therapy envisions outstanding graduates and distinguished faculty who successfully engage in promoting evidence-based practice, occupation-based research, leadership, service and life-long learning.

MISSION STATEMENT
The Mission of the Occupational Therapy Program is to produce graduates who are clinically, professionally, and culturally competent in occupational therapy. Graduates will engage in evidence-based scholarship and service to promote equitable care that contributes to the quality of life for individuals and communities.

VALUES
• Excellence - We strive to achieve excellence in academics, research and service.
• Cultural Competence - We aim to promote cultural competence and embrace diversity in all relations.
• Service - We are committed to cultivating service-oriented graduates who are competent to address health inequalities.
• Leadership - We aim to demonstrate leadership through advocacy and participation in the profession.
• Ethics - We are committed to creating professionals who are caring and ethical, with a strong sense of personal integrity.

EDUCATIONAL OBJECTIVES
The Department of Occupational Therapy at WSSU endeavors to create a supportive and challenging environment, while providing excellent educational opportunities. Graduates of the Occupational Therapy program will:
• Incorporate occupation-based frames of reference and theoretical models in the delivery of therapeutic services that ensure the best possible health outcomes for consumers.
• Devise and implement client-centered, evidence-based, and culturally relevant assessments and interventions required of an entry-level practitioner.
• Demonstrate ability to manage resources and to provide services to diverse populations inclusive of health disparate environments and emerging arenas of practice.
• Apply principles of evidence-based research in scholarship and practice that contribute to the profession’s body of scientific knowledge.
• 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.

PHILOSOPHY OF OCCUPATIONAL THERAPY

Our program’s belief is consistent and in agreement with the Philosophical Base of Occupation Statement by the AOTA (revised, 2011) 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 also the ultimate goal of therapy.*

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

EDUCATIONAL PHILOSOPHY

The faculty members of the Occupational Therapy Program at Winston-Salem State 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 their 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, 1984,1970; 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.

Faculty members serve as the facilitator, who guides, directs and evaluates the learners throughout the educational process. The faculty believes that learning is facilitated when students are able to simulate, explore in depth, and practice various aspects of roles typically engaged in by the occupational therapist. The curriculum prepares the student as a generalist with exposure to multiple populations across the lifespan in areas of physical and mental health. In addition to clinical practitioner, students are given the opportunity through didactic courses and practical experience to develop and refine their occupational roles as educator- learner, researcher, and administrator. Effective learning occurs through an active process, where the course content is presented in diversified ways. Both participatory and integrative learning methods emphasize clinical reasoning, evidence-based practice, case-based inquiry and simulation and are reinforced through service learning and fieldwork experiences. The program fosters opportunities for integration with diverse-multicultural populations. Further, learning is enhanced by incorporating technology to teach basic and advanced applications, to explore resources, and to support research and communication. Assessment techniques are varied to appeal to adult learners including exams, competencies, projects, presentations, demonstrations, bloggings, discussions, and others.
THE P-E-O CURRICULUM MODEL AND RATIONALE

The Occupational Therapy program incorporates the Person-Environment-Occupation (PEO) Model as the theoretical foundation and underlying framework for its curriculum design. The PEO model serves as a practice framework for examining person-environment-occupation processes in the context of occupational therapy education. The PEO model of occupational performance adopts a transactional approach that emphasizes the interdependence, in this case, between the academic environment and the person (4). The three components of the model are conceptualized as the person (student), his/her environment (internal and external learning environment and context) and occupations (academic processes) dynamically interacting over time (5). The model supports the holistic development of students and strives to prepare them to become professionals who are grounded in client-centered practice, who use evidence-based decision making, and who are committed to infusing occupation into practice. This model places a strong emphasis on the interconnectivity between the person, environment and occupational roles.
The Person-Environment-Occupation fit is strengthened through the incorporation of four integrative themes that undergird the PEO Model and our beliefs and persist throughout the implementation of the curriculum. These themes direct the program’s overall approach to: a) learning, b) organization of content as it relates to the scope, depth and sequence of courses, and c) key roles that students must embrace to become life-long learners and competitive practitioners.

Curriculum Themes: Four integrative themes persist throughout the curriculum.

1. Occupational Roles (Person)
   a. Practitioner
   b. Educator–Learner
   c. Researcher
   d. Administrator
2. Evidence-Based Practice (Environment)
3. Cultural Relevance (Environment)
4. Client Centeredness (Occupation)

Person (Occupational Roles): Roles are determined by person-environment-occupational relationships (4, 5). The occupational performance role emphasized in this curriculum is student transition to an entry-level practitioner. This curriculum seeks to enhance the primary practitioner’s role, by developing the students’ abilities and skill set, as it relates to educator-learner, researcher, and administrator.

- **Practitioner** – develops the professional behavior and skill necessary to interpret the Occupational Therapy Practice Framework (OTPF) and to implement its inherent processes.
- **Educator-Learner** – develops skill to advance critical thinking, problem solving, inquiry, and to facilitate life-long learning processes. Students incorporate these learning processes to facilitate ongoing self-development, and further utilize them to guide and instruct when educating the consumer, and advocating for the profession.
- **Researcher** – aims to apply “best practice”, research, and to emphasize an appreciation of the importance and value of evidence-based practice to the occupational therapy profession.
- **Administrator** – empowers students to manage resources, and to assume ethical and professional responsibilities in order to provide services in various contexts to individuals, groups, organizations, and specific populations in a changing health care environment.

Environment: The environment considered from the unique perspective of the person, is defined as the context within which occupational performance takes place and may include, social, institutional, physical and cultural factors. Our curriculum model considers the immediate and long-term practice environments in the region. Winston-Salem State University has the only public occupational therapy graduate program located geographically in the piedmont region of North Carolina. A portion of the geographic region immediately adjacent to the University consists of ethnic minorities, the medically underserved, and a growing immigrant population with a broad range of health disparities that are in need of health care and programming. Several major medical centers, skilled care facilities, schools, and community health agencies are in close proximity thus creating a multitude of practice opportunities. Therefore, the University, the School of Health Sciences (SOHS), and the academic unit considers it our professional and ethical responsibility and have adopted a mission that values diversity and service, while promoting excellence in programs that prepare graduates for the 21st century and supporting the workforce. In the academic and professional practice environment, clinical reasoning is critical for best practice. Therefore several factors are paramount and will be reinforced throughout the curriculum: evidence-based practice will be taught as a means to assess and make decisions that support client centered practice. Client centered practice occurs in various contexts. While all contexts will be taught, due to the multi-ethnic population in the region, this program will especially emphasize the importance of cultural relevance in client centered
care. The PEO model promotes recognition of the impact of culture as being essential to therapist-client interaction and to inform decision making regarding health.

**OCCUPATION:**
Occupational performance reflects the act of doing and results from interactions between the person and the environments in which he or she carries out tasks and roles (3). Students’ active engagement in the curriculum process is essential to achieve the educational goals. To this end, the curriculum design emphasizes learning processes for students to acquire the academics, skills, and fieldwork experiences necessary to gain the level of competency in their ability to perform and master occupations. Integration of curricula components culminates in students’ performance of the roles defined in our curriculum model.

**COURSES RATIONALE, SEQUENCE, SCOPE AND DEPTH:**
The prerequisites selected for the MSOT program are foundational courses that provide the student with a working knowledge of the biological, physical, social, and behavioral sciences. These courses serve as a common background from which to build logical sequential thinking that undergird the curriculum. Academic coursework and clinical practice skills are synergistically integrated into the curriculum to educate students for practice, and to fulfill the occupational performance roles in the Person-Environment-Occupation (PEO) Model. Didactic and fieldwork courses are designed to support the development of the four roles: practitioner, educator-learner, researcher and administrator roles in the context of the PEO model. Courses are sequenced, first to emphasize theoretical and fundamental knowledge of occupation, a thorough understanding of occupational performance issues and analysis, and theories of practice. Second, the dynamic relationship between the nature of occupation, occupational function and dysfunction are emphasized. Third, courses integrate theories and promote application of practical skills and competencies emphasizing client centeredness, dynamic clinical reasoning, the incorporation of cultural relevance and evidence based practice. In some courses, exposure to these concepts will occur simultaneously, and in other instances, courses will build on previously learned knowledge. Fourth, fieldwork experiences incorporate these curriculum themes and integrate with the course sequence outlined above.

Opportunities for exposure to traditional and emerging arenas are introduced early and threaded throughout the curriculum. Traditional practice areas incorporate clinical and community based rehabilitation and habilitation for individuals whose life occupations have been disrupted by development, illness, injuries and acquired conditions. The program adopts AOTA’s definition of emerging practice areas as areas in which occupational therapy’s unique skills and training can be used to meet new and growing societal needs (2). Although students will receive introduction and exposure to multiple emerging areas, the program chooses to primarily focus on emerging areas in keeping with the vision of the SOHS related to health and wellness, and community based services (e.g. transitions for children and youth, ergonomics, low vision, community mobility, aging in place, technology and assistive device, wellness, chronic disease and self-management, psychosocial health and e-health). Exposure to both traditional and emerging practice will occur through didactic course work and fieldwork affiliations.

These courses support the development of occupational roles, and incorporate various populations and settings.
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<td>Framework*</td>
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<td>Framework*</td>
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* Framework= A set of foundational principles and ideas
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<td>Rehab (IP/OP)</td>
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<td></td>
<td>Level 1 Fieldwork Occupation</td>
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<td>Level 1 Fieldwork Community</td>
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<td>Adults</td>
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<td>Level 1 Fieldwork Pediatrics</td>
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<td>Level 1 Fieldwork Adults</td>
<td>Community, SNF, ALF, Hospitals, Rehab Home</td>
<td>Adults</td>
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<td></td>
<td>Psychosocial Basis of Occupation</td>
<td>Community, Group Psychosocial Settings,</td>
<td>Lifespan</td>
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<td>Hospitals</td>
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<td></td>
<td>Professional Practice, Administration, and Policy</td>
<td>All settings</td>
<td>Lifespan</td>
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<td></td>
<td>Assistive Technology</td>
<td>Framework*</td>
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<td>Specialized and Emerging Practice Lec/Lab</td>
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<td>Rehab (IP/OP)</td>
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<tr>
<td></td>
<td>Occupational Therapy in Adult Practice Lec/Lab</td>
<td>Community, SNF, ALF, Hospitals, Rehab Home</td>
<td>Adult</td>
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<td></td>
<td>Life Span Interventions</td>
<td>IE, School, Community</td>
<td>Lifespan</td>
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<td></td>
<td>Fieldwork Level II A &amp; II B</td>
<td>All settings</td>
<td>Lifespan</td>
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</table>

* Framework= A set of foundational principles and ideas
SECTION I - ACADEMIC AND PROFESSIONAL GUIDELINES

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<th>Courses that Support Role Development</th>
<th>Setting</th>
<th>Population</th>
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<td>Researcher</td>
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<td>Methods of Inquiry</td>
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<td>Conducting Occupation-Based Research</td>
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<td>Research Writing and Dissemination</td>
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<th>Population</th>
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<tbody>
<tr>
<td>Administrator</td>
<td>Professional Practice, Administration, and Policy</td>
<td>All settings</td>
<td>Lifespan</td>
</tr>
<tr>
<td></td>
<td>Evidence Based Practice</td>
<td>Various</td>
<td>Various</td>
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<tr>
<td></td>
<td>Professional Seminar</td>
<td>All settings</td>
<td>Lifespan</td>
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</table>

REFERENCES:
COURSE DESCRIPTIONS

OCC 5104 LEVEL I FIELDWORK-OCCUPATION (1)
This course is designed to help occupational therapy students apply core concepts of the Person, Environment and Occupation Model in a practical setting. Opportunities for students to demonstrate professional and ethical behaviors in diverse practice settings will be provided. **Co-Requisites: Foundations of Occupational Therapy, Analysis of Occupation, Therapeutic Interventions.**

OCC 5111 PHYSIOLOGICAL FACTORS OF OCCUPATION LECTURE (1)
In this course students will study bodily systems as they relate to pathological conditions and their implication on occupational performance. Laboratory experiences of the anatomical structures of the human body are integrated as part of this course. **Prerequisites: Anatomy & Physiology I & II**

OCC 5217 PHYSIOLOGICAL FACTORS OF OCCUPATION LAB (2)
Using applied anatomy concepts in this lab course, students will engage in advanced study of the musculoskeletal and related systems, including normal function and dysfunction and its implication on occupational performance. **Prerequisites: Anatomy & Physiology I & II.**

OCC 5300 FOUNDATIONS OF OCCUPATIONAL THERAPY (3)
Occupation as a fundamental human behavior is explored. Students will study the basis of occupational engagement as expressed in the Occupational Therapy Practice Framework: Domain and Process. Standards of practice, roles, ethics, core values and beliefs as essential foundations of the profession will be articulated. **Prerequisite: Entry into the Graduate Program in Occupational Therapy.**

OCC 5303 ANALYSIS OF OCCUPATION (3)
Analysis of daily occupations including the comprehension of demands of daily activities on human performance in ADLs, IADLs, work, play, leisure, education, sleep/rest, and social participation in various contexts. The focus is on the relationship of analyzing tasks related to occupation performance, grading and adapting performance skills including: motor and praxis, sensory-perceptual, emotional regulation, cognitive, communication and social skills. **Prerequisite: Entry into the Graduate Program in Occupational Therapy.**

OCC 5308 THERAPEUTIC INTERACTIONS (3)
Students will learn the principles inherent in occupational therapy related to the therapeutic use of self, professional communication and group dynamics. The principles of group intervention including group development, principles of group dynamics and group leadership will be explored. Interview skills as an integral part of occupational therapy practice will be stressed. **Prerequisite: Entry into the Graduate Program in Occupational Therapy.**

OCC 5309 MOVEMENT COMPONENTS OF OCCUPATION (3)
In this course students will study biomechanical concepts as they relate to movement and function of the human body, and the impact on occupation. Course content will include vital sign and manual skill assessments, functional transfer techniques, and lab safety protocol. **Prerequisites: Physiological Factors of Occupation Lecture and Lab, Analysis of Occupation.**
OCC 5312 NEUROLOGICAL BASIS OF OCCUPATION (3)
In this course, students will examine neurological theories and frames of reference focusing on occupational performance. Normal and abnormal neurological development will be explored, including its effects on occupational engagement across the lifespan. Students will learn how to appropriately use common neurological assessments in occupational therapy practice. Prerequisites: Physiological Factors of Occupation, Foundations of Occupational Therapy, Analysis of Occupation OCC.

OCC 5112 NEUROLOGICAL BASIS OF OCCUPATION LAB (1)
In this course, students will engage in labs to increase understanding of neurological theories and frames of reference focusing on occupational performance. Normal and abnormal development will be explored, including its effects on occupational engagement across the lifespan. Students will practice how to appropriately use common neurological assessments in occupational therapy practice. Co-requisite: Neurological Basis of Occupation.

OCC 5313 METHODS OF INQUIRY (3)
This core research course introduces the student to the reasons for and basic processes of research including theoretical perspective, identification of a research question, literature review, research design, data gathering and analysis, and drawing conclusions. Ethical considerations of sound research are discussed including informed consent and protection of human subjects

OCC 6118 LEVEL I FIELDWORK-COMMUNITY (1)
This course provides students with opportunities to engage in various aspects of the occupational therapy process with a psychosocial emphasis across settings. Prerequisite: Successful completion of previous coursework. Co-Requisite: Psychosocial Basis of Occupation.

OCC 6308 PSYCHOSOCIAL BASIS OF OCCUPATION (3)
In this course the students will apply theoretical foundations and frames of reference used when working with individuals with diverse psychosocial dysfunctions across the lifespan. Students will demonstrate competencies and critical thinking in evaluating, planning, and implementing intervention. Students will apply group facilitation skills and principles of group dynamics. Prerequisites: Therapeutic Interactions, Foundations of Occupational Therapy, Analysis of Occupation.

OCC 5302 EVIDENCE-BASED PRACTICE (3)
Definition of evidence-based practice and levels of evidence in research are taught. Application of critical review of published research, specific emphasis on evidence-based research and practice and the use of research in clinical decision making are emphasized. Differences of types and levels of evidence in health care and other human services, such as education, are discussed. Prerequisite: Methods of Inquiry.

OCC 5307 ASSISTIVE TECHNOLOGY (3)
In this course, consideration for the use of technology to allow greater accessibility and occupational performance will be taught. Students will learn and apply principles of assistive technology across populations and understand the related legislative and regulatory foundations. Prerequisites: Foundations of Occupational Therapy, Analysis of Occupation.
OCC 5311 OCCUPATIONAL THERAPY IN PEDIATRICS (3)
This course is designed to provide students with an overview of occupational therapy in pediatrics, including legislative foundations of service provision. An emphasis is placed on the child and family in their environmental contexts (including culture) and the effect of disability on occupational performance. Evaluation, intervention planning and implementation, from a variety of theoretical perspectives will be explored. Prerequisites: Physiological Factors of Occupation Lecture and Lab, Analysis of Occupation, Foundations of Occupational Therapy.

OCC 5117 OCCUPATIONAL THERAPY IN PEDIATRICS LAB (1)
This course engages the student in application of information presented in Occupational Therapy in Pediatrics Lecture, involving use of assessment tools, problem identification and setting, intervention planning, implementation and documentation. Prerequisites: Physiological Factors of Occupation Lecture and Lab, Analysis of Occupation, Foundations of Occupational Therapy.

OCC 5119 LEVEL I FIELDWORK-PEDIATRICS (1)
This course is designed to provide opportunities for students to apply the occupational therapy process in diverse pediatric settings. Co-requisites: Occupational Therapy in Pediatrics, Occupational Therapy in Pediatrics Lab.

OCC 6313 OCCUPATIONAL THERAPY ADULT PRACTICE 1 (3)
This course is designed to give students a basic understanding of general patho-physiology, evaluation, intervention planning, and implementation for adults experiencing dysfunction related to the following systems: musculoskeletal, integumentary, and immune. Students will be given the opportunity to develop competency in evaluation, intervention strategies, and documentation of outcomes for the adult population in various practice settings. Prerequisites: Physiological Factors of Occupation, Neurological Basis of Occupation, Movement Components of Occupation, Foundations of Occupational Therapy, Analysis of Occupation.

OCC 6113 OCCUPATIONAL THERAPY ADULT PRACTICE I LAB (1)
This course engages the student in application of information presented in Occupational Therapy Adult Practice 1, involving use of assessment tools, problem identification and setting, intervention planning, implementation and documentation. Prerequisites: Physiological Factors of Occupation, Neurological Basis of Occupation, Movement Components of Occupation, Foundations of Occupational Therapy, Analysis of Occupation.

OCC 5212 CONDUCTING OCCUPATION BASED RESEARCH (2)
This course focuses on the initiation, development and implementation of a research project with a faculty research advisor. Faculty advisors will work closely with students in a small group to facilitate the research topic, review relevant literature, formulate research design, and implement the project. Prerequisites: Methods of Inquiry, Evidence-Based Practice.

OCC 6300 PROFESSIONAL PRACTICE, ADMINISTRATION AND POLICY (3)
This course will cover topics related to marketing, developing and managing occupational therapy programs and services. Primary emphasis will be program development, staffing, reimbursement, planning, advocacy, policies and legislation that affect the availability and provision of occupational therapy services. Prerequisites: Foundations of Occupational Therapy, Therapeutic Interactions.
OCC 6306 ADVANCED TOPICS (3)
Formal instructions that allow students to engage in experiential learning and to advance their skill for preparation in practice. Examples of advanced content maybe seeking certification specialization, and/or additional opportunities for clinical practice. Prerequisites: OCC 5300 Foundations of Occupational Therapy, OCC 5303 Analysis of Occupation, OCC 5217 Physiological Factors of Occupation Lab, OCC 5111 Physiological Factors of Occupation.

OCC 6315 LIFE SPAN INTERVENTIONS (3)
Students in this course will review general patho-physiology, and apply the occupational therapy process for lifespan experiencing dysfunctions related to various systems such as: cardiovascular, respiratory, lymphatic, digestive, urinary, and endocrine. Aspects of human occupational performance that changes from newborn to the aging adulthood and how factors account for those changes will be emphasized. The influences on the lifespan across-cultural groups will also be discussed. Students will be given the opportunity to develop competency in evaluation, intervention strategies, and documentation of outcomes for various client populations. Prerequisites: Physiological Factors of Occupation, Neurological Basis of Occupation, Movement Components of Occupation, Foundations of Occupational Therapy, Analysis of Occupation.

OCC 6112 LEVEL I FIELDWORK-ADULTS (1)
This course provides opportunities for students to apply knowledge and skills taught in adult intervention courses and to apply the occupational therapy process in diverse adult practice settings. Prerequisite: Successful completion of previous coursework. Co-Requisites: Occupational Therapy Adult Practice 2 course and lab.

OCC 6215 RESEARCH WRITING AND DISSEMINATION (2)
This final research course is designed to facilitate the culmination of the graduate research project. Working with a research advisor, students must summarize the research results, and formally present the research findings and conclusions. Prerequisites: Methods of Inquiry, Evidence-Based Practice, Conducting Occupation Based Research.

OCC 6217 SPECIALIZED AND EMERGING PRACTICE (2)
This course is designed to teach theoretical foundations, knowledge and skills required for engagement in specialized areas of practice. This provides the opportunity to learn and apply principles and techniques including orthotics, prosthetics, physical agent modalities, and emerging areas of practice. Prerequisites: Physiological Factors of Occupation Lecture and Lab, Analysis of Occupation.

OCC 6117 SPECIALIZED AND EMERGING PRACTICE LAB (1)
This course engages the student in laboratory application of information to support Specialized and Emerging Practice lecture involving assessment, intervention planning, implementation and documentation for traditional, non-traditional and specialty areas of practice and settings. Students are provided the opportunity to learn and apply principles and techniques for orthotics, prosthetics, drivers’ rehabilitation and physical agent modalities. Co-Requisite: Specialized and Emerging Practice
OCC 6319 PROFESSIONAL SEMINAR (3)
This course is designed to allow students the opportunity to enhance problem-solving skills, promote critical thinking, and synthesis of information within the context of the overall field of occupational therapy. Using multiple approaches including online testing, students are expected to demonstrate critical analysis and complex problem solving relevant to a variety of roles necessary to be successful in the practice.

OCC 6601 FIELDWORK LEVEL II-A (6)
The first 12-week clinical affiliation under the supervision of a licensed occupational therapist. The primary purpose of Level II fieldwork is to develop entry-level occupational therapists who possess: a) competency to deliver occupational therapy services across practice settings; and b) sound, logical, and ethical clinical reasoning. 
Prerequisite: Successful completion of all previous coursework.

OCC 6602 FIELDWORK LEVEL II-B (6)
The second 12-week clinical affiliation under the supervision of a licensed occupational therapist needed to fulfill fieldwork requirements. The primary purpose of Level II fieldwork is to develop entry-level occupational therapists who possess: a) competency to deliver occupational therapy services across practice settings; and b) sound, logical, and ethical clinical reasoning. Prerequisite: Successful completion of all previous coursework and Fieldwork Level II A.

*ELECTIVES

* OCC 6104 INDEPENDENT STUDY IN OT V = VARIABLE CREDIT (1-4)
This independent study is an elective course designed to allow students to pursue special interests in direct collaboration with an occupational therapy faculty member. The course can be tailored for clinical, research, entrepreneurial, or community interests. Taken with permission of faculty.

* OCC 5214 INTERCULTURAL FW PRACTICUM (2)
An optional fieldwork practicum that prepares students to function in a global society by advancing their knowledge of cultures, by promoting cultural sensitivity, and by working with multi-ethnic and societal health-related issues necessary to effectively engage in client-centered occupational therapy care with diverse populations. Taken with permission of faculty.

* OCC 6120 SELECTED TOPICS IN OCCUPATIONAL THERAPY V = VARIABLE CREDIT (1-3)
This course is designed for students to explore current issues relevant to their plan of study and not otherwise covered in the curriculum. Students are required to engage in direct experience and focused reflection in an in-depth study of a specific discipline topic and/or the critical analysis of contemporary issues. Taken with permission of faculty.
ADMISSIONS POLICY AND CRITERIA
Students seeking admission into the Master of Science (MSOT) in Occupational Therapy Program must have:

- Baccalaureate degree from an accredited college or university
- Bachelor’s Cumulative GPA of 3.00 as indicated by OTCAS calculation
- Graduate Record Exam (GRE) within 5 years of applying for admission
- Test of English as a Foreign Language (TOEFL) must be passed according to University standards, if foreign student whose native language is not English
- Volunteer or work experience in the field of occupational therapy (40 hours minimum)
- 3 recommendation forms (one must be completed by the occupational therapy supervisor where student volunteered or worked)
- A written personal essay on topic provided by OTCAS.
- Grade of “C” or higher in the following prerequisite courses: Must have completed at least four of the seven prerequisite courses by the application deadline.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Human Anatomy &amp; Physiology with lab (2 courses)</td>
<td></td>
</tr>
<tr>
<td>Lifespan Human Growth &amp; Development or Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>Sociology or Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>19-21 credits</td>
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</tbody>
</table>

APPLICATION PROCESS AND DEADLINES
Deadline for submission of application is January 15th.

- 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 15th 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. Exception: copy of official GRE scores will also need to be mailed to the OT Department, c/o the Admissions Committee at 432 FL Atkins, Winston-Salem, NC, 27110.

- 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.

- The Office of Graduate Admissions requires that Supplemental Document of Security Questions be answered in OTCAS and a $50 non-refundable application processing fee to the University. The supplemental questions are located in OTCAS along with instructions for submission and payment of nonrefundable fees to the University.

  NOTE: A seat fee is required for students offered admission and who agree to enroll in the program.
International applicants may have additional requirements related to citizenship and transcript evaluation. These individuals should contact Winston-Salem State University’s Office of International Programs.

Early Assurance Program (EAP), is an admission option allows WSSU undergraduate students to be considered early for guaranteed admissions to Occupational Therapy Graduate program. Students may apply to EAP at the end of their junior year (May 30th deadline), and may receive letter of acceptance early in their senior year. Each year, up to ten qualified students will receive a letter offering admission into the designated first-year of the incoming class. Individuals accepting a position in the Early Assurance Program must maintain certain academic standards to remain eligible for their guaranteed seats in the entering class. The following eligibility requirements must be met before applying and maintained in order to be fully admitted. Interested applicants must contact the department for details.

REQUIREMENTS:

• Fulltime enrollment at WSSU.
• Good standing at the university as evidenced by academic and interpersonal conduct.
• Earn and maintain a GPA of 3.4, both overall and in the prerequisites.
• Score a minimum of a 3.5 analytical score on GRE.
• Submit a letter of recommendation for acceptance through EAP from faculty/faculty advisor in your assigned undergraduate major. Letter must address academic potential, professional behavior and motivation of student and be co-signed by department chair/program coordinator.
• Have completed at least 4 of 7 prerequisites at the time of applying. Remaining prerequisite courses must be completed prior to starting the program.
• Complete TRC 3320 OT Prep undergraduate course with a grade of B or higher.
• Written Essay

SELECTION CRITERIA

Completed applications and other admission documents received by the established deadline and verified through OTCAS will be reviewed by the Occupational Therapy Admissions Committee. Student selection is based on several factors including undergraduate cumulative and prerequisite GPA, GRE analytical score, references, personal essay, volunteer hours, and personal attributes. 26-28 qualified students will be admitted per cohort. In case space becomes available, a wait list of students, ranking the next highest on admission scores will be developed. Persons on wait list will be notified if a slot becomes available. A certain number of seats may be allotted to qualified WSSU students and/or North Carolina residents. These students must also follow all admission requirements, be competitive with the established criteria and submit their application through OTCAS.
SECTION 1
STANDARDS OF CONDUCT

GENERAL GUIDELINES FOR STUDENT BEHAVIOR
Attending Winston-Salem State 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.

The Department of Occupational Therapy sanctions the policies and regulations established by Winston-Salem State University as published in the Graduate Catalog under Social Regulations and Standards of Conduct. Students are expected to govern themselves in accordance with these policies and rules as they may be amended from time to time, to promote academic integrity. Please refer to the Social Regulations section of the current University Graduate Catalog online regarding details of these policies many are located on the Office of Legal Affairs website.

- Weapons on Winston-Salem State University Property-Guidelines for Disciplinary Action
- WSSU Policy on Illegal Drugs
- WSSU Institutional Drug Policy Statement
- WSSU Policy on Alcoholic Beverage
- WSSU Smoking Policy
- WSSU Policy Concerning Disruptive Conduct
- WSSU Policy on Campus Demonstrations and Disruption of University Activities
- WSSU Policy on Posting and Distribution of Notices and Printed Materials
- WSSU Class Disruption Policy
- WSSU Policy Statement on Sexual Harassment
- WSSU Policy on Racial Harassment
- Rules of Procedure for Affirmative Action Committee Grievance Hearings
- WSSU Policy on Computer Use
- Disabled Students Information

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 written and verbal communication about consumers

The Department of Occupational Therapy faculty, students & staff are expected to adhere to the Code of Ethics and Ethics Standards established by the American Occupational Therapy Association. The revised version of the Code of Ethics can be accessed via AOTA Website (www.aota.org), or in the official documents located in the Department of Occupational Therapy and O’Kelly Library. A supplemental document called the Student Job Description has been established by the department of occupational therapy 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.
STUDENT JOB DESCRIPTION AND PERFORMANCE STANDARDS

TITLE: Occupational Therapist Student EFFECTIVE DATE: 8/20/09 REVIEWED: 6/10/2013

JOB SUMMARY:
The Occupational Therapy 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 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:
- Purchases all required textbooks and learning materials
- Arrives promptly and attends all scheduled classes, clinical experiences, and learning activities
- Completes all preparatory reading, prior to class sessions, clinical experiences, or learning activities
- Completes and submits all assignments neatly and legibly, and in a timely manner
- Produces written communication with proper spelling, grammar, and format
- Actively engages in discussion and activities in the classroom or virtual learning environment
- Contributes to class discussions in a professional and constructive manner
- Displays initiative and self-direction in classroom and clinical experiences
- Participates in outside learning activities to facilitate progress in the OT curriculum
- Responds to others with respect and in a manner that is not judgmental or critical
- Displays ability to accept and apply constructive feedback
- Respects personal and professional boundaries and follows appropriate chain of command
- Shares in responsibility for maintenance of clean and orderly department
- Observes professional appearance policies (dress code)
- Complies with Academic Integrity Policies
- Complies with the AOTA Code of Ethics
- Observes all OT department, SOHS, Graduate School, and University Policies, Procedures, and Standards of Behavior
- Maintains CPR certification per department requirements
- Maintains membership in AOTA, NCOTA, and RAMSOTA
- Participates in departmental meetings, field trips, and any other activities as required
- Observes safety precautions and practices related to self and client care, in laboratories, classrooms, and fieldwork settings
- Performs other duties as assigned, for which there has been adequate training

PHYSICAL REQUIREMENTS:
Hearing (corrected) adequate for oral / aural communication with clients, staff, family, visitors, etc. Vision (corrected) adequate for reading. Intelligible speech and effective language/cognitive/communication skills. Ability to lift, transfer, and transport clients. Required to lift equipment or supplies up to 20 pounds frequently, up to 50 pounds occasionally, and up to 100 pounds rarely. Sitting, standing, and walking required throughout the day. Job duties sometimes require climbing stairs, kneeling, twisting, bending; on occasion, crouching, crawling and reaching overhead. Must be able to demonstrate or illustrate appropriate exercise and activities to clients/caregivers. Work is in a fast-paced clinical environment. The work environment is primarily indoors but occasionally outdoors.
MARGINAL FUNCTIONS:

- Assists with general tidying of the department, cleaning of equipment, and set-up of audio-visual equipment
- May contribute to departmental research outside of that which is done for class
- Serves on RAMSOTA committees
- Participates in international learning opportunities

EDUCATION, TRAINING AND EXPERIENCE:
Minimum of Bachelor’s Degree required for acceptance into Occupational Therapy Master’s program. Minimum GPA (3.0) and prerequisite requirements. At least 40 hours of volunteer or work experience in an OT setting required. Other academic requirements as published in admissions criteria indicated in the OT Professional Student Handbook and WSSU Graduate Student Catalog.

CLIENT POPULATION SERVED:
Upon completion of the Occupational Therapy Master’s program, the student will demonstrate knowledge of the principles of growth and development and possess the ability to respond to age specific issues and data reflective of the client’s status. The graduating student will demonstrate the knowledge and skills necessary to provide care for the following age groups.

- Neonate
- Infant
- Child
- Adolescent
- Adult
- Older Adult

AREAS OF PRACTICE:
The graduating student will demonstrate the knowledge and skills necessary to provide care in traditional and emerging areas of practice. Traditional practice areas include, but are not limited to: Acute Care, Long-Term Care, School-Based, Assisted Living, Rehabilitation, Outpatient, Community Mental Health, and Home Health. Emerging areas of practice include, but are not limited to: Drivers Rehabilitation, Health and Wellness Promotion, Ergonomics, Low Vision, and Assistive Technology.

PROTECTED HEALTH INFORMATION:
Occupational Therapy students will follow all facility policies and procedures regarding access to PHI.

MACHINES, TOOLS, AND EQUIPMENT:
Those required by department include assessment tools, gait belts, modality equipment, computer, personal protective equipment, wheelchairs, utility carts and related clinical equipment. While on clinical fieldwork experiences, Personal Protective Equipment such as gloves, goggles, gowns, and masks are sometimes required due to possible exposure to hazardous chemicals or blood and body fluids.

REPORTING RELATIONSHIPS:
Supervised by Course Instructor and Faculty Advisor.

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 STUDENTS
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**

Students' progress and academic standing are monitored regularly by the program faculty, faculty advisors, and the Chair. 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 24 months following the completion of didactic 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 Winston-Salem State University (Refer to Graduate program policies entitled “Suspension and Dismissal” in Graduate Catalog). Reasons for dismissing a student from the Occupational Therapy 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 of 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 WSSU's O’Kelly Library & 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 WSSU and the Department of Occupational Therapy.
TRANSFER COURSE CREDIT
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 Chairperson of OT must approve all course transfers and copies of the approval document will be kept with students’ admission information.

WITHDRAWING FROM A COURSE
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.

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 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 period 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 Department Chairperson informing them of academic warning and academic probation status.

Notwithstanding the above, nothing prohibits the University from referring a matter to the Student Threat Assessment Team or Campus Police as appropriate.
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 impact 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 may 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.

GRADUATION POLICY
Students must fulfill graduation requirements for both the university and the professional program. A total of 74 semester hours are needed for graduation from the MSOT program including successfully passing a comprehensive exam and completing 12 credits of Level II Fieldwork. (Should student fall out of sequence, Level II FW must be completed within 24 months of completion of didactic coursework in order to graduate). Winston-Salem State 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 http://www.wssu.edu/administration/registrar/graduation-services/default.aspx.
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 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 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 WSSU 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
The American with Disabilities Act (ADA) extends federal protection to persons who are considered disabled. It is the policy of Winston-Salem State University to make every effort to provide reasonable accommodations to qualified individuals with disabilities. If you have a documented disability and anticipate needing accommodations, you must contact the WSSU Department of Disability Services Office (DDS). Confirmation that the student has reported the disability to the DDS must be provided to the appropriate individuals before any accommodations are made. Accommodations are not retroactive. Please refer to the Department of Disability Services’ website at http://www.wssu.edu/administration/eeo-aa/dept-of-disability-services/default.aspx for further details.
UNIVERSITY RESOURCES
The University Division of Student Affairs and UCALL 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 so as 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 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.

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 Pediatrics, ADL and Splinting Labs. 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 outcomes 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, occupational therapy 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 School of Health Sciences 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.
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 Winston-Salem State 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 Winston-Salem State 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
CHECK-OUT/CHECK-IN 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. The most current and detailed procedures are listed on the WSSU website. Student and faculty should access and view these procedures frequently at the following URL: http://www.wssu.edu/administration/campus-police/emergency-management/emergency-procedures/default.aspx. By signing up, students and faculty may also receive phone alerts to emergency situations through campus security.

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.

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 NCBOT. 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.
RAM-STUDENT OCCUPATIONAL THERAPY 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 entry-level OT 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.
SECTION I

COURSE EXPECTATIONS AND REQUIREMENTS

Students are expected to adhere to the following policies, and those delineated in the WSSU 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Commendable</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>Marginal</td>
</tr>
<tr>
<td>F</td>
<td>69-below</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Passing</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>In Progress (Grade Pending)</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

GRADE PENDING:

An IP is assigned only for thesis or project research or similar courses to indicate that a grade is pending until the sequence of courses is completed. A grade of "U" or "S" is then assigned to each course by the instructor. Graduate credit accepted in fulfillment of the requirements for a graduate degree must not average lower than 3.0, and a student awarded a grade of “F” will receive no credit toward the degree.

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 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 WSSU'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 period. For your convenience, a final examination schedule for OT courses taught each semester may 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 @www.wssu.edu under quick links.

**COMPREHENSIVE SEMESTER AND FINAL EXAM POLICY**

In order to complete the degree requirements for the Master of Science in Occupational Therapy, students must complete a comprehensive exam. Students are required to demonstrate competency in all content areas of the curriculum. The exams will consist of:

- A comprehensive curriculum exam using the National Board for Certification of Occupational Therapy (NBCOT) standardized Occupational Therapy Knowledge Exam (OTKE) given prior to Level II Fieldwork at the end of year two.

Students must successfully pass the exam in order to progress in the program. Students must also pass the comprehensive exam in order to advance to Level II Fieldwork. Two opportunities will be given to pass the exam.

**PROCEDURES:**

1. The Final Comprehensive Exam will consist of questions that integrate knowledge across four domains using the NBCOT practice exam-OTKE given online.
2. The Exam is graded as Pass/Fail. In order to pass this final comprehensive exam, students must score an average of _60_%.
3. Two opportunities will be given to take the exam.
4. A student who does not score the passing percentage or who fails the first attempt of the comprehensive exam must petition for remediation and a retake. The student should initiate and complete the following process.
   a. Petition the department for remediation and retake of the exam by completing the Comprehensive Exam Application and Petition form.
   b. Submit the application/formal petition to their faculty advisor within one week of the date of the failed exam.
   c. Arrange a meeting with faculty advisor to review and discuss academic performance and recommendations to help with the success of the 2nd attempt at the exam.
   d. The faculty advisor should then submit the request to the chair for approval for student to retake the exam.
   e. The faculty advisor and chair will consider the student overall performance in granting approval.
   f. Devise and submit the remediation plan within two weeks after faculty advisor/chair approval.
      • In consultation with the advisor, develop a specific and detailed plan for study/remediation.
      • The advisor will present the plan to faculty for discussion and approval by a majority of the faculty. Option may be meeting/discussion by e-mail and online consensus.
      • The plan may focus on clinical practice skills and techniques, lectures review, reading materials, and utilization of campus resources.
      • The final plan must be signed by the student, faculty advisor and the chair. A signed copy of the remediation plan will be given to the student. The original copy will be filed in the student’s department file.
• If the plan is not acceptable, it will be returned to the student and with the help of the faculty advisor, modified and resubmitted in a timely manner.
• If Final exam is not passed after the 2nd attempt, the student will be dismissed from the program.
• Core faculty will be notified of any student undergoing this remediation process and should assist the student in terms of identifying resources and recommendations that might be helpful during the remediation when requested.

5. The comprehensive exam must be successfully passed at 60% before proceeding to Level II Fieldwork.
6. A student must keep in mind that Level II fieldwork must be completed within 24 months after completion of didactic coursework.
7. A student requiring remediation and a second attempts at the final comprehensive exam must be aware that there may be a delay in progressing through the curriculum, the timeline for completion of Level II fieldwork, and/or graduation.
8. A student may appeal dismissal or delay of graduation decisions by following the University and department’s grievance policy and procedures.

EXAM PROCEDURES:
An email will be sent to students informing them of the competency examination three weeks prior to the exam. This letter will include:
• Location of the exam
• Date and time of the exam
• Materials the student is required to bring
• Format of the exam and time allowed for completion
Other procedures as deemed necessary to clarify the exam process

EXAM RESULTS:
Students will receive notification of their examination results within 48 hours of the examination date. Exam outcomes will be kept in the student general records and a master list by the exam coordinator and the chair.

PURCHASE OF THE OTKE EXAM:
The cost of the NBCOT OTKE Exam is $25.00 per student.

Each student must deposit the requested amount into the account established for this purpose in the Office of Billings and Receivable and return the receipt to the OT administration office. Please keep a copy of the receipt for your own record. The exam will be purchased by the department and each student will receive password access in order to take the online exam when scheduled. Student requiring a retake of the OTKE will need to purchase a second version. Note, if change occurs in exam cost, students will be notified.

Policy originated 7-09-2012
Approved 07/30/2012 Graduate Council

Revised 8-31-2015, Approved 10/07/2015 Graduate Council
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.
- 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.
- In case of inclement weather, students are required to check WSSU website and local news listings for information regarding campus closing. In these instances, course work may be able to continue through the use of online access. Students will be notified by faculty.

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.
- All assignments are to be completed on time and according to instructions. 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.
- Assignments are to be computer-generated, typed in at least 12 point font 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. Student’s 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.
- An appropriate doctor’s note is required in order to turn in an assignment later or to make up a missed examination.
- 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 (APA) 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 WSSU. They can also access APA Information through electronic resources via O’Kelly Library. 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.
• Students are responsible for monitoring their own progress.

PROFESSIONAL DRESS ATTIRE
Students are expected to dress in a professional manner in the classroom, the community, and virtual classroom sessions. During community outings and clinical fieldwork, dress code requirements may include a nametag, lab jacket, or other uniform. The Dress Code in the OT department is outlined below:
- Clothing should be neat, properly fitted, modest, clean, and unwrinkled.
- Jeans are permitted during regular classes in the department as long as they are clean, well-fitted, and in good repair.
- Shoes should be comfortable and safe and appropriate for the setting and activities expected.
- Undergarments should not be visible. Clothing should cover shoulders, abdomen, chest, low back area, and buttocks.
- Exercise tights and legging worn as pants or exercise clothing in general are not considered professional attire and should not be worn during class or class related activities unless prescribed.
- Fingernails should be clean and trimmed to a length suitable for performing manual skills.
- Jewelry and accessories should be minimal. Dangling earrings, necklaces, and bracelets present a potential hazard. Tattoos may need to be concealed in fieldwork or community outing.
- When representing the department and program at community sites or special events, students must appear professional. Professional attire does not include jeans, jogging suits, exercise tights or legging, sweatshirts, T-shirts, shorts, sandals, flip-flops, tank or halter tops, miniskirts, or headwear (unless worn for religious reasons).
- Exception: Certain practice labs or competencies will require students to wear some of the above items. Faculty will specify the conditions and times these can be worn.
- Facilities may have additional dress requirements, or restrictions/limitations regarding facial piercing and/or tattoos.

TECHNOLOGY STATEMENT
As a graduate level student you are required to have computer and internet access for successful participation in the MSOT program. WSSU students have access to McAfee VirusScan, and other applications at no charge while attending WSSU. Web-enhanced and/or online courses are taught via Blackboard. A multitude of instructional media, including videotaping, may be used to teach the course. There are numerous study supports available for students via the electronic resources and O’Kelly Library. For access to network services and troubleshooting, including e-mails, contact the WSSU Help Desk at 750-3431. Blackboard inquires, other than passwords questions, should be directed to the Blackboard Helpdesk. You may call, submit a ticket, chat online with an agent, or browse the knowledge base. The Blackboard Helpdesk telephone number is 1-866-518-3956. Helpdesk is available 24 hours.

ELECTRONIC DEVICES
All phones and pagers must be set to vibrate so as not to be disruptive to class. No phones or pagers 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 WSSU 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 CITI certified. This entails taking and passing an online module related to human subject review and safe research practice. The CITI Certificate must be renewed every two years. Additionally a research guidelines document describing the research project process in the occupational therapy program will be shared with student in the Methods of Inquiry course.
GRADE APPEAL PROCESS
The Department of Occupational Therapy follows the University’s Grade Appeals Policy as it relates to the grievance and appeal processes. Final course grades are appealed through the program offering the course and then, if necessary, through the division in which the grade was assigned. The faculty must communicate a decision to the student. A student wishing to appeal a grade should first attempt to resolve the matter with the instructor who assigned the grade. A formal written request must be submitted to the department’s Chairperson if the student wishes to appeal the instructor’s decision. If chairperson is the instructor of record, then the student must submit the request for appeal to the Dean of the School of Health Sciences. If resolution is not achieved at the department level, the appeal is referred to the Dean. Final decision may occur at this level or the Dean may appoint an appeals committee. The three level process consist of Appeal to the Instructor/Faculty Member: As soon as possible but within ten (10) business days of the semester following the semester that the final grade was issued, the student must send in writing to the instructor his or her concerns and request discussion for resolution. Within 10 business days of receipt of the student request, the faculty member shall meet with the student and a written statement documenting the outcome of the meeting shall be sent to the department chair. Documents supporting the faculty member’s decision on the grade appeal should accompany the written statement.

APPEAL TO THE DEPARTMENT CHAIR AND GRADUATE PROGRAM COORDINATOR (GPC):
If the issue is not mutually resolved at the faculty level, the student may submit a written statement to the Chair of the department, detailing their viewpoint or argument for a change of grade, specifically identifying and documenting the permissible ground(s) which the student believes affected the grade. For a grade appeal to be considered, at the time the appeal is first filed, it must be based upon one of the permissible grounds listed. These include grade

- assigned in a manner not consistent with published standards and procedures; or
- based upon the student’s race, color, religion, national origin, age, sex, disability, veteran status or sexual orientation; or
- assigned because of personal malice towards the student; or
- the result of an error in calculating or recording grades.

Within five (5) business days of receipt of an appeal, the Chair shall:
- Ensure that the student has a copy of the Graduate School’s policy on Grade Appeal
- Forward a copy of the student’s written complaint to the Instructor and request any additional written documentation from the student and the faculty member regarding the permissible ground presented by the student; and
- Confer with both parties, either separately or jointly to attempt to resolve the issue of the contested grade.

APPEAL TO THE DEAN:
In the event that the student wishes to appeal the chair and GPC’s decision, the student must appeal within seven (7) business days of the dated communication from the chair, to the dean of the College or School that houses the course indicating that they wish to have their case heard by the School-wide or College-wide ad hoc committee. The appeal to the dean must be in writing. The dean has the responsibility to determine if the presented evidence warrants the convening of the ad-hoc committee. If the evidence warrants the convening of the ad-hoc committee, the student will be notified of that decision. If it is not necessary, the dean will issue the final decision regarding the appeal. Students should follow the Graduate Grade Appeals Policy for Final Grade procedures located on the university’s website under Office of Legal Affairs. The policy will have greater details and forms used in this process.
GRIEVANCES FOR NON-GRADE RELATED ACADEMIC ISSUES

Graduate students have a right to have personal concerns and perceived unfair treatment addressed. Winston-Salem State University (WSSU) 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 WSSU 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 grievants who are enrolled as students at Winston-Salem State 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 can continue until it reaches the final arbiter of complaint resolution which is the vice chancellor of one of the divisions. If the complaint is with a vice chancellor then the chancellor or his designee is the final arbiter. If the complaint is with the chancellor, then the chair of the Board of Trustees is the final arbiter. All complaints should be resolved as quickly as possible.

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. This time limit may be extended by the dean or vice chancellor with jurisdiction over the grievance, if the grievant makes the request for extension within the 15 day period, for good cause shown (e.g., an active effort at informal resolution at the department level, division level, or Office for Equal Opportunity). 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. All relative documentation should be forwarded to each level of review by the student and the supervisor(s).

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.
APPEAL PROCEDURE:
Within 15 calendar days of receipt of the administrator’s decision, a student who is not satisfied with the response of the administrator after the initial review may seek further review by submitting the written grievance, together with the administrator’s written decision, to the appropriate vice chancellor. (If the administrator is a vice chancellor, the student should seek further review by the chancellor; if the administrator is the chancellor, the student should seek further review by the Chair of the Board of Trustees.). The senior administrator or officer may delegate another administrator to act on his/her behalf. The senior administrator’s action will be limited to a review of the basis for previous administrator’s decision and need not involve a de novo factual investigation. The senior administrator may, but is not required to, direct that further facts be gathered or that additional remedial action be taken. Within 15 calendar days of receipt of the request for review, the senior administrator shall submit his or her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision, and it shall direct a remedy for the aggrieved student, if any.

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 one of the vice chancellor’s office or the chancellor’s office, as deemed appropriate. Each of these offices will maintain a file of written complaints and the actions taken to resolve the complaints.
RELATIONSHIP OF FIELDWORK COURSES TO THE MSOT CURRICULUM

Fieldwork experiences occur at key places within the sequence of the curriculum to provide opportunities for students to link didactic 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 entry-level occupational therapist. 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.

LEVEL I:

Level I Fieldwork experiences are designed to enrich student learning by providing opportunities to apply didactic 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 process.”

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 physical and mental health needs of individuals.

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.

DESCRIPTIONS OF FIELDWORK LEVEL I COURSES:

**OCC 5104 Level I FW: Occupation** - This course is designed to help occupational therapy students apply core concepts of the Person, Environment and Occupation Model and gives them opportunities to demonstrate professional and ethical behaviors in practice-based or community settings.

**OCC 5119 Level I FW: Pediatric** - This course is designed to provide opportunities for students to apply the occupational therapy process in diverse pediatric settings.

**OCC 6118 Level I FW: Community** - This course provides students with opportunities to engage in various aspects of the occupational therapy process with a psychosocial emphasis across settings.

**OCC 6112 Level I FW: Adults** - This course provides opportunities for students to apply knowledge and skills taught in adult intervention courses about the occupational therapy process in diverse adult practice settings.
LEVEL II:
Level II Fieldwork courses are practicum experiences where students apply theories, knowledge and skills learned in academic coursework and demonstrate competencies commensurate with an entry-level occupational therapist professional. The Level II Fieldwork experiences begin after completion of the academic coursework. They consist of two 12-week, fulltime placements in clinical and community-based settings. Successful completion of both fieldwork experiences is necessary for graduation from the MSOT program. Students can complete Level II fieldwork experiences in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. If needed, a student has the option to complete a Level II fieldwork experience 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.

The Level II Fieldwork practicum provides students with opportunities for implementation and delivery of OT services under supervision. It is an expectation that students will implement services that are occupation-based, client-centered and culturally relevant in a variety of settings. Examples of the types of fieldwork facilities include: acute care and rehabilitation hospitals, skilled nursing facilities, retirement communities, outpatient clinics, private practice agencies, schools and community-based agencies. Level II Fieldwork experiences provide opportunities for students to address the physical, cognitive and psychosocial needs of diverse populations across the lifespan, including children, adolescents and adults. All fieldwork must be completed within 24 months following the completion of academic coursework and prior to graduation.

DESCRIPTION OF FIELDWORK LEVEL II A & B COURSES:
OCC 6601 Fieldwork Level II-A (6) - The first 12-week clinical affiliation is required in a setting under the supervision of a licensed occupational therapist. The primary purpose of Level II fieldwork is to develop entry-level occupational therapists who demonstrate: a) competency to deliver occupational therapy services across practice settings; and b) sound, logical, and ethical clinical reasoning. (Accreditation Council for Occupational Therapy Education [ACOTE], 1999). Prerequisite: Successful completion of all previous coursework.

OCC 6602 Fieldwork Level II-B (6) - The second 12-week clinical affiliation is required in a setting under the supervision of a licensed occupational therapist and is needed to fulfill fieldwork requirements. The primary purpose of Level II fieldwork is to develop entry-level occupational therapists who demonstrate: a) competency to deliver occupational therapy services across practice settings; and b) sound, logical, and ethical clinical reasoning. (Accreditation Council for Occupational Therapy Education [ACOTE], 1999). Prerequisite: Successful completion of all previous coursework and Fieldwork Level II A.

HEALTH AND FIELDWORK REQUIREMENTS
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 be in compliance with health standards and federal regulations. Students have the responsibility to submit current documentation of health records to WSSU 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 3 DPT (Diphtheria, Tetanus, Pertussis) or 3 TD (Tetanus- Diphtheria). The last DPT or TD must be administered **within the past 10 years prior to admission into the Occupational Therapy Program.**
- 2 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 MSOT 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).

ADDITIONAL FW REQUIREMENTS:
- Certification in **American Heart Association Healthcare Provider BLS (2 year)**
- Verification of Professional Liability Insurance – A group policy is currently available on campus and it must be renewed annually. Payment is submitted to **Billings & Receivables Office** in the Student Center.
- Criminal Background Check and 12 Panel Drug Screening - These two requirements are completed using the OT 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 Winston-Salem State 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 Winston-Salem State University 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 Winston-Salem State University MSOT account. The CBC must be completed and the results reviewed prior to final admission to the MSOT program, which will be 8-10 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 impact 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 WSSU 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 impact 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 WSSU 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. WSSU 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 WSSU MSOT program does not guarantee licensure, the opportunity to sit for a certification exam, or employment in OT.

Note: This policy is subject to change as deemed necessary by program administrators and the MSOT faculty.

Policy revision approved by the WSSU Graduate Council on 12/3/2015

SECTION II - GUIDELINES FOR FIELDWORK EDUCATION
DRUG SCREENING POLICY

Policy:
The WSSU MSOT program has a zero tolerance policy towards the use of any illegal/controlled substances. In order to comply with Winston-Salem State 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 admission to the WSSU MSOT program and who have chosen to enroll.

Procedure:
1. A student will be notified of the drug screening requirement once they have expressed intention to enroll in the MSOT program following initial acceptance.
2. The student will be given written instructions and the WSSU MSOT pass code so that he or she will have access to the drug screening account through the company that the program is currently using at that time.
3. The student will pay for the 12-panel drug screening at their own expense. After payment, the student will receive further instructions, the chain of custody form, and directions to proceed to the designated lab.
4. 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.
5. 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 MSOT program.

6. 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.

7. If a current drug screen is required by any clinical site, the student is required to obtain additional screening at their own expense. Students should be aware that a clinical site may 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 ask 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.
8. Electronic records of all drug screenings will be maintained, with access granted only to the Academic Fieldwork Coordinator or designated representative.
9. All MSOT faculty will be informed of, and adhere to, this policy.
10. 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.
11. This policy will be published in the Occupational Therapy Student Handbook. WSSU MSOT students can request additional copies of this policy at any time.

Policy revision approved by the WSSU Graduate Council on 12/3/2015

PROCEDURES FOR ESTABLISHING FIELDWORK SITES AND AFFILIATION AGREEMENTS

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 WSSU fieldwork settings. These sites are selected to optimize student learning consistent with the program’s curriculum model and the mission and values of the OT program and the School of 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 either by letter, e-mail or phone call with the AFWC to establish an affiliation agreement.

The AFWC will contact the site to discuss the MSOT’s 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 #, e-mail, 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.

MAINTAINING MEMORANDA OF UNDERSTANDING:

The AFWC and the AFWC Assistant work with the Contracts Specialist for the School of Health Sciences to ensure 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 and the Contracts Specialist contacts the potential site. Negotiation and
signing of a contract occurs in collaboration with the University’s Office of Legal Affairs and the designated contact at each site. The University’s Office of Legal Affairs has 10 business days to process any requests that are submitted to their office. At times, it can take up to three months to negotiate a new contract with a site. The Fieldwork Clerk program that is accessed by the AFWC and the AFWC Assistant has a tracking mechanism that alerts when a contract is 90 days from needing renewal. This allows for timely follow up with contract re-negotiation.

WSSU 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 WSSU 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.

ASSIGNMENT OF FIELDWORK SITES
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 during the Fall semester of the second year. Students meet with the AFWC to discuss their interests. 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 our Fieldwork Clerk program 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.

INTERNATIONAL FIELDWORK PLACEMENTS
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 WSSU MSOT program’s curriculum objectives and goals with the model and philosophy of care of the site or agency. Level I experiences 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 students will be supervised by a graduate of a WFOT approved program. 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.

COMMUNICATION BETWEEN WSSU AND FW SITE
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 either by 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, or the class discussion board about concerns, successes, or to answer questions and problem solve solutions.

LEARNING CONTRACTS:
When a student faces difficulties 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:
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.

Failing a Level I FW:
- A student who fails a Level I FW for the 1st time will have the opportunity for remediation. The student will develop a learning contract to work on areas in need of improvement with input from the Fieldwork Advisory Committee. Failure to adhere to the remedial plan will result in a final failing grade.
- A student will not be able to remediate more than one Level I FW.
- A student who receives an incomplete in Level I FW will not be able to progress to the next Level I FW until it is successfully completed.

Termination of Level I:
A site or fieldwork educator may choose to terminate the FW experience and have the student removed from the affiliation based on clinical and/or professional performance. In such case, the student may receive a failing grade or the AFWC may choose to give an incomplete based on successful completion of a learning contract or remedial plan. If the student fails to adhere to the learning contract or remediation plan the student will receive a failing grade at the end of the semester. A student who fails a Level I FW after remediation will be dismissed from the OT program.

ASSESSMENT OF STUDENT PERFORMANCE
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. This form is completed by the site supervisor and/or the OT faculty liaison 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 OT 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. Students are required to complete each Level I Fieldwork experience successfully before progressing to additional Fieldwork courses. If a student faces difficulties 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 OT 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. 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.

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 fieldwork 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.

**SUPERVISION GUIDELINES**
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 OT faculty or adjunct instructor, or a community-based program director/manager. The MSOT program at WSSU adheres to the student FW supervision guidelines found on the AOTA website: [http://www.aota.org/education-careers/fieldwork/stusuprvsn.aspx](http://www.aota.org/education-careers/fieldwork/stusuprvsn.aspx)

The general principles of AOTA for supervision of OT students stipulate that:
- Level II FW students may provide occupational therapy services under the supervision of a qualified occupational therapist 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 direct supervision. 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 feedback 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.

STUDENTS’ 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 writes 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
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 FW 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 FW EDUCATORS:
These forms are shared with the FW Site Coordinator either by mail or e-mail 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

FIELDWORK RELATED 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 may apply.

HOUSING:
Students are responsible for arranging their own housing during clinical experiences. The MSOT program at WSSU 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 Winston-Salem 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 their 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](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 OT 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.

**HIPAA AND PRIVACY GUIDELINES 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.)

**BLOOD BORNE PATHOGENS TRAINING:**
Students are required to complete training/education on 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.

**FW MODULES:**
As a part of participating in Level I FW experiences, the student must complete a series of modules related to HIPAA, Professional Behaviors, Ethical Responsibilities, Community Service, and Professional Reasoning. Other modules may apply for specific fieldwork experiences.