



Presbyterian College
Occupational Therapy Doctorate Program



Program Bulletin
Department Office: Bailey Hall
2021-2022 School Year

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Directory of Administration, Faculty, and Staff

Administration

Matthew vandenBerg, President (2021)

B.A., Alma College, M.P.H. Indiana University, D.H.E., University of Pennsylvania

Donald R. Raber II, Provost (2002)

B.A., Furman University, A.M, Ph.D., Harvard University

Nathan B. Herz, Founding Chair/Associate Professor, OTD Program (2018)

A.S., St. Phillips College, B.S., Eastern Kentucky University, MBA, Averett University, OTD, Creighton University

Faculty

Jacqueline Schafer-Clay, Director of Clinical Education/Assistant Professor, OTD Program (2019)

B.S., West Virginia University, M.S., Duquesne University, OTD, Eastern Kentucky University

Melissa Turpin, Assistant Professor, MUSC OTD Program (May 2021 Grad.), OTD Program (2020)

B.S. Presbyterian College, M.S.O.T., Medical University of South Carolina,

Staff

Michelle D. Satcher, Office Manager, OTD Program (2020)

B.S. University of Georgia

Quenithia Grant-Bush, Administrative Assistant to the Director of Clinical Education, OTD Program (2020)

A.A.S. Piedmont Technical College, B.S. Piedmont Technical College

Policies Disclaimer

The course offerings, regulations, and other materials appearing in this Bulletin are announcements. Nothing contained herein is to be construed as representing contractual obligations of the Presbyterian College Occupational Therapy Doctorate Program (hereafter, 'Program'), which reserves the right to change its courses of instruction, fees, and general academic regulations without notice, should circumstances warrant in the judgment of the College. Courses listed in this catalog may not be offered every year. The Registrar will publish an official list of courses to be offered before the beginning of each term.

If a student has not maintained continuous enrollment and fails to graduate with their entering class, the graduation requirements in effect at the time of re-enrollment at the Program will apply.

Program policies apply to all students, faculty, and the program director regardless of location.

The Program offers the Doctor of Occupational Therapy (OTD) degree. Program requirements for the OTD degree are found on page 10.

Accreditation:

Accreditation Statement: ACOTE

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: "Students will have 24 months to complete level 2 fieldwork and doctoral experience portions of the curriculum following completion of the didactic coursework in the program."

Southern Association of Colleges and Schools (SASCOC)

Presbyterian College is accredited by the Southern Association of Colleges and Schools (SASCOC) and the Accreditation Council for Occupational Therapy Education (ACOTE) based on the organizations processes.

Southern Association of Colleges and Schools (SASCOC) is the regional commission responsible for accrediting degree-granting institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and some institutions in Latin America. The Board of Trustees of SACS Commission on Colleges is the representative body of the 794-member College Delegate Assembly and is charged with carrying out the accreditation process. To gain or maintain accreditation, an institution must comply with Commission policies and with all standards contained in the Principles of Accreditation.

The program has applied for approval by the Southern Association of Colleges and Schools Commission on Colleges and is awaiting a decision concerning our substantive change.

Presbyterian College
Mission Statement

Mission Statement

The compelling purpose of Presbyterian College, as a church-related college, is to develop within the framework of Christian faith the mental, physical, moral, and spiritual capacities of each student in preparation for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community.

These goals guide the College in its attempt to fulfill its mission:

- To help students gain a basic knowledge of humanities, natural sciences, and social sciences; a special competence in one or more particular areas of study; and an ability to see these studies as part of the larger search for truth
- To develop in students, the ability to think clearly and independently, to make critical judgments, and to communicate effectively in both speech and writing
- To foster in students an aesthetic appreciation of the arts and literature
- To acquaint students with the teachings and values of the Christian faith
- To help students develop moral and ethical commitments, including service to others
- To help students attain a sense of dignity, self-worth, and appreciation of other persons of diverse backgrounds
- To encourage in students an appreciation for teamwork and for physical fitness and athletic skills that will contribute to lifelong health
- To foster in students an appreciation of, and concern for, the environment and natural resources

Presbyterian College
Doctor of Occupational Therapy Program
Mission/Vision Statements



Mission:

The mission of the Doctor of Occupational Therapy (OTD) program at Presbyterian College is to prepare students to deliver compassionate OT practice. Students will exemplify strong leadership skills, community service, the ability to think independently, and the highest ethical standards. Students completing this program will provide evidenced based client-centered care that remains responsive to an ever-changing global environment and increases a client's engagement in meaningful productive living. The program will achieve this mission by applying powerful teaching and learning methodologies that build upon institutional values instilled and integrated into each student's diverse background.

Vision:

The Doctor of Occupational Therapy (OTD) Program at Presbyterian College will develop practitioners who pioneer, practice, teach, and lead in a globally linked healthcare environment. The program will provide dynamic, innovative, and student-centered teaching, and both graduates and faculty will be dedicated to lifelong learning as well as to demonstrating superior levels of competence for and in the profession. The program will be recognized regionally, nationally, and internationally by contributing to the profession and other entities and by establishing itself as an authority and source for OT information, education, and services related to occupation, health, and wellness.

Presbyterian College: OTD Program Goals and Objectives

Goal 1: The OTD program will provide appropriate learning opportunities for students to acquire the theoretical knowledge, applicable skills and attitudes necessary to function as an entry level occupational therapists (OTD)

- 1.1 Demonstrate, as a support for professional study, a depth and breadth of knowledge in the arts and sciences and an understanding of diversity related issues.
- 1.2 Demonstrate a general knowledge of various practice models, policies and systems related to the area of service in settings where occupational therapy service is currently delivered and where it is emerging as a service.
- 1.3 Communicate and apply OT theory and evidence based practice (evaluation and interventions) to realize anticipated outcomes related to occupation.
- 1.4 Demonstrate entry-level competence in both academic and fieldwork education collaboratively.
- 1.5 Demonstrate an understanding of the influence of social, economic, legislative/political, technological, and demographic factors in the delivery of health care in the United States.
- 1.6 Demonstrate positive interpersonal competencies and intuition into one's behaviors (professional) to accurately evaluate one's assets as well as areas for improvement.

Goal 2: The OTD Program will strive to instill in students a sense of responsibility to the occupational therapy profession's core values and ethics.

- 2.1 Demonstrate and apply the competencies taught to influence policy, practice and education
- 2.2 Demonstrate a dedication to lifelong learning, and remain current with evidence-based professional practice.
- 2.3 Apply principles of ethics to individual, institutional and societal issues; articulate justifiable/reasonable resolutions to these issues and perform in an ethical manner.
- 2.4 Demonstrate active participation in professional development/growth, leadership and advocacy/promotion.

Goal 3: The OTD program will model the integrative, interdisciplinary, and collaborative nature of the health care industry.

- 3.1 Demonstrate knowledge, skills and attitudes that result in inter-professional team behaviors and competence that improve patient care outcomes.
- 3.2 Understand the specific roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.

Goal 4: The OTD program will provide a learning environment that engages students in critical thinking, intellectual curiosity, reflection and personal/professional growth, with a dedication to life-long learning for faculty and students.

- 4.1 Correlate theory to practice and exhibit synthesis of advanced knowledge in a practice area through completion of a culminating Doctoral project.
- 4.2 Demonstrate effective application of the latest evidenced based research and knowledge bases that support service delivery, and contributes to the growth and propagation of research and knowledge.
- 4.3 Understand the research plan, both qualitative and quantitative, and be able to apply research techniques to clinical questions.

Goal 5: The OTD program will provide opportunities for faculty and students to contribute positively to the health of the regional community through service, research and clinical practice.

- 5.1 Demonstrate the ability to engage in educational roles for clients, peers, students, and others in community and clinical setting.
- 5.2 Utilization of effective/efficient pedagogical methods in both the classroom/clinical learning environments

Goal 6: The OTD program will provide an environment that engages and supports students in obtaining the knowledge/skills for understanding/applying current and emerging evidence to clinical practice, as well as participation in and utilization of research to advance/advocate for the scholarship of the profession.

6.1 Integrate principles of critical inquiry to access, interpret, and utilize the professional literature as evidence for clinical practice issues and resolutions.

6.2 Demonstrate understanding of research (methodology) allowing for investigation into clinically-based research questions and activities.

6.3 Develop added knowledge (in depth) in one or more of the following areas through completion of a doctoral experience (14 Weeks) and project: advanced clinical practice skills, research skills, administration and leadership skills, program and policy development, advocacy, or educational theory development.

Goal 7: The OTD program will support students in gaining knowledge and skills needed to support teaching /learning in both the classroom and clinical setting

7.1 Apply concepts demonstrating how people learn and develop by providing opportunities that support clinical practice.

7.2 Apply, implement, and demonstrate abilities related to context as well as an everyday understanding of the engaged environment, through the application and implementation of teaching/learning activities.

7.3 Develop and demonstrate teaching and learning abilities to effectively communicate, educate and express opinions, while providing appropriate assessment/interventions in an inter-disciplinary clinical setting.

General Program Requirements

- Students seeking to enroll in the program must possess a baccalaureate degree from an institution (college or university) that is regionally accredited in the United States.

Competitive students will have earned a grade of “B” or better in all prerequisite coursework. Advanced coursework will be considered as part of a holistic admissions process. Students are able to list classes that they intend to complete within OTCAS (the Occupational Therapy Central Application Service), and these applications will be reviewed as well.

- Due to federal regulations, all international students entering the United States on an F-1 Visa are required to prepay their tuition before registering for classes. International students are not eligible for time-payment plans.

COLLEGE TRANSCRIPTS: A bachelor’s degree is required prior to enrollment.

GRE: No Current level is set for admission, but scores are reviewed and used to evaluate an applicant concerning standardized testing abilities.

Required Prerequisites	Credit Hours	Additional Information
Biology	3-4	Lab not required, but recommended
Human or Vertebrate Anatomy	3-4*	Lab not required, but recommended
Human or Vertebrate Physiology	3-4*	Lab not required, but recommended
Introduction to Psychology	3	
Abnormal Psychology	3	
Human Development (Lifespan)	3	Birth to Death
Sociology or Anthropology coursework	3	
Research Methods	3-4	Qualitative or Quantitative Research, Statistics or Research Methods
Medical Terminology	1-2	A medical terminology certificate (online or on ground) could be used to fulfill the prerequisite requirement for this coursework

*Can be combined A/P for 8 credits

Overall GPA: Minimum of 3.0 overall GPA, all prerequisite courses must reflect a “C” or better.

Math/Science GPA: 2.8 overall (all courses “C” or Better)

REFERENCES: Three references are required. At least one reference must be from an occupational therapist and one reference from a college professor who can attest to your ability to enter a competitive professional program.

OT OBSERVATION HOURS: 40 hours are required to explore occupational therapy as a career in at least two documented different settings.

INTERVIEW: By invitation

Transfer Credit Policy and Advanced Placement

The Program does not accept transfer credits from other Occupational Therapy Doctoral programs nor is there an option for advanced placement.

Disclosure of Admissions Practices

Admissions decisions are based on a holistic view of each candidate. Areas of consideration include but are not limited to the following:

- Overall GPA
- GPA in math/science classes
- GRE score
- OTCAS essay
- Recommendations
- Advanced degrees such a prior master’s or doctoral degree
- Community service within the last 2 years
- OT shadowing within the last year
- Prior work experiences
- Interview process

All prospective students who are currently enrolled at or graduates from Presbyterian College (hereafter, ‘College’) and who meet the minimum requirements will be granted an interview.

The Program encourages all applicants with diverse life experiences to apply. Attributes beyond the minimum requirements will be considered during the interview process. Being granted an interview does not guarantee acceptance into the program.

For applicants who are not former or current Presbyterian College students, meeting the minimum admissions requirements does not, however, guarantee an interview. Being granted an interview does not guarantee admission to the program for any student.

Conditional Offers of Admission

Admissions decisions are made by the principal faculty of the OT Program.

Official admissions decisions are communicated in writing via letter or email from the Program and must also be accepted in writing (letter or email) by the applicant. Once the following conditions are met, the applicant is considered a matriculating student. As such, the matriculating student is bound by the

Guidelines for Ethical Conduct for the Occupational Therapy Profession.

- an applicant has accepted his/her conditional offer of admission in writing
- the Program receives the student’s deposit (\$1,000.00)

Conditional offers of admission by the Program are contingent upon the following:

- completion of all outstanding prerequisite coursework with meeting all minimum requirements.
- maintenance of a GPA at or above the minimum GPA requirement prior to matriculation.
- successful criminal background check, drug/alcohol screening, and health assessment.
- completion of pre-matriculation immunization requirements.
- Acknowledgement of meeting the Technical Standards.
- other requires communicated in writing by the Program.

Criminal Background Checks/Drug Screenings

Students matriculating into the Occupational Therapy Doctorate Program at Presbyterian College will be required to undergo a criminal background screening prior to beginning the program. The criminal background check (CBC) is a mandatory prerequisite for matriculation into the professional program. The criminal background check is not a component of the application or interview process and is not conducted or reviewed until after an applicant is conditionally accepted to the program. Students may also be required, based on their clinical rotations, to have another criminal background screening prior to participating in a clinical placement. Students may be required to have two criminal background checks in program depending on sites assigned.

Background checks will be performed by the South Carolina Law Enforcement Division (SLED) and CastleBranch, a national vendor for background screening. The Program reserves the right to deny enrollment based on previous convictions or false information. Falsification of any application materials will be grounds for denial of admission to or expulsion from the Program.

The initial criminal background check must be completed prior to matriculation; background checks for students specific to a placement must be completed by the deadline specified by the Clinical Education Staff. Failure to comply with required criminal background checks will delay progression or render a student unable to complete the professional degree program. The results of the criminal background check will be shared with clinical sites upon request and refusal by a selected site to admit a student may delay graduation. Appeals to any information found during the background check or drug/alcohol screen must be made directly through CastleBranch according to their listed policies and procedures. All cases will be reviewed individually. Matriculating students should follow the grievance/dispute process as outlined by the conducting agency if required.

Procedures

These procedures are intended for the initial Criminal Background Check at matriculation and also for any CBC needed for clinical placements.

1. Criminal background investigation will always be performed, at the student's expense, by a third party vendor (CastleBranch), with the results of the investigation sent to the Admissions Coordinator for review and if a judgment is needed it will be determined by the ad-hoc CBC Review Committee (see below) following the review by the Admissions Coordinator if necessary.
2. The Admissions Coordinator will perform a preliminary investigation of students' criminal background check (CBC). Prior to the presentation to the ad-hoc CBC Review Committee who will make a recommendation to the Program Director.
3. The Admissions Coordinator will notify the Program Director if students have "passed" the CBC (no criminal activity found) or if a student's CBC needs review (indicating criminal activity found). No other information will be provided to the Director related to the CBC.
4. If there is a CBC needed for the clinical placement the Admissions Coordinator will let the Program Director and clinical education staff know the result if passed and will do the same procedure (above) if there is a judgment is needed.
5. The CBC Review Committee will review the student's CBC for the following felonies. A conviction or pleas of guilty or no contest to any of the felonies noted below will disqualify the student from fully matriculating in a PCOTD program/participating in a clinical learning experience.
 - a. Homicide

- b. Kidnapping and abduction
 - c. Assaults with weapons or inflicting serious injury
 - d. Rape or other sex offense
 - e. Robbery or larceny
 - f. Abuse, neglect or exploitation of children, disabled adults or elder adults
6. Other types of felony or misdemeanor convictions, (with the exception of one-time minor traffic violations) including sale, possession, distribution or transfer of controlled substances, or questionable criminal histories will be reviewed by the CBC Review Committee in accordance with the following criteria:
- a. Would the student pose a threat to the health and safety of the university community and any patient or client?
 - b. What were the:
 - i. Dates, locations and nature of the conduct/crime?
 - ii. Characteristics of the victim(s)?
 - iii. Frequency of convictions or pleas?
 - iv. Opinions of law enforcement officials, district attorney?
 - v. Any pending charges?
 - vi. Evidence of successful rehabilitation?
 - vii. Evidence of remorse/accountability?
 - viii. Positive references?
 - ix. Evidence of the accuracy and truthfulness of the information submitted?
7. Based on the above criteria, a recommendation by the CBC Review Committee will be submitted to the Program Director. The Program Director may accept the recommendation of the Committee or make an alternative decision. The decision of the Program Director will be final. Once the decision is made the Program Director will notify the student.

Ad-hoc CBC Review Committee:

For a student who needs review, the Admissions Coordinator will notify the Program Director. An ad-hoc CBC Review Committee will be convened, consisting of the three Faculty members (2) of the OT program and (1) from health sciences/other departments, who will review the case. Note: If the positive finding was not disclosed by the student prior to matriculation or at the time of the criminal activity (if it occurred after entering the program) the offer of admission may be rescinded or the student dismissed. In the case of clinical placement, the DCE will notify the Program Director and the above CBC Review Committee will be formed to review the case.

Note: Confidentiality of Records

Criminal background screening records are confidential and will not be shared with anyone other than (1) faculty/staff involved in the case as indicated above and (2) with agencies or hospitals that request them.

Alcohol and Drug Policy

The Program seeks to provide a professional environment that is safe and drug-free for our students, faculty, and staff. As members of the health care community, we have a responsibility to provide high quality care. The understanding of and compliance with the following policy on drugs and alcohol is important for every member of the Program to ensure that individuals who may require assistance for the inappropriate or dangerous use of substances which may obstruct the ability to provide high quality health care are identified and able to receive appropriate and professional assistance.

Presbyterian College/students and their guests are expected to comply with the laws of the State of South Carolina regarding the possession and consumption of alcohol. A summary of those laws are listed below as a reminder to students.

Drug/Alcohol Policy:

- **South Carolina Alcoholic Beverage Law**
 - No person under the age of 21 years may purchase alcoholic beverages or possess any alcoholic beverage.
 - It is illegal to purchase alcoholic beverages for anyone less than 21 years of age.
 - No drinking from an open container of alcohol in public.
 - No possession, use, sale or manufacture of false identification cards.
 - No driving with open containers of alcohol in a vehicle.
 - It is illegal for anyone to operate a motor vehicle while under the influence of alcohol or other drugs.
- **Smoking Policy**
 - Presbyterian College is a smoke-free and tobacco-free campus. Smoking and use of tobacco products is not permitted on the Presbyterian College Campus inclusive of your car that may be parked on campus. If you want to smoke you must leave campus.
- **Use of Illegal Drugs**

Federal, state, and local laws and the policy of Presbyterian College prohibit the following with regard to illicit drugs:

 - Use, possession, sharing, offering for sale, and manufacture of drugs.
 - Drug paraphernalia (bongs, bowls, clips, etc.).
 - Under the law and college policy, “drugs” are understood to include marijuana, as well as the following: barbiturates, amphetamines, illicit use of tranquilizers, LSD compounds, mescaline, psilocybin, DMT, cocaine, and other narcotics and drugs. Only prescription drugs taken appropriately under a physician’s care are allowed.
 - Any individual guilty of violating civil statutes or institutional policy on Presbyterian College property or as part of any off campus activity sponsored by the college is subject to college disciplinary action up to and including: disciplinary probation, suspension, and immediate dismissal, as well as referral to civil authorities for prosecution, and/or referral for medical and psychological treatment.
 - In substantiated cases of violation of the college drug policy, the Provost, in consultation with the Program Director will report the incidence immediately to the PC Security Office and initiate discipline/dismissal procedures.
- **Presbyterian College Standard for the Use of Alcohol on Campus**
 - The College expects any group of students, either formally or informally organized, to conform to the laws of South Carolina. Presbyterian College expects those students who are under age 21 to refuse an alcoholic beverage if one is offered. The expectation for off-campus BYOB events is that only those persons of legal age will bring alcohol. At any organization-sponsored social event, students and guests shall be required to show photo identification to the designated monitor and comply with all event policies.
 - If alcoholic beverages are present, non-salty food items and non-alcoholic beverages must be available throughout the event. Social events may not include any form of “drinking contests” in its activities or promotions. Common containers of alcohol may not be used (e.g. kegs). No alcoholic beverages may be awarded as prizes or incentives. Advertisements, posters or invitations from student groups that are intended for public viewing may not mention or depict alcohol or use terms referring to alcohol such as beer or happy hour.
 - To promote personal responsibility and self-governance, organizations that sponsor social events shall assume the responsibility of enforcing these guidelines. The sponsoring student organization shall designate at least two students to serve as

monitors for the event. The monitors must not consume alcoholic beverages before or during the event. Monitors must "ID", comply with event policies, issue wrist bands to those of age, and register the organizational members and their guests at the entrance, and they shall assist those responsible for the event. Hosts and monitors are responsible for assisting in making arrangements for the safety of those who appear to be impaired.

- Campus safety officers and staff members may visit registered events periodically to check with the persons responsible for the event, primarily to offer assistance. If a violation of the law or College policy is observed, the officer will issue a violation.

The Program explicitly prohibits:

- The use, possession, solicitation, or sale of narcotics or other illegal drugs or prescription medication without a prescription.
- The use, possession, solicitation, or sale of alcohol on college premises while performing or representing the Program in an official capacity. Please note that the responsible possession and consumption of alcohol by persons of legal age at college sponsored activities/events where alcohol is allowed or served is acceptable.
- Being impaired or under the influence of legal or illegal drugs or alcohol, while on college premises and/or while representing the Program in an official capacity, particularly if such impairment or influence of drugs or alcohol affects work performance, the safety of others, or puts at risk the program's reputation.
- Impairment is the inability to perform job skills or to function safely due to the effects of chemical, alcohol, or psychiatric disease or impairment is defined as the inability to consistently think rationally, perform activities, or communicate effectively without error while performing daily activities or job - related activities.
- Possession, use, solicitation of, or sale of legal drugs or alcohol away from the College premises, if such activity or involvement adversely affects the academic or work performance, the safety of the College members or others, or puts at risk the program's reputation.
- The presence of any detectable amount of prohibited substances in a student's system while at work, while on College premises, or while performing or representing the Program in an official capacity. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription's written and official instructions.

**Presbyterian College
Doctor of Occupational Therapy (OTD)
Curriculum Overview**

The Doctor of Occupational Therapy program is a full-time, rigorous, professional program that builds sequentially over 3 years (9 semesters). Each course instructor will provide a course syllabus/outline at the beginning of the semester it occurs. The syllabus will include the procedures and specific rules associated with the course. The syllabus will also outline the objectives, specific content areas, assignments (both written and performed), testing methods, attendance policies, accommodation information and information related to specific course grades and how they are assigned.

The curriculum for the Doctor of Occupational Therapy program is divided into 5 primary categories. The categories are as follows:

- Foundational Sciences
- Clinical Management
- Behavioral and Professional Sciences
- Critical Inquiry and Research Science
- Clinical Internships

The courses for the curriculum are listed below by content area:

Foundational Sciences: (1st professional Year)

OTH 700 – Human Anatomy
OTH 701 – Kinesiology
OTH 702 – Pathophysiology
OTH 703 – Neuroanatomy
OTH 704 – Introduction to Occupational Therapy
OTH 710 – Foundations of Occupational Therapy

Clinical Management:

OTH 805 – Pharmacology in OT
OTH 711 – Occupational Patterns in Culture
OTH 810 – OT in Mental Health
OTH 811 – OT and Adult Populations 1
OTH 713 – Inter-professional Seminar 1
OTH 812 – OT and Adult Populations 2
OTH 800 – Physical Agent Modalities
OTH 801 – Motor Learning and Movement
OTH 813 – Pediatric Practice in OT
OTH 802 – Inter-professional Seminar 2
OTH 814 – Assessment and Intervention In Contemporary OT
OTH 816 – Technology/Environmental Modifications and Adaptations
OTH 803 – Inter-professional Seminar 3

Behavioral and Professional Sciences:

OTH 706 – Principles of Teaching and Learning 1
OTH 707 – Psychosocial Factors of Care
OTH 708 – Survey in Healthcare
OTH 709 – OT Delivery Systems Management
OTH 712 – Teaching and Learning 2 (Client-Centered Clinical Application)
OTH 822 – Community Practicum
OTH 804 – Teaching and learning 3 (Continuing Education Teaching)
OTH 820 – Administration, Structure, and Management of Practice Settings
OTH 821 – Leadership, Policy, and Promotion
OTH 825 – Professional Competency

Critical Inquiry and Research Sciences:

OTH 720 – Investigation, Evaluation, and Exploration of Essential Critical Inquiry
OTH 830 – Doctoral Project 1
OTH 831 – Doctoral Project 2
OTH 832 – Doctoral Project 3
OTH 833 – Doctoral Project 4
OTH 900 – Doctoral Project 5

Clinical Fieldwork and Internships:

Level 1

OTH 719 – Clinical Fieldwork 1-A

OTH 729 – Clinical Fieldwork 1-B

OTH 819 – Clinical Fieldwork 1-C

OTH 829 – Clinical Fieldwork 1-D

Level 2

OTH 910 – Clinical Fieldwork 2 A

OTH 911 – Clinical Fieldwork 2 B

Doctoral Experience

OTH 920 – Doctoral Clinical Experience

**Presbyterian College
Doctor of Occupational Therapy
Program Curriculum**

The Doctor of Occupational Therapy (OTD) is a post-baccalaureate, entry-level professional doctoral degree that will prepare students for work in any practice setting following graduation and state licensure. The curriculum integrates the occupational therapy profession's foundational knowledge requirements, its basic theoretical tenets and perspectives, and a strong didactic and clinical education focus to support students in achieving competencies in screening, evaluation, fabrication and delivery of evidence-based plans of care. The curriculum is deliberately intended to incorporate the contexts associated with occupational therapy service delivery and will have an emphasis on inter-professional education in class and lab settings. Inter-professional activities will extend to opportunities for service to the local and regional community.

The total length of the program will be 117 credit hours, 3.0 years (nine semesters). The curriculum will include two, 12-week fieldwork experiences and one, 14-week Doctoral Experience. Students must successfully complete a practical examination at the completion of their second year in order to begin Fieldwork II practicum. They must also take and pass a written Department Exit Exam prior to matriculation to the final clinical experience (14 weeks). Successful completion of the terminal clinical practicum sequence and evidence of meeting the competencies for entry-level occupational therapy practice must be met to graduate.

Doctor of Occupational Therapy Program Year 1

Spring Semester Year 1	Cr. Hours	Summer Semester Year 1	Cr. Hours
OTH 704 Intro. to Occupational Therapy	1	OTH 710 Foundations in Occupational Therapy	3
OTH 706 Teaching and Learning 1	1	OTH 701 Kinesiology	3
OTH 700 Human Anatomy	5	OTH 708 Survey of Healthcare	2
OTH 707 Psychosocial Factors In care	3	OTH 720 Investigation, Evaluation, and Exploration of Essential Critical Inquiry	2
OTH 711 Occupational Patterns in Culture	3	OTH 702 Pathophysiology	2
TOTAL	13	OTH 709 OT Delivery Systems Management	2
		OTH 719 Fieldwork Level 1 A	1
		TOTAL	15
Fall Semester Year 1	Cr. Hours		
OTH 703 Neuroanatomy	4		
OTH 810 OT Practice in Mental Health	3	Total Credit Hours Year 1	44
OTH 801 Motor Learning and Analysis	3		
OTH 816 Technology and Environmental Adaptations	3		
OTH 712 Teaching and Learning 2	1		
OTH 713 Inter-professional Seminar 1	1		
OTH 729 Fieldwork Level 1 B	1		
TOTAL	16		

Doctor of Occupational Therapy Program Year 2

Spring Semester Year 2	Cr. Hours	Summer Semester Year 2	Cr. Hours
OTH 800 Physical Agent Modalities	2	OTH 812 Occupational Therapy in Adult Populations 2 (Neurology)	3
OTH 814 Assessment and Intervention in Contemporary Occupational Therapy	3	OTH 821 Leadership, Policy, and Promotion in OT	3
OTH 811 Occupational Therapy in Adult Populations 1 (Orthopedics)	3	OTH 822 Community Practicum (Half Class)	2
OTH 804 Teaching and Learning 3	2	OTH 831 Doctoral Project 2	1
OTH 805 Pharmacology	2	OTH 802 Inter-professional Seminar 2	1
OTH 830 Doctoral Project 1	<u>1</u>	OTH 819 Fieldwork Level 1 C	<u>1</u>
TOTAL	13	TOTAL	10-11
Fall Semester Year 2			
	Cr. Hours		
OTH 813 Pediatric Practice in Occ. Therapy	5		
OTH 820 Administration, Structure, and Management of Practice Settings	3	Total Credit Hours Year 2	37
OTH 822 Community Practicum (Half Class)	2		
OTH 803 Inter-professional Seminar 3	1		
OTH 832 Doctoral Project 3	2		
OTH 829 Fieldwork Level 1 D	<u>1</u>		
TOTAL	13-14		

Doctor of Occupational Therapy Program Year 3

Spring Semester Year 3	Cr. Hours	Summer Semester Year 3	Cr. Hours
OTH 910 Clinical Fieldwork Level 2A (12 Weeks)	10	OTH 911 Clinical Fieldwork Level 2B (12 Weeks)	10
OTH 833 Doctoral Project 4	<u>1</u>	OTH 825 Professional Competency	<u>1</u>
Total	11	Total	11
Fall Semester Year 3			
	Cr. Hours		
OTH 920 Doctoral Experience (14 Weeks)	12	Total Credit Hours Year 3	36
OTH 900 Doctoral Project 5	<u>3</u>		
Total	14	Total Program Credit Hours	118

Course Descriptions (Credit Hours. Lecture. Lab. Clinical)

OTH 700 Human Anatomy: 5.3.4.0

This course provides in depth study and analysis of the regional and systemic organization of the human body through lecture and a simulated anatomical software program.

OTH 701 Kinesiology: 3.2.2.0

Lecture and Lab. This course will introduce the student to the kinematics and kinetics of human movement. Emphasis will be placed on understanding of regional functional anatomy and applying this information to movement and activity.

OTH 702 Pathophysiology: 2.2.0.0

This course will cover an overview of the most clinically significant diseases for the various body systems including a description of causes, epidemiology, pathophysiology, and clinical manifestations for the health care professional will be covered. Focus in this course will be the disease processes specific to the musculoskeletal, neuromuscular, cardiovascular, pulmonary, and the integumentary systems in individuals across the lifespan.

OTH 703 Neuroanatomy: 4.2.4.0

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational therapists. The course will combine basic science knowledge with application to common injury and disease processes affecting the neurological systems as a foundation for building clinical problem solving in future clinical application courses.

OTH 704 Introduction to Occupational Therapy: 1.1.0.0

This course will allow students to gain a foundational knowledge and skills of occupation related to the history of the profession, current health care trends, and the various setting for OT practice.

OTH 706 Teaching and Learning 1: 1.1.0.0

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational therapy.

OTH 707 Psychosocial Aspects of Care: 3.3.0.0.

This course will introduce students to various psychosocial considerations important to working with patients and clients successfully including ethics, cultural considerations, and communication.

OTH 708 Survey of Healthcare:2.2.0.0

This course will provide the student an overview of key topics in healthcare that are important for health professionals to understand. Topics will include an introduction to healthcare systems organization, health care financing, Medicare, Medicaid, and managed care and future trends in health care.

OTH 709 OT Delivery Systems Management: 2.2.0.0

The course will provide a general examination of the delivery systems associated with the practice of occupational therapy, including practice environments and healthcare, legislative, and reimbursement systems.

OTH 710 Foundations of OT: 3.3.0.0

In this course, students will examine the critical reasoning that underlies the occupational therapy (OT) process and provision of OT services to clients. Emphasis will be placed on the development of critical reasoning in problem screening and identification, referral, assessment, goal setting, intervention planning, reassessment, and discontinuation of client and family centered care. Application of best practice (to include use of clinical reasoning, theory, and research) in various settings is included.

OTH 711 Occupational Patterns in Culture: 3.2.2.0

This course analyzes developmental theories and occupations across the lifespan (birth-death). Emphasis is placed on the analysis and synthesis of interrelationships of occupation and development as well as specific physical age-related changes. Cultural and environmental influences on occupation across the life span are included.

OTH 712 Teaching and Learning 2: 1.1.0.0

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational therapy students. Students will examine the means by which to successfully implement teaching and evaluate learning in a clinical setting.

OTH 713 Interprofessional Seminar 1: 1.1.0.0

This is the first course in a sequence that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional discipline of occupational therapy and its interdisciplinary partners.

OTH 719 Fieldwork Level 1 A: 1.0.0.8

A part-time fieldwork experience including clinic-based learning and application of the knowledge and skills learned in previous and concurrent graduate OT coursework. This course is offered as pass/fail.

OTH 720 Investigation, Evaluation, and Exploration of Essential Critical Inquiry: 2.2.0.0

This course covers concepts and principles of the research process including question, theory and hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific patient problems is introduced with the goal of promoting evidence-based practice in healthcare.

OTH 729 Fieldwork Level 1B: 1.0.0.8

The fieldwork course will address the psychological and social factors that influence engagement in occupation. This fieldwork experience will include, but not be limited to, acute mental health, community-based mental health and psychosocial support, specialized residential settings, and specialized educational settings. This course is offered as pass/fail.

OTH 800 Physical Agent Modalities: 2.1.2.0

Lecture and Lab. In this course the student will understand the use of physical agent modalities as an intervention and adjunctive therapy. Assessment (implications/contra-indications), implementation, and discontinuance of specific modalities will be addressed.

OTH 801 Motor learning and Analysis: 3.2.2.0

In this course, students will understand, analyze, and implement integration of motor control and motor learning approaches related to occupational therapy interventions including the analysis of posture, balance, reach, grasp, and quality of movement. Motor control and motor learning will be considered in specific relation to the impact on occupational performance. Current evidence is used to further inform the knowledge of selected methodologies for assessment and intervention related to movement analysis and development of motor control. A lifespan approach is considered to motor learning, motor control, posture, mobility, and upper extremity function.

OTH 802 Interprofessional Seminar 2: 1.1.0.0

This course is the second in a sequence that utilizes a problem-based learning model to integrate clinical management of common patient diagnoses across the professional discipline of occupational therapy. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. Teaching will occur through a case study model with students exploring various professional roles in the context of delivering quality care to the patient.

OTH 803 Interprofessional Seminar 3: 1.1.0.0

This course is the third and final in a sequence that utilizes a problem-based learning model to integrate clinical management of common patient diagnoses across the professional discipline of occupational therapy. Cases in this course will focus on complex medical management. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. Teaching will occur through a case study model with students exploring various professional roles in the context of delivering quality care to the patient.

OTH 804 Teaching and Learning 3: 2.1.2.0

In this course, students will examine the role of the Occupational Therapist as an academician, professional educator, and fieldwork educator. This includes reviewing, critiquing, and applying theories of adult learning in order to develop the student's personal philosophy of teaching. Students will also explore the development of academic occupational therapy curriculum, including a review of OT education standards and an introduction to regional higher education accreditation standards. Because effective teaching flows most readily from the teacher's "undivided self" (Palmer, 1998, p. 15), an element of self-awareness is highlighted throughout this course. Students will complete self-assessments that are informed both by the student's review of his or her recorded teaching session and by the well-crafted, formative feedback provided by peers. The course also provides an opportunity for the student to present a formal, thirty-minute presentation or block of instruction.

OTH 805 Pharmacology: 2.2.0.0

This course covers the basic principles of Pharmacodynamics and Pharmacokinetics, as well as common adverse drug reactions of medications. The students will be exposed to key categories of medications including autonomic, cardiovascular, pain and inflammatory, endocrine, neurological, anti-infective and anti-cancer, as well as key special topics. The focus will be on understanding how these medications impact medical and rehabilitation management of the patient.

OTH 810 OT Practice in Mental Health: 3.2.2.0

Lecture and lab. In this course, students will apply critical reasoning, selected theories, and current evidence to evaluate, plan, implement and review outcomes for intervention approaches in mental health practice. Emphasis is placed on facilitating optimal mental health (including management of complex behaviors) through engagement in occupation.

OTH 811 Occupational Therapy in Adult Populations 1 (Orthopedics): 3.2.2.0

Lecture and Lab. The course will introduce the area of upper extremity function and dysfunction. The course will examine musculoskeletal disorders to include fractures, nerve compressions, and injuries to the shoulder, wrist, and hand. The use of appropriate assessments and interventions for impairments, illnesses, or injuries related to adult health conditions (including older adults) are addressed.

OTH 812 Occupational Therapy in Adult Populations 2 (Neurology): 3.2.2.0

In this course, students will understand, analyze, and implement occupationally based theories and evidence-based approaches to the care of adults with neurological injuries and conditions. In particular students will consider diagnoses including cerebral vascular accidents, traumatic brain injuries, spinal cord injuries, and degenerative diseases. Additionally, common impairments in neurologically-impaired patients related to cognition, communication, swallowing, visual-perceptual function, and motor control will be presented in relation to occupational performance. Current evidence is used to further inform the selected methodologies for assessment and intervention across the continuum of care.

OTH 813 Pediatric Practice in Occupational Therapy: 5.3.4.0

Lecture and Lab. This course will address the selection and application of appropriate assessments and interventions for the pediatric client population. Emphasis will be on analyzing atypical development, understanding the various roles of the occupational therapist with this population and specific pediatric approaches. Techniques for collaboration and advocacy within interdisciplinary teams will be discussed.

OTH 814 Assessment and Intervention in Contemporary Occupational Therapy: 3.3.0.0

In this course, comprised of lecture and lab components, students examine and learn to perform specific assessments and interventions that are associated with contemporary areas of practice. Course content areas may include low vision, obesity, ergonomics, building and construction design (including accessible and universal design), virtual reality, lifestyle redesign (modification), and aging in place. The course is augmented by expertise drawn from practicing clinicians and researchers both within and outside the field of occupational therapy. Students are provided with opportunities to practice and apply knowledge and skills in current practice areas.

OTH 816 Technology and Environmental Adaptations: 3.2.2.0

Lecture and Lab: The course guides the student through the design, development, modifications, compensation, and adaptations of personal needs and the environment, as it relates to occupational roles and context.

OTH 819 Fieldwork Level 1 C: 1.0.0.8

Students will be placed in physical disabilities setting (Pediatrics) to include but not be limited to: Long term care, Acute, Out-patient, and In-patient rehabilitation. Level I experiences are designed to integrate fieldwork seminars with clinical experiences in order to strengthen the ties between didactic and practical instruction. This course is offered on a pass/fail basis.

OTH 820 Administration, Structure, and Management of Practice Settings: 3.2.2.0

This course includes an application of administrative and professional leadership processes, standards of practice, competencies, needs assessments, program development, outcome management, reimbursement, ethics, policy and trends in OT practice.

OTH 821 Leadership, Policy, and Promotion in OT: 3.3.0.0

In this course students will review the literature regarding leadership and examine their own leadership style. Federal and state legislation will also be critically analyzed and discussed relevant to its impact on those in the rehabilitation professions and on the clients, they serve. Students will be exposed to advocacy activities that will provide them with opportunities to gain knowledge of specific societal needs.

OTH 822 Community Practicum: 2.1.2.0

Occupational therapy students, working in teams with local community agencies will develop a requested service project that is health related.

OTH 825 Professional Competency: 1.1.0.0

This course is an application of program learning in preparation for the Department Exit Exam (DEE) and the National Board for Certification in Occupational Therapy (NBCOT). The course uses critical analyses of professional entry competencies for the occupational therapist including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted. It includes a de-brief from Level 2 Fieldworks conducted with faculty present.

OTH 829 Fieldwork Level 1 D: 1.0.0.8

The fieldwork course will primarily address the physical impairments and functional limitations that influence engagement in occupation for adults and seniors. This fieldwork experience will include, but not be limited to, acute care, inpatient rehabilitation, skilled nursing facilities, home health, and outpatient settings. This course is offered as pass/fail.

OTH 830 Doctoral Project 1: 1.1.0.0

This course is the first in a sequence that leads to the completion of a culminating project for the OTD curricula. The course will include review of content from Research and Critical Inquiry with a focus on formulating an appropriate research or project question. All core faculties will serve as faculty advisors, with possible advising from other Presbyterian College research faculty and adjunct faculty depending on student research question and faculty expertise for supervision and mentoring.

OTH 831 Doctoral Project 2: 1.1.0.0

This course is the second in a sequence that leads to the completion of a culminating project for the OTD curriculum. Students will have selected an area of concentration from clinical practice, research, education, service, or advocacy. The student will work with a faculty advisor to develop, plan, and implement a project that will be presented at the completion of the third year prior to graduation. Individuals will demonstrate the abilities to refine, further develop, and apply knowledge gleaned from their literature reviews, analyze that information, refine their project questions, identify outcomes for their doctoral project, and complete a proposal for implementing and evaluating the 14-week doctoral experiential component of the curriculum. All core faculties will serve as faculty advisors, with possible advising from other Presbyterian College research faculty and adjunct faculty depending on student research question and faculty expertise for supervision and mentoring.

OTH 832 Doctoral Project 3: 2.2.0.0

This course is the third in a sequence that leads to the completion of a culminating project in the OTD curriculum. The focus of this course is to prepare to implement the proposed project/research. All core faculties will serve as faculty advisors, with possible advising from other Presbyterian College research faculty and adjunct faculty depending on student research question and faculty expertise for supervision and mentoring.

OTH 833 Doctoral Project 4: 1.1.0.0

This course is the fourth in a sequence that leads to the completion of a culminating project in the OTD curriculum. The focus of this course is to prepare to implement the proposed project/research. The student will complete all sections of the project including the introduction and justification for the project, literature review, methodology, and finally goals and objectives on which the project will be

measured. All core faculties will serve as faculty advisors, with possible advising from other Presbyterian College research faculty and adjunct faculty depending on student research question and faculty expertise for supervision and mentoring.

OTH 900 Doctoral Project 5: 3.0.6.0

This is the final course in a sequence that leads to the completion of a culminating project for the OTD curriculum. The student will complete the data, results and discussion sections of the project. Following this analysis, the student will present the final project via a poster or platform exhibition during Doctoral Project Week prior to graduation. All core faculties will serve as faculty advisors, with possible advising from other Presbyterian College research faculty and adjunct faculty depending on student research question and faculty expertise for supervision and mentoring.

OTH 901 Occupational Therapy Independent Study: TBD

An Independent study is a **course** taught independently to one **student**. The class will be an extension class for Doctoral Students needing to extend their Doctoral Project or in need of an independent study opportunity. The course is individually determined and objectives will be determined once the course subject matter is described. Variable hours from 1-4 will be delegated and each description will be individually determined. The Independent Study course can be either didactic or online both with supervision.

OTH 910 Clinical Fieldwork Level 2A (12 Weeks): 10.0.0.40

This course is an intensive practicum to address the development of competent, entry-level, generalist knowledge and skills related to OT service provision. This fieldwork experience will focus on the application of purposeful and meaningful occupation and may include research, administration, and management of occupational services. This course is offered on a pass/fail basis.

OTH 911 Clinical Fieldwork Level 2B (12 Weeks): 10.0.0.40

This course is an intensive practicum to address the development of competent, entry-level, generalist knowledge and skills related to OT service provision. This fieldwork experience will focus on the application of purposeful and meaningful occupation and may include research, administration, and management of occupational services. This course is offered on a pass/fail basis.

OTH 920 Doctoral Experience (14 Weeks) 12.0.0.40

This is the culminating practical experience in the Doctor of Occupational Therapy Program. This experiential placement will be made consistent with the interest of the student, under the guidance of an external mentor and faculty advisor. The experience creates and enhances the student's professional skills and abilities allowing them to acquire advance knowledge in one or more areas of the profession. Examples are: legislation and policy, clinical practice, advocacy, leadership, research, program development, administration, education, or theory development.

Presbyterian College
Occupational Therapy Doctorate Program
PC Graduation Requirements

Policy: Students must fulfill all graduate program and institutional requirements prior to receiving a diploma.

Procedure:

1. Students must fulfill all established criteria to enter candidacy for the Doctor of Occupational Therapy degree. These criteria include:

- a. Successful completion of required courses.
- b. Successful completion of all required Level I Fieldwork Experiences.
- c. Successful completion of all required Level II Fieldwork Experiences.
- d. Successful completion of the required Doctoral Experience.
- e. Fieldwork and Doctoral experiences must be completed within two years of completion of coursework.
- f. Successful presentation of Doctoral Project.
- g. Successfully pass the Department Exit Exam.
- h. Complete the Department Program Evaluations.
- i. Fulfill all requirements of the university including fines, fees, a required Financial Aid Exit Form, Alumni Form, etc. Students should routinely check communications for any requirement or holds on their graduation status.

2. Any outstanding fees must be paid prior to graduation. Information about graduation can be found in the PC Catalog. Related PC offices will audit for fees, fines, student health, library, and Financial Aid.

3. The Program Director and Faculty will document to the Provost all student compliance of graduation criteria.

Payment of Tuition and Fees

Fees may be calculated by referring to the tuition and fee schedule listed on the website ([Tuition Summary](#)). All charges are due and payable on the schedule published by the Business Office. Circumstances that prevent a student from adhering to these dates should be discussed with the Business Office. Students attending school under grants, loans, or G.I. Bill should confer with the Business Office concerning payment of fees. Failure to make proper payments, unless otherwise cleared with the Business Office, will result in dismissal from the College. The College will not issue grades, grant degrees, or furnish academic transcripts until all financial obligations have been satisfied and all College property returned.

Tuition Refund Schedule

Students should consult the Business Office on College processes for tuition refunds should the need arise. If a student withdraws/drops a class, all books and equipment must be returned. **The \$1000.00 non-refundable deposit fee will not be considered for a tuition refund.**

Professional Liability Insurance Policy Coverage

Students will be provided malpractice liability coverage during their time as a student within the Program. Accepting payment or gifts can result in the loss of malpractice liability coverage for the student. Students are only permitted to operate within the confines of the defined clinical rotation and are not to accept any type of additional work (paid or unpaid), shadowing, or any other type of opportunity with the preceptor. Please note that this coverage does not extend to outside Level 1 (4-1 Week) and 2 fieldworks (2-12 Week) and Doctoral Experiential Component (14 Week). The student must perform inside the scope of the clinical rotation to avoid potential conflicts with malpractice liability and to avoid disciplinary action within the program, including dismissal from the program. A student's malpractice liability coverage is only in effect on assigned clinical rotations provided by the Program (listed in professional liability coverage), and students must abide by the policies and practices of the Program and College as well as the clinical site. Student coverage is immediately terminated upon graduation or dismissal from the program.

Health Insurance Policy

Students enrolled in the Program are required to have health insurance in force at all times and must be able to demonstrate proof of such coverage upon request by the Program. Students are responsible for the costs of their own health insurance and health care. It's critical for students to maintain this insurance for the duration of the program with no lapse in coverage. Students must understand their graduation may be delayed and/or they may be dismissed from the program for failure to continuously maintain health insurance during the entirety of the program. If a student becomes aware of a lapse, or potential lapse, in their health insurance they are required to notify the Program Director immediately. Noncompliance may result in professional disciplinary actions.

Faculty as Student Health Care Providers Policy

Any individual who is in any capacity as faculty (clinical, principal, lecturing, or otherwise on paid or unpaid status) must not act as health care providers for the program students except in an emergency situation such as a life-threatening condition. Students are to be directed to their primary care provider, emergency department, or other health care provider.

Required Immunizations and Health Screening Policy

Students admitted to the Program are required to have updated immunization records. Students will not be permitted to begin the Program without providing documentation of completion of the immunization guidelines and submission to the program before enrollment. All information will be considered confidential and stored in a secure database with a health records maintenance vendor. All vaccination records and test results must be certified by a health care provider, including the health care provider's signature, name, and clinic information (either on official letterhead or marked with the clinic seal). Unofficial or un-certified records will NOT be accepted. Students are required to show proof of immunity (titers) or vaccination records and incur all costs for the following immunizations and TB screening prior to matriculation:

- **Measles, Mumps, Rubella (MMR):** 2 live vaccinations must have been administered after January 1, 1957 and after the age of 12 months. If MMR documentation is not available, students must be vaccinated for measles, mumps, and rubella before enrollment (two doses, four weeks apart per CDC guidelines). Please note that additional measles, mumps, and/or rubella titer(s) may be required by some hospitals before practice experiences can be completed at their site.
- **Tuberculosis Screen:** A 2-step intradermal Mantoux tuberculin skin test (TST) or documentation of 2 TST conducted in the 4 weeks preceding matriculation/orientation. Students with a history of a positive TST or BCG vaccination must have a clinical assessment by a healthcare practitioner that

includes patient history, TB symptom check, and a TST or interferon gamma release assay (IGRA) blood test or chest X-ray, as appropriate.

- **Diphtheria, Pertussis, Tetanus:** Students must provide documentation of Tdap vaccination as an adult. If Tdap was administered more than 8 years prior to matriculation, students must also provide documentation of a tetanus-diphtheria booster within the last 8 years. Tetanus vaccinations are valid for a maximum of 10 years and students must demonstrate immunity through their anticipated graduation date prior to enrollment.
- **Varicella (chicken pox):** Documented administration of two doses of varicella vaccine OR laboratory evidence of immunity OR diagnosis of either chicken pox or shingles based on documented verification by a health-care provider will be required.
- **Hepatitis B:** Proof of immunity must be demonstrated via hepatitis B titer. If the titer is negative, then students must receive the 3-dose (Engerix-B or Recombivax HB) hepatitis B vaccination series followed by serologic testing 1 – 2 months after the last dose. Documentation of the completed 3-dose series must show initiation at least 3 months prior to the matriculation date with the final dose scheduled within 3 months of starting the program. Clinical sites require annual updates of certain immunizations or tests. Updates of the following immunizations and tests should be provided to the Program by the stated deadline:
- **Influenza:** Documentation of annual vaccine by November 1 of the clinical year.
- **Tuberculosis:** Documentation of annual TB screening through TST, IGRA (recommended for students with a history of BCG vaccination), and/or chest X-ray with clinical assessment (recommended for students with a history of a positive TST); Annual screening must be completed by the assigned date prior to commencing SCPEs. Failure to update TB screening or documentation will result in a delay to beginning the second year of the program.

Future updates and additional immunizations may be required in order to place students on clinical rotations and will be disseminated to students by the Clinical Director. Below are additional provisions regarding immunizations, health insurance, and professional liability insurance:

- Students who were not vaccinated for varicella but contracted chicken pox as a child must demonstrate immunity via a positive antibody titer.
- Students with chronic diseases are strongly encouraged to be closely managed by their health care providers.
- Students should keep a copy of their immunization records, health insurance, and professional liability insurance as appropriate in their possession while enrolled in the Program. Students and/or the Program may be required to provide copies of these documents to preceptors or other designated clinical education site officials when they are assigned to off-campus clinical training locations.
- Female students are advised that pregnancy is a contraindication to administration of certain vaccinations and should consult their health care provider for specific and additional information regarding vaccine administration.

For more information about the above vaccinations and TB screening recommended for those in a healthcare setting, students may visit the Centers for Disease Control webpage at www.cdc.gov/vaccines/adults. Although the program does not offer international rotations at this time, in the event of future international rotations, students may be required to attain additional immunizations. Information will be provided by the Director of Clinical Education in the event of an international rotation to conform to CDC recommendations. Students are required to abide by the college policies on health screening. The student health screening form is available at <https://www.presby.edu/doc/Medical-Form.pdf>

Certification

Upon acceptance to the Program, students are expected to participate in and maintain current certifications (e.g., basic life support) and training in HIPAA and OSHA requirements governing blood borne pathogens. Training opportunities will be provided by the Program (at a cost...I.E. CPR and First Aid) and each student is required to achieve a passing grade for each training. In the event a student is unable to attend an offered training, they must schedule their own training and cover any required costs. The student must complete the necessary training and any certification within 30 days of the originally scheduled class training.

Professional License

To become a Registered Occupational Therapist (OTR), you must pass the Occupational Therapist National Examination given by The National Board for Certification in Occupational Therapy (NBCOT), a computer-based, multiple-choice test comprised of questions that assess basic science, theoretical, evaluative, and treatment knowledge. In addition, students must obtain state occupational therapy board licensure. An OT may not begin working in most states until he/she has passed the Occupational Therapist National Examination and has been licensed/registered by the state in which they practice. There may be exceptions for certain state licensures or for federal employment, such as the military. Failure to complete all necessary steps may constitute practicing Therapy without a license. Students are responsible for ensuring they obtain all required licenses and certifications. Presbyterian College is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying they have the proper authorizations to practice Occupational Therapy.

Student Representation

Students in each class will elect representatives for their class leadership. The class president will be responsible for contacting the faculty and administration regarding student issues for that class.

Student Elections

Students in each class will hold elections during the first 4-5 weeks of the second semester of the first professional year. The officers to be elected should include*:

President:

- Oversees and supports all major projects and officer responsibilities
- Establishes annual SOTA goals with input from the Leadership Team
- Leads all SOTA member and officer meetings
- Communicates with the Faculty SOTA Advisor as needed
- Facilitates the election process and transition of officers
- Motivates and rewards SOTA members for participation and involvement
- Encourages communication, conflict resolution, and collaboration between officers
- Generates meeting agenda content with input from Leadership Team
- Communicates with institutional regulatory bodies
- Communicates with the Program Director concerning class issues

Vice president

- Assumes the duties and responsibilities of the President when the President is absent or unable to fulfill duties.
- Assists the President to oversee all major projects and roles and duties of officers
- Assists the President to establish annual SOTA goals

- Encourages and advocates for communication between Leadership Team and SOTA members
- Assists Committee Chairs as needed
- Communicates with the Program Director concerning class issues when the President is not available

Secretary

- Coordinates time and location of SOTA member and officer meetings
- Takes SOTA meeting and event attendance
- Records and shares meeting minutes with SOTA members
- Counts and records votes when taken
- Acts as the main communication source between the Leadership Team and SOTA members

Treasurer

- Works with the Faculty SOTA Advisor to deposit funds in organization account and prepares documents for disbursement of funds
- Creates and manages the SOTA budget with support of the President and Vice President
- Determines the amount of dues SOTA members are responsible for, clearly communicates the purpose of the dues, and collects dues (suggested dues: \$10–15 per semester)
- Adheres to financial regulations and guidelines of the academic program

Social chairman

- Organizes and leads Social Committee
- Establishes social activities interests and goals
- Arranges and promotes social activities for SOTA members

Fundraising Chairperson

- Organizes and leads Fundraising Committee
- Adheres to all institutional requirements regarding fundraising
- Establishes fundraising interests and goals with committee members (i.e., AOTPAC Student Challenge, AOTA Student Conclave, AOTA National Conference, State OT Conference)
- Collaborates with the SOTA Secretary to communicate with SOTA members via email and social media

SCOTA Representative (State Association)

- Attends state OT association annual conference
- Stays updated on state OT association affairs and communicates all pertinent information to SOTA member

AOTA Representatives: Assembly of Student Delegates (ASD)

- Communicates the interests, questions, and concerns of SOTA members to the ASD Steering Committee
- Encourages political awareness, student leadership, and professional development among SOTA members through relaying resources, opportunities, and news from AOTA and the ASD Steering Committee
- Encourages AOTA student membership

- Attends the ASD Annual Meeting held the day before AOTA's Annual Conference & Expo, and presents information from the meeting to SOTA members

Honor Council Representative

- To advise and confer with faculty members, administrators, staff, and students on matters pertaining to academic integrity;
- To create and conduct educational programming designed to promote academic integrity;
- The Honor Council is charged with investigating and hearing alleged academic violations of the Honor Code and determining whether violations have occurred.
- Upon determining such violations, the Council is empowered to impose appropriate sanction(s), up to and including expulsion from the College.
- To uphold students accused of violating the Honor Code rights to due process via the implementation of an Honor Council Hearing Board.
- The Honor Council is also responsible for assistance in educating the University community about the Honor Code.

*AOTA. SOTA Handbook on 27 February 2019 from: https://www.aota.org/education-careers/students/sotas/officer_positions.aspx

Students will create constitution and bylaws for their organizations.

The presidents of the upper classes will meet with the first-year professional students to discuss the elections process and the date for elections will be determined. After that meeting nominations will be received and elections will follow at the assigned date. The upper-class presidents will conduct the elections process. With the inaugural class of students, the election will be guided by the Faculty SOTA Advisor. Those elected during this cycle will serve in that office until graduation.

Student Participation in Professional Functions

Students will be encouraged to participate in available professional functions such as national student conclave, state conferences, and planning retreats for the state professional organizations, as well as national organization functions. Students will be provided information on these functions by the faculty and in some cases students in a class will participate, or in other situations selected members of the class may be asked to participate. Funding for these events will be determined based on available monies from the College, as well as student payment for various events. No event has guaranteed funding. This participation is considered part of service and professional socialization.

Student Organizations

Presbyterian College student organizations exist to provide students with the opportunity to promote their professions, to supplement the academic experience, to develop professional ties, and to serve the campus and community.

Awards

There are no specific Doctor of Occupational Therapy program awards designated at this time. There are, however, various national awards from the Association of Allied Health Programs (ASAHP) and the AOTA that students may be eligible to receive. Students and faculty are encouraged to consider eligible students for nominations for these awards.

Fundraising

All fundraising efforts must support, and not compete with, the College's overall efforts to secure funding for annual operating needs, capital projects, and endowed funds. The Office of Advancement is responsible for coordinating the cultivation, solicitation and stewardship of donors for the Program and, therefore, oversees all fundraising appeals to any Presbyterian College constituents: alumni, students, faculty, staff, friends, local businesses, foundations, corporations, and parents of students and alumni. The fundamental principles that guide efforts are that Presbyterian College's overall interests take precedence over the special interests of individual departments, organizations, teams, clubs, or other groups; and that all fundraising on behalf of Presbyterian College must be in compliance with Sec. 501(c) (3) of the Internal Revenue Code, which governs non-profit tax-exempt organizations. If a fundraising activity is deemed unsuitable by the College or the student society faculty advisor, it will not be approved.

Student organizations are not tax-exempt entities and may NOT solicit external monetary donations. Gifts and donations to student organizations are not tax deductible. If gifts-in-kind are received (e.g. guest speaker pays for lunch for members attending his/her talk), the student organization should write a thank you note but cannot imply that the donation is tax deductible. Donations for student travel should be remitted to the student society faculty advisor, not to a student organization. Such gifts will be used to augment Presbyterian College student travel funds and are tax deductible.

When fundraising for charity, all requests for donations, publicity, and print materials should disclose the intended charity and the percentage of profit to be remitted to the charity. The name and contact information of the sponsoring student organization should also be included. Donors not purchasing goods and making monetary gifts should write checks directly to the charity. For monetary gifts, the student organizations raising money should provide a receipt to the donor indicating the charity, the amount donated, and the value of any goods received in return for the donation. Copies of said receipts or a list of donors should be remitted to the charity. It is the charity's responsibility to provide tax information to the donor. Acknowledgment of the donation may be provided by the student organization, but the acknowledgment should not infer that a gift was received by Presbyterian College or the organization.

Student organization funds or program funds should not be used to offset the costs of a fundraising event for charity; instead the donation to the charity should be based on the net revenue of the fundraiser. The amount donated and the results of the fundraiser should be reported in terms of net revenue, or the actual amount donated. The total dollar amount raised should not be reported without disclosing the actual amount donated.

Student organizations should demonstrate responsible giving/fundraising by evaluating the charity before raising money for the charity. If available, a charity rating should be provided with the Intent to Solicit form. Charity ratings may be obtained from Charity Navigator at <http://www.charitynavigator.org/>. If the selected charity is not listed with Charity Navigator, the student organization must provide documentation that the financial health of the organization, accountability and transparency, and outcomes of the intended charity have been investigated. Each student organization may conduct one fundraiser per year for philanthropy. A student organization is not allowed to schedule a Dress Down Day to raise money for the organization's chosen philanthropy.

The student society faculty advisor/Program Director must approve all fundraising efforts before any fundraising is initiated or external entities contacted. Approval must be granted before any supplies may be ordered, materials sent to printers, etc.; therefore, requests should be submitted well in advance of the proposed fundraiser.

Financial Policies and Procedures

Presbyterian College and student organizations run on a fiscal year budget (July 1 – June 30).

Student organizations maintain a checking account at a local bank. The Program Director, organization faculty advisor, and treasurer must be listed on the account. Monthly bank statements must be remitted to the faculty advisor of the relevant organization. Monthly budget reports should be presented to the student organization membership.

An End of Year (EOY) financial report must be prepared annually and remitted to the Faculty Advisor by May 15. The annual financial report also should be presented to the membership. The annual financial report must include

- Beginning and ending balance in the organization bank account
- Fundraising information including date, items sold, net amount generated, use of funds raised (e.g. donation, food for member meetings, etc.).
- Revenue by category (i.e. fundraiser for organization, membership dues, etc.)
- Expenditures by category (i.e. fundraiser expenses, affiliate membership dues, food/supplies for membership meetings, food/supplies for events, etc.)
- Funds may be requested for the following types of expenses:
Supplies for community service, professional service learning, community outreach, etc.; or printing for presentations, fundraising events, community service, membership drive, member handbooks, etc.

Transition of Student Organizational Leadership

The transition of Leadership takes place in the beginning of the 2nd year. The classes will vote for the officers in the beginning of the 2nd semester of their first year. ASD and SCOTA Representatives will be elected at the end of the 2nd Semester. The officers will assist with the functions of their office in the first year, then taking over the position in the second year until they leave for clinical level 2's.

Outreach and External Relations (Student Organization)

All outreach and external relations by student organizations should strive to represent Presbyterian College and the Program accurately and positively. You are that representative of both the school and program. Language, graphics/printed materials and presentations should be professional. Presentations should be well-conceived and polished before delivered to external constituents. When speaking to news sources, always indicate that your views are your own. Do not speak for the College, program, or national organization. Presbyterian College logos and brands are property of the College and the use of Presbyterian College logos or brands on goods for sale, communications, or publications must be approved by the Office of Communications prior to distribution. Student organizations must adhere to the communications approval process to ensure that the materials distributed are professionally presented and consistent with the Presbyterian College brand. Adulteration of the brand or logo is not permitted. Any communications to the communities should be approved by the Program Director and or faculty advisor.

Reports (Student Organization)

Student organizations should collect the following information throughout the year and provide it to their faculty advisor within 5 days of the last final exam for the semester.

- Dates and attendance at membership and leadership meetings
- Event/activity information including date, description, attendance, community impact (e.g. collected goods, number of persons served, etc.)
- Beginning and ending balance in the organization bank account

- Fundraising information including date, items sold, net amount generated, use of funds raised (e.g. donation, food for member meetings, etc.)
- Revenue by category (i.e. fundraiser for organization, membership dues, etc.)
- Expenditures by category (i.e. fundraiser expenses, affiliate membership dues, food/supplies for membership meetings, food/supplies for events, etc.)

Universal Precautions Policy

Linens

- Handle, transport, and process used linens in a manner that:
 - Prevents skin and mucous membrane exposures and contamination of clothing.
 - Avoids transfer of pathogens to other patients and/or the environment.

Facial Equipment

- Wear either a surgical or procedure mask and eye protection (eye visor, goggles) or a face shield to protect mucous membranes of the eyes, nose, and mouth during activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Hand Washing

- Hand washing (40–60 seconds): wet hands and apply soap; rub all surfaces; rinse hands and dry thoroughly with a single use towel; use towel to turn off faucet.
- Hand rubbing (20–30 seconds): apply enough sanitizing product to cover all areas of the hands; rub hands until dry.
- Before and after any direct patient contact and between patients, whether or not gloves are worn.
- Immediately after gloves are removed.
- Before handling an invasive device.
- After touching blood, body fluids, secretions, excretions, non-intact skin, and contaminated items, even if gloves are worn.
- During patient care, when moving from a contaminated to a clean body site of the patient.
- After contact with inanimate objects in the immediate vicinity of the patient.

Gloves

- Wear when touching blood, body fluids, secretions, excretions, mucous membranes, non-intact skin.
- Change between tasks and procedures on the same patient after contact with potentially infectious material.
- Remove after use, before touching non-contaminated items and surfaces, and before going to another patient. Perform hand hygiene immediately after removal.

Gown

- Wear either a surgical or procedure mask and eye protection (eye visor, goggles) or a face shield to protect mucous membranes of the eyes, nose, and mouth during activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Prevention of Needle Stick and Other Sharps

- Use care when handling needles, scalpels, and other sharp instruments or devices.
- Use care when cleaning used instruments.
- Dispose of used needles and other sharp instruments in an appropriate manner.

Respiratory Hygiene and Cough Etiquette

- Cover nose and mouth when coughing/sneezing with tissue or mask, dispose of used tissues and masks, and perform hand hygiene after contact with respiratory secretions.
- Place acute febrile respiratory symptomatic patients at least 1 meter (3 feet) away from others in common waiting areas, if possible.
- Post visual alerts at the entrance to health-care facilities instructing persons with respiratory symptoms to practice respiratory hygiene/cough etiquette.
- Consider making hand hygiene resources, tissues and masks available in common areas and areas used for the evaluation of patients with respiratory illnesses.

Waste Disposal

- Ensure safe waste management.
- Treat waste contaminated with blood, body fluids, secretions and excretions as clinical waste, in accordance with local regulations.
- Human tissues and laboratory waste that is directly associated with specimen processing should also be treated as clinical waste.
- Discard single use items properly.

Patient Care Equipment

- Handle equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of pathogens to other patients or the environment.
- Clean, disinfect, and reprocess reusable equipment appropriately before use with another patient.

Universal Precautions Summary for Health Care Workers

- Specimens, including blood, blood products, and body fluids, obtained from all patients should be considered hazardous and potentially infected with transmissible agents.
- Hand washing should be performed before and after patient contact, after removing gloves, and immediately if hands are grossly contaminated with body fluids.
- Gloves should be worn when hands are likely to come in contact with blood or body fluids. Gowns, protective eyewear, and masks should be worn when splashing, splattering, or aerosolization of blood or body fluids is likely to occur.
- Sharp objects ("sharps") should be handled with great care and disposed of in impervious receptacles.
- Needles should never be manipulated, bent, broken, or recapped.
- Blood spills should be handled via initial absorption of spill with disposable towels, cleaning area with soap and water, followed by disinfecting area with 1:10 solution of household bleach.
- Contaminated reusable equipment should be decontaminated using heat sterilization, or when heat is impractical, using a mycobactericidal cleanser.
- Pocket masks or mechanical ventilation devices should be available in areas where cardiopulmonary resuscitation procedures are likely.
- Health care workers with open lesions or weeping dermatitis should avoid direct patient contact and should not handle contaminated equipment.
- Private rooms are not required for routine care; select circumstances, however, such as the presence of concomitant transmissible opportunistic disease, may warrant respiratory, enteric, or contact isolation.

Incident Reporting

The student is required to immediately report any injury or incident to the preceptor and to the Program. The student should follow the protocol established at the clinical site, which usually involves:

- Decontaminate – vigorous flushing of mucous membranes, eyes and/or thorough washing of hands or the affected area.
- Immediately seek medical attention for treatment of the injury. The student is responsible for seeking immediate treatment and the cost of all such treatments.
- The student should immediately notify their preceptor (or designee).
- The student should also immediately (within 24 hours) notify the program Clinical Director via email using this form: [Incident Reporting Form](#)
- The student should notify his/her preceptor (or designee). The student should immediately (with 24 hours) fill out the Incident Reporting Form for personal use during follow up with a health care provider during a post-exposure evaluation. The student is to notify the Clinical Director of the incident so the Clinical Director can make necessary arrangements with the clinical site. The Clinical Director cannot provide post-exposure care to the student but will assist the student in maintaining follow-up and reintegration to the clinical rotation.
- Students wanting additional information may contact:
Clinician's Post Exposure Prophylaxis Hotline – 1-800-448-4911 or <https://www.cdc.gov/sharpsafety/>

- Cost of testing and treatment following incident, if not covered by the facility or student's health insurance, will be the responsibility of the student.

Active Shooter Incident

If you are involved in a situation where someone has entered the area and started shooting, the following is a list of actions that are recommended. It should be noted that these types of incidents are unpredictable. The guidelines below are recommendations that are based on past experiences. You may have to alter some of these suggestions, depending on the situation.

- 1) Exit the building immediately.
- 2) Notify anyone you may encounter to exit the building immediately.
- 3) Report to your building assembly area (see evacuation plan). This should be done only if it is reasonable and safe to do so. Otherwise, it may be better to leave the campus.
- 4) Call 911 or dial (864) 883-8911 from a cell phone. Give the dispatcher the following information:
 - a) Your name
 - b) Location of the incident (be specific as possible)
 - c) Number of shooters (if known)
 - d) Identification or description of shooter
 - e) Number of persons who may be involved
 - f) Your location
- 5) Then notify Campus Security at ext. 911 or from any campus phone or dial [864.833.8911](tel:864.833.8911) from a cell phone.
- 6) Stay in your location until the situation has been brought under control by proper authorities or the situation warrants otherwise.

If you are directly involved and exiting the building is not possible, the following actions are recommended:

- 1) Go to the nearest room or office.
- 2) Close and lock the door.
- 3) Cover the door windows.
- 4) Keep quiet and act as if no one is in the room.
- 5) DO NOT answer the door.
- 6) Call 911. Give the dispatcher the following information:
 - a) Your name
 - b) Location of the incident (be specific as possible)
 - c) Number of shooters (if known)
 - d) Identification or description of shooter
 - e) Number of persons who may be involved
 - f) Wait for local police or public safety to assist you out of the building.
- 7) Then notify Campus Security at ext. 0 or ext. 8911 from any campus phone or dial (864) 883-8911 from a cell phone.
- 8) Stay in your location until the situation has been brought under control by proper authorities or the situation warrants otherwise.

Severe Weather or Storm

A severe weather event or storm can occur due to changes in atmospheric conditions. Weather events such as tornadoes can occur suddenly, usually in the spring or summer, without much warning and move quickly causing much destruction. Other weather events such as ice storms, high wind, and even heavy snow can cause dangerous conditions on and around campus. When possible, we will alert you to severe conditions on and around campus.

When possible, we will alert you to severe conditions through campus communications, i.e. voice mail or campus e-mail; however, there may not be time under certain conditions, such as a tornado, to issue a warning.

If you receive a severe weather warning (tornado) and you are inside a building:

- 1) Stay calm and take shelter.
 - a) Proceed calmly to the designated shelter area in the lower level of the building. Turn off all lights and electronic equipment in the room.
 - b) Provide assistance to those with disabilities.
 - c) Crouch low near an interior wall, closet, or inside an interior bathroom. Protect your face and head with your arms and hands.
 - d) Avoid:
 - i) Doors and windows, rooms with glass or loose objects
 - ii) The atrium area
 - iii) Elevators and all outside walls
- 2) Call 911, report your exact location and give a description of any injuries.
- 3) Call Campus Security at ext. 0 or ext. 7000 from any campus phone or dial (540) 887-7000 from a cell phone. Report your exact location and give a description of any injuries

If a severe weather condition (tornado) occurs and you are outside:

- 1) Stay calm and notify others in the area of the danger.
- 2) Take shelter in the nearest building immediately (see above).
- 3) If no building is near, seek a low lying area such as a ditch.
 - a) Lie flat and cover your head with your arms.
 - b) Avoid low-lying areas that could flood.
 - c) Avoid vehicles – DO NOT USE FOR SHELTER.
- 4) Remain sheltered until the danger has passed.

Inclement Weather Policy

When Presbyterian College or the School of Occupational Therapy has canceled or delayed classes due to weather, announcements are made over local television and radio stations. These announcements inform students and employees when the College or School will open. Students may also check the College web site or call the switchboard for this information. The College attempts to have a recording on the switchboard and information on the web site by 7 a.m. on mornings when there are widespread public school closings. Students may also elect to receive text messages on a mobile phone or email messages of emergencies and weather closings. Register for [Rave Alert](#) and follow [@presbycollege](#) on Twitter for weather related and other emergency notifications. When the College is "closed," it means that "classes are cancelled" for the day. If the message indicates a "delay" instead of a "closure," there will be no class meetings prior to the delayed class time. If the College opens during a scheduled class, you should report to class for the remainder of the class period (e.g. you would report to a 9 – 11 AM class at 10 AM if the College delays opening until 10 AM).

Students on clinical assignments should check with their clinical supervisors to determine if they should report during inclement weather. Classes cancelled due to weather conditions may be rescheduled. The student should call the site to ascertain the site's status and, in the case of a School closing, to inform his/her preceptor of the School's status.

There is also a notice posted to the PC website and sign in for the RAVE Alert system at <https://www.presby.edu/weather/>.

Weapons Policy

Presbyterian College is committed to providing a safe and secure learning and working environment for students, faculty, staff and visitors on all campus properties. The use, possession and storage of all firearms, dangerous weapons, explosives, or other dangerous articles are prohibited on all properties owned, leased, or otherwise controlled by the College. Law enforcement officers duly authorized to carry such instruments are excepted. There are provisions at this time to store firearms for the purpose of sport. Fireworks, air guns, BB guns, pellet guns and paint ball guns are also prohibited. Any person violating this policy will be subject to disciplinary action.

Sexual Misconduct Policy

Presbyterian College is committed to providing programs, activities, and an educational environment free from sexual misconduct. We define sexual misconduct as any unwelcome conduct of a sexual nature, including any conduct or act of a sexual nature perpetrated against an individual without Consent. Sexual Misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual Misconduct can be committed by men or by women, and it can occur between people of the same or different sex. Sexual Misconduct also includes complicity in Sexual Misconduct. The College encourages reporting of all Sexual Misconduct. Sexual Misconduct includes but is not limited to dating violence, domestic violence, non-forcible sex acts, sexual assault, sexual exploitation, sexual harassment, and stalking. For more detailed information: <https://www.presby.edu/title-ix/>

Any faculty member, staff member, student, student group, or student organization found to have committed, to have attempted to commit, to have encouraged others to commit, or to have aided others in committing, any of the following acts is subject to the disciplinary sanctions set forth in the Presbyterian College Code of Responsibility.

- Engaging in any form of discrimination, harassment, or violence of a sexual nature, or on the basis of sex or gender.
- Conditioning any form of College-related benefit, including any academic or workplace decision, on submission to or rejection of sexual advances or requests of a sexual nature (“Quid pro quo harassment”).

The general prohibitions in the Presbyterian College Code of Responsibility, including those prohibiting (and defining) discrimination, harassment, stalking, and harm to persons, apply to conduct of a sexual nature or that is motivated by sex or gender. However, because of the College’s concern for sexual misconduct in all forms, and because of the application of federal law, specifically Title IX of the Education Amendments of 1972, the College has a separate express prohibition of such sexual misconduct, and separate procedures for the handling of any disciplinary proceeding that involves an allegation of sexual misconduct.

The College’s prohibition on Sexual Misconduct extends beyond students to cover misconduct by all members of the College community, including faculty and staff. Anyone who believes they have been a victim of or a witness to Sexual Misconduct – including improper conduct by visitors to College premises or vendors – should report this to the Title IX Coordinator, who is the College’s Vice President of Human Resources. Sexual Misconduct may also be reported to the Assistant Dean for Professional and Student Affairs, the Vice President for Campus Life or the Dean of Community Life. Any person who receives a report of Sexual Misconduct should relay this report to the Title IX Coordinator. “Quid pro quo harassment” should also be reported to the Title IX coordinator. An example of quid pro quo harassment would be a promise to a student of a good grade in exchange for sexual favors.

If the Title IX Coordinator determines that an allegation of a violation of the Code of Responsibility involves alleged Sexual Misconduct, that allegation will be subject to the special procedures for Sexual Misconduct set forth in the Presbyterian College Code of Responsibility.

Consensual Relationship Policy

Consensual relationships between student and faculty are not allowed. Consensual relationships between students and patients are not allowed. Consensual relationships between students and staff members inclusive of clinical preceptors who are in a position of authority or who have access to student or testing information are not allowed. Sexual activity is not permitted on campus or in clinical settings.

Student Use of the Building

The Presbyterian College building has electronic door access, supporting a secure and safe environment. Exterior doors are automatically locked down in the evening and reopen in the morning, Monday through Friday. Doors will remain locked Saturday and Sunday unless there is a special activity in the building. The building can only be accessed at the main entrance after hours and on weekends. Your ID card may be programmed to allow you access to the building after-hours. Student building access hours will be posted. If you allow any unauthorized individual to enter with you or give your ID card to a non-PCOTD authorized individual, you are subject to disciplinary action and your access may be denied to the building after hours. The electronic access system tracks individual student entry to the building or a particular room.

Students will be informed of open lab hours in class and those hours will be posted outside the specific lab. Student IDs may also be programmed to allow after hour access to particular labs designated by faculty. Student may have access to labs after class hours when it is determined by their professor and Program Director that access is necessary to complete assignments, prepare for practical exams, or use equipment to evaluate client/patients for research or service purposes. Students are responsible for cleaning up after themselves and leaving equipment in good working order. If an equipment malfunction does occur students must report the problem to their instructor or Program Director as soon as possible.

No student may access classrooms after hours without permission of the Program Director or a supervising faculty member. There are a number of small conference rooms that will remain open and accessible to students for meetings, special projects and small group study sessions. These rooms can be reserved by going to the department administration office and filling out a Room Request Form found in the appendix. Students are also encouraged utilize common areas with seating for eating and studying.

Student events in the building must be pre-approved by the Program Directors office and have the sponsoring faculty or Program Director sign-off. If a special event is scheduled there may be charges assigned to the student group, CEU program, etc. for set up and cleaning.

The only items that may be placed in public spaces are building signage and artwork. The placement of signage in public hallways, lobby, and other public spaces is the responsibility of the Program Director. All materials will be hung in conjunction with the facilities management department.

Common areas consist of student, faculty, and staff lounges, conference rooms, labs, classrooms, office reception areas, and other semi-public space. These areas generally have bulletin boards or magnetic walls that will allow the placement of information without using tape. **TAPE IS FORBIDDEN to be used to attach any signs to any walls.** Requests to hang items in these areas should be submitted to the Program Directors Office for review by the Building Committee. All information displayed on walls should contain only official PC/PCOTD information. Items not covered in this policy or requiring clarification should be referred to the Program Directors Office.

Equipment/Material Check-Out

The laboratories house various pieces of equipment for learning, including exercise equipment, functional equipment and modality machines. This equipment is for use in classes and labs only, and is NOT intended for personal student or faculty use at any other time. Students will be provided with specific assignments that will require use of this equipment as part of a course. The course instructor will provide the students with guidance about when and how the equipment will be used as part of that learning experience in the course. Equipment cannot be signed out of the building while in use for a class, but can be signed out for use in the building.

Students checking out equipment or materials must show their ID and return materials/equipment within a designated time period (set by instructor) or they will be charged a \$5.00 fee per day. Students will complete the sign-out sheet in the office.

Academic Resolutions and Appeals

General Grievance Issues

The College recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty/administrators, or interpretations of institutional policy. The College also recognizes the responsibility of the student to express their concerns in a professional and ethical manner. Concerns may involve course grades, promotion, behavioral issues or issues related to accreditation standards and procedures.

Any student filing a complaint or grievance (excluding complaints concerning sexual misconduct or where a student feels threatened) should first attempt to resolve the issue by consulting with the involved faculty or staff member. Students who have individual concerns involving a teacher or course that are not of general interest to the class, should speak directly to the course director. If the concern might involve more than one individual in the course/class, the concern should be taken to the relevant student class officer(s) so that they might sample class opinion to determine whether the issue is a concern of the majority of the class.

If in the opinion of the class officer, the concern is valid, the class representative should bring the matter to the attention of the course director with the objective of resolving the issue at that level. If the matter is unable to be resolved at this level, the concern should be taken to the Program Director or in the case of clinical learning, to the Director of Clinical Education. If the solution proves unsatisfactory, the Program Director should be contacted concerning the matter. The matter will be reviewed and a recommendation and final determination will be made.

If there is still a concern, the student or class officer can directly contact the Provost.

Complaints concerning sexual misconduct should be reported immediately in accordance with the Sexual Misconduct Policy.

General complaints regarding academic issues (non-grade related): The Program Director will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the Provost, or resolution with no future action. If the concern involves the Program Director, the complaint should be submitted directly to the Provost. Records regarding general complaints will be housed in the Occupational Therapy department administrative office.

Policies on Academic Standing and Student Progress

The Honor Code

Each student enrolled in the Program at Presbyterian College is expected to be academically honest in his/her learning and presentation of information to Program faculty members and his/her peers. The expectation of being honest includes all aspects of academic work including but not limited to the completion of written and/or oral examinations, assignments, and presentations. Appropriate references and citations should be supplied for all information that is not the student's original work – including evaluation, interpretation, or summary of prior work done by another.

Presbyterian College students pledge to abstain from all deceit and dishonorable conduct. Though many acts may at times be considered deceitful or dishonorable, students at Presbyterian College agree that lying, cheating, plagiarism, stealing, and failure to enforce the Honor Code are by definition dishonorable and are, therefore, always in violation of the Honor Code.

Honor Code Violations:

- Lying is defined as any attempt to deceive, falsify, or misrepresent the truth. Lying includes but is not limited to:

- Falsifying or altering academic records.
- Falsifying or altering clinical reports and/or other patient related notations.
- Submission of modified or changed tests, answer sheets, or assignments.
- Cheating is defined as the employment or rendering of any unacknowledged or unallowed aid in any assigned work. Cheating includes but is not limited to:
 - Unapproved or unauthorized sharing/collaboration or use of external information during graded assessments (e.g. test, quizzes, etc.).
 - Obtaining or gaining access to items which provides an unfair advantage in a graded experience and/or requirement.
 - Falsely distributing, obtaining, using or receiving previously graded academic materials (e.g. tests, cases, etc.).
 - Unauthorized or improper use of an electronic device(s) during an examination. Electronic devices include but are not limited to programmable calculators, PDA's, computers, computer programs, mobile phones, iPods, etc.
 - Misusing, defacing, or tampering with academic resources or materials.
 - Assisting a fellow student in committing an act of cheating or dishonesty.
- Plagiarism is defined as the presentation of the words or ideas of another person as one's own without proper citation. Plagiarism includes but is not limited to:
 - The use of any commercial term paper preparation service.
 - Copying internet or electronic database sources for term papers, journal clubs, or case presentations.
 - Submission of another student's work or group work as one's individual effort.
 - Plagiarism also includes course lectures, PowerPoint, class notes, or examination questions. This information is copyrighted materials belonging to the College and the Faculty member(s).
- Stealing is defined as the appropriation of money or property belonging to another person, organization, or the College or the borrowing of such property without the knowledge and permission of the owner.
- Failure to enforce the Honor Code is defined as any act of omission that permits violations of the Honor Code to occur or to go unreported and is of itself, a violation of the Honor Code.

All students enrolling at Presbyterian College are bound not only to abstain from the above, but also to report such acts committed by fellow students.

When events of a questionable nature occur, it is the responsibility of each student to promptly communicate that information to the Program Director. Determining whether or not a violation of the Honor Code has occurred is the responsibility of the Academic and Curriculum Committee. Failing to report such events amounts to the toleration of dishonor in the community and shall itself be considered a violation of the Honor Code.

Pledged Work

All academic work at Presbyterian College falls under the Honor Code. Quizzes, tests, examinations, projects, and papers to be graded are governed by and should be accompanied by the pledge:

“On my honor, I pledge that I have neither given nor received any unacknowledged aid on this assignment.”

This pledge is followed by an act of student acknowledgement, usually a signature.

Unacknowledged aid includes aid that is not allowed by the instructor.

Course Syllabus

Students will be provided a syllabus for each course that will outline the requirements and expectations for that course in detail, including testing and assignments. The course instructor will review the syllabus with the class during the first week of the semester. The syllabus will be posted on the Learning Management System (LMS) on its site related to the course. Students are required to read each course syllabus carefully. Students are asked to

consult with the course instructor for clarifications on any policies for the course within the first week of scheduled classes.

Didactic and Laboratory Courses

Each course team (course director and other faculty participating in the course) will develop a set of course objectives that include relevant knowledge, skills, and attitudes within the discipline(s) associated with the course.

Each course team is expected to assess general class response and understanding at least once during the course, although frequent, short assessments are preferred.

To pass the course, students must earn a "B-" or better, or "S," depending on the grading scale used in the course. Assessments will provide feedback to students regarding strengths and weaknesses in the curricular competencies and suggestions for improvement and additional learning. Assessments shall be returned to the students within 72 hours in order to maximize learning (as long as all students have taken the examination). Every student who fails to earn a minimum score of 80.00 (B-) on an exam will be subject to remediation.

Examination Procedures

No student is allowed to take any examination ahead of its scheduled time, unless there is a mitigating circumstance and has permission of the instructor and Program Directors approval. These issues will be addressed on a case by case basis. Make up examinations are given at the discretion of the course instructor and should be made up within three days of return to class. Course instructors may have additional policies/requirements regarding examinations as outlined in individual course syllabi.

It is also unacceptable to arrive late for examinations. It is the instructor's discretion whether a student may be allowed to take the examination should the student arrive late. If the instructor allows the student to take the examination, the student must comply with all accommodations the instructor places for testing. This may include sitting in a certain location with no additional testing time allotted or an automatic reduction of grade for the examination. **The instructor may also opt to provide a grade of zero if a student is late or absent for an examination.**

If a student is unavailable at the time of examination due to extenuating circumstances, illness, and personal crisis or for religious reasons, the student must contact the Instructor of Record **prior** to the scheduled examination to make appropriate arrangements. The rescheduled examination date, time and type of exam will then be at the discretion of the Instructor of Record.

Valid reasons for missing assessments of any kind may include personal illness, illness or death of an immediate family member (as defined by the College), or unavoidable mishaps such as an automobile accident on the way to the examination.

- A letter from a physician or other appropriate professional familiar with the circumstances may be required to substantiate the reason.
- When a student misses an examination, it is the student's responsibility to notify the course director and Program Director **AS SOON AS POSSIBLE** and provide documentation within 3 days of the missed examination. The Program Director will notify the course director as to whether the absence was excused or unexcused.
- Where a reason and/or documentation deemed valid by the Academic Director are not presented, the student will receive a zero for the missed examination or assignment.

Any student missing a **final exam** for a legitimate cause and approved by both the instructor of record and Program Director must take the exam during scheduled finals week. Individual instructors may have added on policies, such as reduced grade for students taking exams at a later date.

Scheduling of exams for a student with a prolonged, excused absence will be done on a case-by-case basis.

To ensure honesty in test taking, graded examinations will not be returned to students until **all** students have taken the examination. Exam results are posted on the LMS at the discretion of the instructor, but will always be returned in a timely manner.

All students (except those students needing special arrangements) must take examinations in the room designated by the course instructor and at the scheduled time. Those students with a documented need for accommodation must make arrangements with the course instructor to take an examination in a different room. That room will be selected by the instructor and a monitor may be present. Dates and times for examinations are fixed and non-negotiable.

The following guidelines are to be observed for all College examinations (unless specified by the instructor in the case of special circumstances):

- 1) Students may not bring any electronic device, such as cell phones, iPads/iPods, MP3 or computers (unless required) into the classroom during examinations. Cell phones must be silenced and stored in backpacks/purses, put in cars, personal lockers or in a designated location in the classroom along with any other personal items. *
- 2) Students may not take electronic devices with them while going to the bathroom. Students who require frequent bathroom breaks must contact the instructor prior to the examination.
- 3) Students may not use notes, books, reference material, or other aids.
- 4) All hats must be removed.
- 5) Efforts will be made to randomize seating order; alternate tests may be used.
- 6) All tests should be covered with a blank paper.
- 7) Eyes must face the front during the test.
- 8) If you are tested in small groups, at the conclusion of the exam or practical, students may be required to remain in an adjacent classroom without access to phones or other electronic devices until completion of all testing.
- 9) Students may not offer, disclose, reproduce, transmit, receive, utilize, or make available information regarding the examination/assessment to others by any means or for any purpose.

*Students requiring cell phone access for emergency contact purposes must discuss the situation with the course instructor prior to the exam; the instructor will determine the appropriate alternative arrangements. The decision for access to a cell phone will be made on a case by case basis.

First Examination Grade

Students scoring a grade of “C” or below on the first scheduled examination/test in any course will be required to meet with the course instructor to discuss test performance. Students are expected to have reviewed the test and be prepared to talk with the course instructor about strategies for improvement.

Practical Testing

Many courses in a graduate health care curriculum include practical testing in order to assess student competency on psychomotor and cognitive skills for clinical practice. Course instructors will determine the format for practical testing within an individual course and assign the weight of that testing for assignment of a course grade.

Practical testing is an important tool for faculty to determine a student’s readiness for clinical education experiences and fieldwork. Therefore, students must pass the practical testing in order to pass the course. There is no accommodation for practical testing due to the nature of the actions. If a student fails a practical test he/she will have the opportunity to repeat the testing a second time following remediation. The timing of the second test will be determined by the course instructor. For the second practical test the course instructor and one additional faculty member will be present. If the student passes the repeat practical test the original grade stands as the grade for that test. If they fail the repeat practical test, they will fail the course and be dismissed from the program, regardless of their overall grade in that particular course.

Multiple practical examination failures (more than 2 in one or more courses) with successful retakes, with or without accompanying academic probation, will be evidence that the student is at risk for poor clinical performance. The student will receive a warning and will meet with the Program Director, DCE and other faculty as needed to develop a plan for remediation. Subsequent failure of a practical examination will result in dismissal from the professional program.

Final Examinations

The determination of whether students are required to take a final examination in a course is the sole province of the course instructor(s). The course instructor will determine the circumstances under which the examination is to be completed, as well as the weight of the examination in determining course grades. This information will be outlined in the course syllabus.

Grading and Student Standing

The graduate programs offered are all full-time programs. Students will not be permitted to reduce the course load in a semester as the professional programs are sequential and require the student to complete them in a specific sequence and timing. Any special circumstances related to course work for students will be addressed on a case-by-case basis with Provost Office, the Program Director, and the faculty. The grading policy for didactic courses, laboratory courses, and clinical courses is shown below. Some sources are graded using the scale of “satisfactory / unsatisfactory” or “pass-fail.”

The following grading scale will be used by the Occupational Therapy Doctorate program at the Presbyterian College (College):

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F < 60

I Incomplete: only used in extenuating circumstances A plan will be determined to finish work at a specific time.
IP In progress
P Passing (used only in Pass/Fail Grading Status)
S Satisfactory
U Unsatisfactory
W Withdraw

Graduate courses will be taken in semesters and assigned appropriate credit hours for contact time for lecture, lab, and clinical activities as appropriate. A course may be offered as a Pass/Fail grading option; however, students may not choose to take a regular, graded course for Pass/Fail.

Failure and Academic Probation

All graduate courses in the College must be passed with a grade of “C” or better. A student receiving a grade of “D” or “F” in any course will be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 cumulative GPA. If the 3.0 cumulative GPA is not met at that time the student will be dismissed from the program.

A student may be placed in a probationary status for the following:

- Failure to pass (P) on a pass/fail course

- A cumulative GPA less than 3.0
- Express concerns about professionalism are identified by any faculty
- Failure to satisfactorily complete any remediation plan.

The students' Faculty Advisor and Program Director will formally notify the student of their Probationary status and document on the Remediation form. Successful remediation must occur for the student to continue and advance in the program.

The opportunity to undertake remedial work is a privilege and is not automatically granted. The following factors will be considered in determining whether or not a remedial option is possible:

- The student's performance in all other courses.
- The availability of resources and amount of time needed to achieve competence.

A student on probation at the completion of the second semester academic year one may be permitted to proceed to Field Work 1 if the student has completed all course work with no grade lower than a "C", has successfully passed all practical examinations, and has demonstrated appropriate professional behaviors in class and clinical settings. Faculty will meet to discuss the student's performance and determine the student's readiness to proceed to the full-time clinical experience.

If the student is permitted to proceed to Clinical Education 1 and successfully completes it, the student will then have one full-time semester (9 credit hours or more) in which to improve their GPA to a 3.0 or better.

Students must be at a 3.0 cumulative GPA or better at the completion of the second spring academic semester in order to proceed to Clinical Education 2 or Fieldwork 2. Students must be at a 3.0 cumulative GPA or better to proceed to the terminal clinical internship experiences and must maintain that 3.0 GPA in order to graduate.

Students on academic probation should meet with their faculty advisor (every other week) and course instructors on a regular basis. An Academic Plan will be developed to facilitate their academic progress. At the commencement of any term of probation the Program Director in consultation with the core faculty will review the student's case and make a recommendation for the student to be placed on continued probation, be decelerated, or be dismissed.

Students on academic probation are not eligible for academic and programmatic merit awards.

Incompletes

A Grade of "I" (for incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete is given upon the recommendation of the course instructor and the approval of the Program Director. In order to receive an "I" students must have achieved a passing grade to date in the class. Work must be completed by the end of the next semester and the student cannot progress to the next phase of professional study until the incomplete has been resolved successfully resulting in the assigning of a passing grade for the course. If the work is not completed within the time specified when the incomplete was granted, or within the explicitly authorized extended time, a permanent I grade will be recorded and the course will need to be repeated.

In Progress (IP)

An in progress grade can be given for clinical education courses only. The IP is used in the event there is a delay in completing the clinical assignment (not attributable to the student) by the time grades are due.

In the event that a student does not successfully complete the Doctoral Project or clinical education in time for graduation, the student must enroll in a "Continuing Credit" course (OTH 901 Occupational Therapy Independent Study: 1-3 credits) for the next semester in order to complete the program. There will be a hourly charge for the course unless determined by faculty that there is a substantial reason for the lack of completion and this will be

determined on an individual case by case basis using a faculty team of 3 for determination not advising the student.

Program Matriculation and Completion

At the end of each semester faculty review the academic performance of all students. In order to progress to the next semester students must successfully complete all courses in a particular semester with a grade of “C” or better and maintain a 3.0 GPA. All practical testing during that semester must be passed. The student must demonstrate appropriate professional behaviors as expected in all courses. The student will be permitted to progress to the second year and beyond only if all course work and full time clinical experiences have been successfully completed.

A **comprehensive practical exam** will be conducted by the faculty **prior to engaging in level II full-time clinical fieldwork**. A comprehensive written examination is required for OT students. **The department exit examination must be successfully completed at the end of the Level 2 full-time clinical experiences** to matriculate to the Doctoral Experience. If a Student is not successful remediation will take place and the student will not go on to the Doctoral Experience until they have completed remediation and passed the department exit examination.

Successful completion and meeting of entry-level competencies is required in the full-time terminal clinical internship experiences in order to graduate as scheduled. If a student fails a clinical internship experience he/she may be offered the opportunity to repeat the clinical internship.

The PCOTDP timeframe for completion of all program requirements is specified as five years from the date of initial enrollment. Students will have 24 months to complete level 2 fieldwork and the doctoral experience portions of the curriculum following completion of the didactic coursework in the program.

Attendance Policy

Promptness is one of several traits that health care professionals should display. Consequently, students are expected to be at all class meetings, activities, etc. **on time**. Attendance at all program activities (classes, guest lectures, laboratories, clinics, etc.) is required and part of a student's obligation to the attainment of professional excellence. Students must comply with the faculty member's method of monitoring attendance.

Students are granted two “scheduled absence” days per year if needed for family obligations or for religious reasons. A student must contact the Program Director to designate use of these days, and they must be scheduled around exams (including practical's) unless permission is received from the Program Director. Students are still responsible for material covered and any make-up work required.

In general, excused absences are defined as absences resulting from medical emergencies, sickness, or death in the immediate family (as defined by the College). In these instances, student must provide documentation that attests to the validity of the reason for the absence to the Program Director within 48 hours of return to campus. Without documentation, the absence is considered an unexcused absence. If a student is unable to come to class due to extenuating circumstances, for example illness, car accident or other personal crisis, the student must contact the Instructor of record **prior** to the class, if possible, to make appropriate arrangements. In all classes, laboratories, and other program-sponsored student activities, each student is responsible for all lectures, information, and course materials whether or not s/he is in attendance. Materials are the responsibility of the student and it is not the responsibility of the instructor to provide individual lectures, copies of notes, recordings, or personal tutoring.

If there is more than a two days' absence related to the incident, documentation must be provided by the student or this will be considered an unexcused absence. However, for repeat absence (>2 per semester), the program reserves the right to ask for a health care provider's note for absences which may be shorter than three consecutive days.

An unexcused absence occurs when a student fails to arrive at the appointed time, leaves prior to the scheduled departure time, or fails to show for classes and clinical activity, without prior permission and/or knowledge of the

Program/Course Director or the fieldwork preceptor or. Consequences will include rotation reassignment, failure of the rotation, professionalism charges, and delay or prevention of graduation (in relation to missing a clinical experience). Any unexcused absences greater than 2 per semester will be viewed as violations of professional ethics/behaviors. Failure to comply with this policy will result in the any of the following consequences:

- Meeting with the course instructor for lecture or lab events, or the Program Director for special program scheduled events
- Notification and potentially meeting with the faculty advisor
- Referral to the faculty committee to determine an appropriate course of action which may include any of the following:
 - Warning letter to be placed in the student's temporary file
 - Letter of reprimand to become part of the permanent record with the Registrar
 - Dismissal from the Program

Students' personal appointments and activities must be scheduled around the program schedule. However, please note that lectures may be added (including evenings and weekends) laboratories combined, class times changed, events scheduled and that other changes to the class schedule may occur when necessary. When this happens, all students are expected to comply with the programs' attendance policy, as well as any individual policy designated by the individual Instructor of Record. In order to avoid conflicts, we urge students to schedule vacations, weddings, and other major social events to coincide with semester and program holiday breaks.

Tardy Policy

PCOTDP strives to instill life-long habits for success in the health professions and therefore will track and expect students' punctuality as it relates to program activities. Students are required to arrive on time for classes, lectures, clinical appointments and other program events, as they will be required to do so in the professional world. Tardiness disturbs both the learner and the lecturer.

Persistent tardiness may denote unpreparedness for participation in a professional program and clinical attachments. This repeated tardiness will be considered improper professional behavior. As such the Core Faculty Committee and the Program Director will be called upon to evaluate any student who has accumulated two (2) or more, tardy notices in a semester. A learning contract may be put in place committing the student to a plan for improvement or disciplinary and/or academic action such as dismissal from the program may occur.

Outside Activities and Work Policy

Employment is strongly discouraged. The professional curricula have been designed to be a full-time activity for students. It consists of a very demanding course load with a great deal of time spent in class and in clinical experiences. There are also many special seminars and guest lectures that may be available to students on relatively short notice.

Students in the professional programs may not perform service work within the College and will not be substituted for regular staff. Students are prohibited from substituting for clerical and/or clinical personnel. While enrolled in the program, no student may serve as a formal instructor to other enrolled students regardless of their experience.

Health Issues and Withdrawals or Leave of Absences

From time to time a student may develop a health-related problem that necessitates a medical leave of absence or withdrawal from the program and College. A student may be granted a medical leave of absence. If a student wishes to request a medical leave of absence, he/she should meet with the Program Director first. Then the student would be required to provide documentation from a physician or other relevant health professional regarding the need for a medical leave. This will be provided to the PCOTDP for evaluation by Health Services. To return to the program after a medical leave the student would be required to provide written documentation from a physician or other relevant health professional that he/she is mentally and/or physically able to return to classes. Because of the physical and mental nature of the health sciences programs the student will be required to have a completed "Participation Readiness Form" completed as this documentation to ensure that the student can meet

the physical and mental demands of the program in which they are enrolled. The student should work with the Program Director to address sequencing of course work and the appropriate returning date to allow for a smooth transition back into the program. (See Appendix B)

A student that withdraws from a program secondary to medical issues is welcome to re-apply for admission through a regular admissions cycle at a later time.

Leaves of Absence

Leaves of absence will not be granted to students on academic probation. As a general rule, short and long term leaves of absence are not allowed except for the following reasons:

- Maternity/paternity leave
- Health reasons (either one's own or a family members)
- Compelling problems of a personal nature (such as a death of a loved one or marital breakdown)

Any student requesting a leave of absence must submit the request to his/her Program Director, explaining the reason for the request and all the activities that the student intends to undertake while on leave. Any relevant supporting documentation should be included, such as a health care provider's note in case of illness. Leaves of absence must be approved by the Core Faculty Committee. Approved leaves of absence may be subject to rules and regulations which will be delineated in a contract signed by the student and their Program Director.

No leaves of absence during the clinical phase of the program may exceed three month and will result in delay in graduation.

Student Withdrawal

Voluntary Academic Withdrawal

A student who wishes to voluntarily withdraw from a program for financial, medical, or personal reasons should 1) talk with their faculty advisor, 2) talk to the Program Director, 3) provide a written letter to the Program Director stating his/her reasons for withdrawal, and 4) complete a Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices. If a withdrawal is granted a refund is issued based on college policy less a \$100 administration fee. Students will not be charged for subsequent semesters.

Counseled Withdrawal

A student may request and be granted a counseled withdrawal from the college. If, in the judgment of the Program Director or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices are required. If a withdrawal is granted a refund is issued based on college policy less a \$100 administration fee. Students will not be charged for subsequent semesters.

Disciplinary Withdrawal

Students may be required to withdraw from the College for disciplinary reasons, having been served a major penalty by the Honor Council, or administration. Students who withdraw for disciplinary reasons receive a refund in accordance with college policy for the semester in which the penalty is determined, and subject to an administration fee of \$100.

Military Withdrawal

Military withdrawal is granted to students whose military reserve obligations may require a period of absence from the academic program when they are called to extended active duty. Readmission is guaranteed pending proof of compliance with the minimal technical standards and the Honor Code of Conduct. The student will need to meet with the Program Director to determine appropriate curriculum to be completed in the remainder of the degree program.

Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the Program Director. Students may be assigned independent studies during suspension to remain

current; however, these independent studies do not replace course attendance or rotation requirements. If the terms set out under the suspension are not fulfilled and the period of the suspension is six months or greater, the student will be dismissed from PCOTDP. The Program Director may grant an exception for extreme circumstances that are beyond the control of the student.

Dismissal

Students may be dismissed from the program for academic and/or nonacademic underperformances.

- Academic underperformances include failure to bring overall GPA to the 3.0 requirement after formal probation, abetting, cheating, plagiarism, fabrication, or misrepresentation.
- Nonacademic underperformances include sexual misconduct, inappropriate behavior, disruption of University or classroom activities, or professional misconduct

An official letter notifying the student of their dismissal will be sent to the student from the Program Director and a copy will become part of the student file.

Readmission

Readmission of a student who has ceased enrollment in the Program is subject to the following guidelines:

Voluntary and counseled withdrawals from the PCOTDP may have readmission associated with them and specific requirements for return. These requirements are determined on an individual basis and must be met prior to joining the program. Since the PCOTD Program is a **lock-step** curriculum, those wishing to return that are in good standing for a period of less than 12 months, would return in the same semester they departed, joining the class behind them.

Any student on who withdraws due to medical reasons must provide clearance to return to curricular and clinical requirements from a healthcare provider to the Program Director prior to readmission.

For students in good academic standing:

- If the period of absence is 12 months or less, the student should meet with the Program Director to discuss the circumstances and determine the appropriate academic term for returning to the program.
- If the period of absence is between 12-24 months the student desiring readmission must:
 - Reapply to the Program
 - Submit a signed letter to the Program Director for presentation to the Admissions Committee for permission to be readmitted. The letter should include the circumstances of the prolonged absence as well as the specific term and year for which he/she wishes to be readmitted.
 - The Admissions Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Program Director will set the conditions for readmission based on the Admissions Committee's decision.
 - If the Admissions Committee denies readmission, the student may appeal the decision to the Program Director. The Program Director's decision is final in the matter with no higher level of appeal.
- Any student who has been absent from the Program for twelve months or more and who wishes to be readmitted will be treated as a new applicant. The student must apply to the Program as a first-year student and must fulfill all admission requirements. If the student is conditionally accepted for admission, he/she must start over in the curriculum.

For students who are NOT in good academic standing

The student will be treated as a new applicant and must apply to the Program as a first-year student and must fulfill all admission requirements. If the student is conditionally accepted for admission, he/she must start over in the curriculum.

A student may only be considered for readmission to the Program once. In addition, all readmission decisions are contingent upon the following:

- Completion of a criminal background check
- Provision of documentation of required immunizations and health screenings; and
- Completion of required drug/alcohol screening

Programmatic Evaluations

During the course of program, students will be expected to complete various programmatic evaluations including, but not limited to:

- Course Evaluation
- Instructor Evaluation
- Program Evaluation
- Student Evaluation of Clinical Sites

It is the expectation of the program that students will complete these forms as requested by program faculty and staff. These evaluations are an important part of improving the quality of the program. The program values student feedback. Failure to complete programmatic evaluations may result in a professionalism violation, and students will be required to work with their faculty advisor to complete the Professional Performance Evaluation (PPE) form.

Presbyterian College Information Technology: Acceptable Use Policy

Access to and use of computer system accounts is limited to Presbyterian College faculty, staff, students, and admissions applicants. Others may be granted access for good cause from time to time at the discretion of the Dean of Information Technology.

Acceptable uses of PC's computer systems and networks include study, research, teaching, and related activities (including administrative work). Incidental personal use is permitted, so long as it does not interfere with the College's educational or administrative uses, which always take precedence.

Those using college computers or networks may not attempt to gain access (log in) to another person's account, nor may they attempt to read someone else's mail or files, unless the owner publishes the file (e.g., on a World Wide Web home page). Sharing your account with another person is prohibited. Do not give your password to anyone.

System managers may disable accounts without prior notice if there is evidence of account sharing or of an attempt to violate system, mail, or network security. Concurrent logins from different sites will be taken as prima facie evidence of account sharing or an attempted break in.

Employees who access the College's administrative computer records should assume the information contained in those records is confidential, to be accessed and used only as needed to perform their job duties. For student records, the privacy policies are outlined in *The Garnet Book* section entitled "The Family Educational Rights and Privacy Act of 1974."

Mail that employees send from College accounts to College-managed lists or discussion groups may give the appearance of institutional sanction to the contents of the message. The same misunderstanding may occur when messages are posted to external lists, especially those dealing with topics related to higher education. Thus, College employees may not use their PC accounts to advocate positions on political or public policy issues in messages dealing with College business or distributed to College-related lists, unless they are authorized by the President or the Director of Communications to speak for the College on the issue. Private e-mail and scholarly communications are specifically exempt from such restrictions, although you should, of course, take care to avoid the appearance of speaking on behalf of PC when you are not.

Unauthorized use, duplication, or transmission of copyrighted material (including software) is prohibited. College computers and networks may not be used for illegal activities, nor may they be used to threaten or harass others. College networks may not be used to send chain letters, nor to post solicitations or advertisements to newsgroups or mailing lists that are not relevant to the charter of the group or list.

The College endorses the Educom Code, which states “Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.”

Those responsible for the College’s computers and networks may inspect and remove personal files only as needed to diagnose problems and maintain the system in good working order. Files on servers may be removed to conserve space. Personal files left on the microcomputers in College labs are routinely removed.

You are responsible for protecting your work. The College does not guarantee that its computers and networks will always be available when you need them, nor that any work you store will be safe from system failures or operator errors. In short, keep a copy of your work!

Questions about this policy or about the College’s computer systems and networks should be addressed to the Dean of Information Technology.

Suspected violations of the Acceptable Use Policy may result in immediate temporary or permanent loss of access privileges at the discretion of the Dean of Information Technology. Appeals regarding a loss of access privileges may be made to a committee consisting of the Dean of the Faculty, the Vice President for Finance and Administration, and the Dean of Students, whose decision is final. The Dean of Information Technology also has discretion to submit violations to the Dean of Student's office for additional sanctions, including but not limited to fines, community service hours, or other actions deemed to be appropriate.

Revised February, 2008

Questions may be sent to webmaster@presby.edu

Academic Action Appeal Policy & Procedures

A student may only appeal a **final grade or program dismissal** if he/she can show the grade or program dismissal was assigned arbitrarily or impermissibly. A student who wishes to appeal a grade on a particular assignment or exam can do so if it affects their final assigned grade or dismissal from a program. A passing grade cannot be appealed unless it is for those reasons. A final grade or program dismissal is deemed to have been assigned arbitrarily or impermissibly if, by a preponderance of the evidence, a student establishes that:

1. The final grade or dismissal was impermissible based in whole or in part upon the student’s race, color, religion, national origin, age, sex, disability, sexual orientation, or for some other arbitrary or personal reason unrelated to the instructor’s reasonable exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
2. The final grade or program dismissal was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, the program, or the College in the Handbook, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole; or
3. The final grade or program dismissal was the result of a clear and material mistake in calculating or recording grades or other evaluation.
4. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a final grade are generally NOT subject to appeal or subsequent review during a final grade appeals

procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met:

- a) The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds;
- b) Grounds can be established for determining a professionally sound grade for the appealed element(s); and
- c) The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

If dismissal from PCOTDP is a result of grades, the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade because dismissal is based upon the grades. If the appeal is successful, the dismissal will be rescinded. If a student is appealing dismissal from a program, or a final assigned grade that results in dismissal, the student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the Program Director), with the exception of clinical placements or internships, or when the students' continued participation is deemed by the Program Director to be harmful or disruptive to other students and/or the program. If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

Final Grade Appeal Procedures

The following procedures detail the steps for appealing a final assigned grade (whether or not that grade results in dismissal from the PCOTDP). The student is encouraged to meet/talk with the instructor prior to filing a formal appeal. **The student must demonstrate that the grade was impermissibly or arbitrarily assigned.** That the student simply disagrees with the assigned grade does not constitute a basis for a review.

I. Appeal to Instructor

Within twenty (10) working days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. If the student and program are on break, then the student must submit a written appeal to the instructor five (5) working days following the return to classes. This appeal must include:

- A statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy & Procedures)
- The resolution sought.
- All correspondence should include contact information.
- The instructor must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

The instructor will send the student a written response within 5 days of the receipt of the appeal.

II. Appeal to Program Director

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the Program Director within ten (10) working days of receiving the instructor's written response (from Step 1). Students appealing to the Program Director assume the burden of proof. Therefore, the appeal must include:

- A statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned;
- The steps taken to resolve the disagreement over the assigned course grade; and
The resolution sought.
- The appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten (10) working days of receiving this appeal, the Program Director will attempt to resolve the appeal. If the Program Director is unable to resolve the appeal within ten working days, the Program Director will notify the student of the decision and copy the Provost. A student can proceed to a primary Appeal if they are unsatisfied with the Program Directors decision.

III. Primary Appeal Review Panel

All **Notices of Primary Appeal** are initially referred to a five-member Primary Appeal Review Panel consisting of:

- OT Core Faculty Member (Panel Chair)
- Clinical Director
- OT Student
- A Faculty Member (Health Professions Program other than students)
- A member of the Presbyterian College faculty (assigned by Provost)
- Program Administrative Assistant (a Non-Voting/Non-panel participant to record meeting minutes)

No person shall be included on the Primary Appeal Review Panel if he or she:

- has a self-declared conflict of interest in the case
- is a party in a complaint

In the event of a conflict of interest, or the inability of a panel member to fulfil their obligation, the Provost will select alternate panel participant(s).

The Program Director (or designee) shall forward to each member of the Primary Appeal Review Panel the **Notice of Primary Appeal** information provided by the student. In addition, the Academic Director (or Designee) will convene a meeting of the Primary Appeal Review Panel within ten (10) calendar days.

Deliberation, Decision, and Report of the Primary Appeal Review Panel

In developing its decision, the panel will consider the students **Notice of Primary Appeal** information, the particular facts or policies at issue, as well as any other information the student has noted in his/her **Notice of Primary Appeal**. The Primary Appeal Review Panel shall determine whether the Program's action is supported by the evidence, and whether the action was taken in accordance with the Program's policies and procedures. The Primary Appeal Review Panel may find it necessary to consult with other faculty, legal counsel, and other administrative officials within the institution regarding policy issues and precedent.

As a result of these actions, a written response to the Notice of Primary Appeal is generated:

- Confidential notes are kept of the appeals committee meeting.
- Activities: a brief summary of the activities of the panel pertaining to the case, including dates and contents of any meetings or conference calls, the purpose of these meetings or conference calls and the persons involved.
- Signatures: Electronic (or written) signatures of the final decision report.
- A final decision addressing the Notice of Primary Appeal is issued as a result of these deliberations and the student is provided with this decision.

The Primary Appeal Review Panel shall make one of the following decisions:

- Affirm the initial action;
- Modify the initial action in whole or in part; or
- Reverse the initial action.

The student will be notified of the Primary Appeal Review Panel decision by the Academic Director (or Designee) within ten (10) working days of the initial student submission of the **Notice of Primary Appeal**. If the action being reconsidered is related to an appeal of final letter grade for a course, the decision of the Primary Appeal Review Panel is final and the appeal process is complete. The student may not request a Formal Appeal hearing by the Program. If the appeal is for program probation or dismissal, the student may be permitted to continue taking classes/rotations while the appeal is in progress so that he/she does not fall behind the class. The decision to continue in the program pending appeal is based upon individual circumstances.

IV. Appeal to Provost Office

Student should forward his/her initial Appeal to the Instructor and the response from the instructor (from Step I.), the subsequent Appeal to the Program Director, and the Program Director's written notification (from Step II.) the appeal and decision to the Primary Appeal Panel to the Provost Office. Upon receipt of the appeal and aforementioned materials the provost will identify a faculty member (Provost special designee) outside of the student's program or assistant or associate dean, to review the information, request further information from the student, the instructor, and/or the Program Director. If the Provost designee concludes that the facts alleged by the student does not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy and Procedures, the Provost special designee may, in consultation with the Provost dismiss the review. The student will not be allowed any further appeal. If the Provost special designee determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy and Procedures, the Provost or Provost special designee within ten working days of receiving all information, shall refer the case to the Final Appeal Review Panel.

IV. Final Appeal Review Panel

If, after reconsideration by the Primary Appeal Review Panel, the student remains dissatisfied with a decision relating to professionalism action, probation, or dismissal from the Program, the student may request a Notice of Final Appeal hearing before a Final Appeal Review Panel. Such a request must be received in writing by the Program Director within ten (10) calendar days of the student's receipt of the notification of the decision by the Primary Appeal Review Panel.

All **Final Appeals** are referred to a five-member Final Appeal Review Panel consisting of:

- Program Director (Panel Chair)
- Program Faculty Member
- Provost of the College or designee (Panel Co-Chair)
- Institution faculty member #1 (assigned by the Provost of the college)
- Institution faculty member #2 (assigned by the Provost of the college)
- Non-Voting/Non-panel participant to record meeting minutes: Program Administrative Assistant

All **Final Appeals** will also consist of the following people with **no additional parties** (including parents, attorneys or other representatives of the student) are allowed to be present during the proceedings:

- The Academic Director (or alternate if there is a conflict of interest)
- The Student

No person shall be included on the Final Appeal Review Panel if he or she has a conflict of interest which may include:

- participation in the event that triggered the action,
- participation in the initial review panel
- has a self-declared conflict of interest in the case

In the event of a conflict of interest, or the inability of a panel member to fulfil their obligation, the Program Director will select an alternate panel participant.

The Program Director (or designee) shall forward to each member of the Final Appeal Review Panel the students **Notice of Final Appeal** information provided to the Program. In addition, the Program Director will convene a meeting of the Final Appeal Review Panel within ten (10) working days. All relevant documents collected by the Provost special designee will be shared with committee members.

V. Conduct of the Hearing before the Final Appeal Review Panel

The general process for this hearing consists of the following:

Introductory statement by the Program Director and College Provost

- Oral presentation by the Academic Director, or designee presenting the grounds for the action (30 minutes).
- Oral presentation by the student (30 minutes).
- Appeals Panel executive session (60 minutes).

- Additional questions by the Appeals Panel to both parties.
- Closing statement by the Program Director and/or Provost (15 minutes).
- Closing statement by the student (15 minutes)
- Adjournment.

There will be **no** audio or video recordings of the session.

Deliberation, Decision, and Report of the Final Appeal Review Panel

In developing its decision, the panel will consider the students **Notice of Final Appeal** information, the particular facts or policies at issue, as well as any other information the student has noted in his/her **Notice of Final Appeal**. The Final Appeal Review Panel shall determine whether the Program's action is supported by the evidence, and whether the action was taken in accordance with the Program's policies and procedures. The Final Appeal Review Panel may find it necessary to consult with other faculty, legal counsel, and other administrative officials within the institution regarding policy issues and precedent.

All relevant documents collected by the Provost special designee will be shared with committee members. Additionally, the Final Appeal Review Panel may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel or other advisor. The Final Appeal Review Panel may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the grade was awarded arbitrarily or impermissibly as defined. All recommendations and decisions of the Final Appeal Review Panel shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the Final Appeal Review Panel Chair will provide a written report to the Provost. The Panel report must include the Panel's finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, The Final Appeal Review Panel shall recommend a course of action which could include recommending assignment of a specific grade to replace the one originally assigned or implementation of some process to re-evaluate the student's work. In the case of dismissal and or probation the Final Appeal Review Panel will determine if there was

The panel must develop a written report to include the following:

- Confidential program minutes are kept which records the activity of committee.
- Activities: a brief summary of the activities of the panel pertaining to the case, including dates and contents of any meetings or conference calls, the purpose of these meetings or conference calls and the persons involved.
- Findings: a statement responding to each of the issues brought forth in the students **Notice of**

Formal Appeal letter

- Decision: the decision of the Final Appeal Review Panel.
- Signatures: Electronic (or written) signatures of the final decision report.

The Final Appeal Review Panel shall make one of the following decisions:

- Affirm the initial action;
- Modify the initial action in whole or in part; or
- Reverse the initial action.

The student will be notified of the Final Appeal Review Panel decision by the Program Director within thirty (30) working days of the initial student submission of the **Notice of Final Appeal**.

The decision of the Final Appeal Review Panel is final and there is no recourse beyond this panel decision

VI. Review by the Provost

Within ten (10) working days after receiving the Final Appeal Review Panel report, decision, and other documentation assembled in the review, the Provost will, in consultation with Program Director, determine (based

on the Final Appeal Review Panel decision) the final course of action. S/he will then communicate the final action in writing to the student, faculty member (if involved) and Program Director within ten (10) working days. No appeal is available beyond this review.

Unprofessional Behavior

Students are expected to demonstrate professional behavior at all times in the classroom, lab and clinical setting (refer to Appendix A). Students are expected to treat all individuals (students, faculty, patient, clinicians, etc.) with respect at all times. Unprofessional behaviors in any setting will be brought to the student's attention by academic and clinical faculty. The student will be expected to correct any unprofessional behavior immediately upon receiving feedback about this behavior. Students that demonstrate a pattern of unprofessional behavior in any combination of settings will receive more formal counseling and behavior will be documented. That student may be dismissed if patterns of unacceptable professional behaviors persist despite counseling for improvement. The student must understand and model the characteristics defined by their professions. The faculty expects that students comply with these professional behavior expectations at all times (i.e. classroom, laboratory, meetings with faculty, program sponsored service activities, and clinical settings). The faculty believes that prompt remediation of actions, attitudes, or characteristics that demonstrate a student's failure to comply with the expected professional behaviors is essential to facilitate successful completion of a program.

As such, potential action that may be taken if a student does not comply with the Professional Behavior as outlined in this handbook. Please note that, depending on the severity of the specific violation, the faculty may initiate remediation and sanction procedures at any of the four steps described below (skip verbal warning and initiate a written warning, etc.) In addition, all remediation and sanction procedures will be documented and discussed with the student. The student will be asked to sign this documentation following discussion with a faculty member or the Program Director. Their signature indicates the issue has been discussed with them, not that he/she agrees with the nature of the allegations. This documentation will become part of the student's permanent scholastic record within the program. As such, this information may be shared with potential employers if the student asks a faculty member to serve as a reference.

Students will have an individual meeting at least 1 time during the academic year addressing professional behaviors with their advisor. Each student will rate themselves and give their accomplishments for that term and or year. The faculty advisor will document and have the student sign their meeting summary prior to leaving the faculty office.

Remediation and Sanction Procedures:

1. **Verbal Warning** - to the student by the involved faculty member or advisor emphasizing the need to discontinue the behavior that is inconsistent with professional expectations. Documentation will note that a verbal warning has taken place and briefly describe the behavior violation.
2. **Written Warning** – from the Program Director to the student indicating the need to discontinue the behavior that is inconsistent with the expected professional behaviors. This letter will contain a detailed description of the nature of the unsatisfactory performance, parties who observed or were affected by the behavior, actions needed to correct the behavior, a timeline for correction, and actions to be taken if the problem is not corrected by the timeline expected, and notification that the student has a right to request a review of this action.
3. **Probation Period** – for the student during which time the faculty will assess the student's ability to demonstrate expected professional behaviors. Probation is a time limited, remediation-oriented period that is closely supervised by the Program Director. Students placed on probation for professional behaviors will be notified in writing of the following:
 - a. The specific inappropriate behavior(s)
 - b. The recommendations for rectifying this/these behaviors
 - c. The time frame for probation during which the behavior(s) is expected to be corrected, and
 - d. The procedures to ascertain whether the behavior(s) has been rectified.

If the Program Director determines that there has not been sufficient improvement in the student's behavior to remove him/her from probation, then the Director will discuss this with the faculty to determine possible courses of action. The Director will communicate in writing to the student that the conditions for revoking probation have not been met. The notice will include the course of action determined by the faculty.

4. ***Dismissal from the Program for Behavior(s) Inconsistent with the Expected Professional Behaviors:***

When the specific interventions do not result in the expected changes in behavior within the determined timeframe, or when a single violation of the expected professional behaviors is severe, the Program Director will discuss this with the VP of Health Sciences and involved faculty to determine if dismissal from the program is warranted. Dismissal will be invoked when in the faculty's collective judgment:

- a. Technical standards have been violated
- b. Severe violations of the College and profession Code of Ethics have taken place;
- c. Imminent physical or psychological harm to a fellow student, patient, instructor, or other individual is a major factor;
- d. A pattern of behavior inconsistent with the expected professional behaviors is documented regardless of the students' performance on written, oral, or practical assignments and courses.

If the student disagrees with the faculty's decision, he/she has the right to implement Appeal Procedures as described in this handbook.

Program Dismissal Appeal Procedures

The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grade(s), including failure to adhere to technical standards. Dismissal from the Program based on bad grades may not be appealed. Program dismissals for any reason other than final assigned grades rests with the faculty of the program. The student is encouraged to meet/talk with the Program Director prior to filing a formal appeal. The student must demonstrate that dismissal was impermissibly or arbitrarily assigned. That the student simply disagrees with the dismissal does not constitute a basis for a review.

I. Appeal to Program Director

Within twenty (20) calendar days after the student receives notification of the academic action (cause for program dismissal) the student should submit a formal written appeal to the Program Director. This appeal must include:

- a statement of the reason(s) why the student believes the dismissal was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy)
- The resolution sought.
- All correspondence should include contact information.
- The Program Director must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the program is approving or denying the appeal.

II. Appeal to the Provost

If the student is unable to resolve the grievance through the appeal to the Program Director, the student should submit a written appeal to the Provost within ten (10) working days of receiving the Program Director's written response (from Step 1). Students appealing to the Provost assume the burden of proof. This is the last step in the appeal process. Therefore, the appeal must include:

- A statement of the reason(s) the student believes the dismissal was impermissibly or arbitrarily assigned along with any evidence to support the statement.
- The steps taken to resolve the disagreement over the dismissal;
- The resolution sought.
- All correspondence should include contact information.

The Provost must respond to the student's request in writing as soon as possible (no later than ten (10) working days after receiving the student's written appeal). This response should detail whether or not the appeal is approved or denied. This is the last step in the appeal process.

Clinical Education

Clinical education is an essential part of the occupational therapy curriculum. During the course of the curriculum, students will observe, evaluate, and treat patients/clients in various clinical settings. Students will begin observational clinical education experiences (Level 1 Fieldwork) during the first professional year to provide the student assistance with integration of course content and opportunities for professional socialization/interaction. Full-time clinical education experiences (Level 2 Fieldwork and Doctoral Experience) occur later in the curriculum (3rd year) and culminate prior to the presentation of doctoral projects. Students will complete full-time clinical education experiences utilizing different settings that provide an opportunity to treat clients throughout the lifespan, and at different levels of functional status. Students may select more specialized clinical education experiences or repeat types of experiences as available/existing clinical selections permit. Students will be expected to travel outside the Clinton area for clinical education experiences (both level 1 and 2 fieldworks).

NOTE: Prior clinical or work experience may not be substituted for the experiential component of the program.

Students must progress successfully in the coursework for each year of the program in order to move into the 3rd year full-time clinical education experiences. All course examinations and practical's must be completed and a passing course grade assigned in order to progress to a full-time clinical education experience. Students should expect to incur additional costs above and beyond tuition and fees for full-time clinical education experiences such as travel, housing, and costs for background checks and other requirements of the clinical site (physicals, drug screenings, flu shots, etc.).

Satisfactory performance in all clinical education courses is a requirement for progression through the professional program and for graduation. Student performance in the full-time clinical setting will be assessed by the clinical educator using the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE) for Level II Fieldwork. The Occupational Therapy Program's Director of Clinical Education (DCE) will be responsible for assigning the final grades for all clinical education courses (Level 1 and 2). A student desiring to dispute a final grade in a clinical education course should follow the Presbyterian College Occupational Therapy Doctorate Program appeals procedures.

Students should recognize that there are potential liabilities and legal issues involved in clinical education. Students must demonstrate appropriate professional behaviors and communication when working with clients in the clinical setting. Clients have the legal right to know the level of education of the person administering treatment, as well as the right to the same standard of care that would be provided by a licensed health care professional. The client can decline to have a student participate in his/her healthcare service delivery. The clinical faculty/educator is responsible for the care received by the clients, and are, therefore, responsible to appropriately supervise the student's activities/engagement when they are on-site. If the clinical site determines that a student poses a significant risk to the clients, they may request that the student be removed from the clinical facility. **Note:** If necessary, the decision to remove a student from a clinical education experience will be made by the DCE in consultation with the core faculty. If a student is removed from a clinical education experience and fails that course, the DCE, in consultation with the core faculty, will determine if the student will be provided the opportunity to repeat the clinical education experience or is dismissed from the program.

If a student does not pass a clinical experience and is given a second opportunity to pass with a different clinical experience at a new location, student will be required to complete a comprehensive learning contract with the DCE. The contract will address areas of concern based on previous fieldwork experience, the student's self-assessment, and student's learning goals for the new experience. The agreed upon learning contract will be discussed with the new FW Ed in a virtual or face-to-face meeting prior to the start of the repeat fieldwork experience.

A student that has not successfully completed fieldwork education coursework in time for graduation must enroll in a "Continuing Credit" course for the next semester in order to complete the program. Enrollment in the "Continuing Credit" course will require additional tuition and graduation will be delayed.

The College has developed procedures to minimize the risks associated with clinical education. These include providing professional liability insurance for all students while in the clinical setting, objectives and expectation for performance in the clinical setting at each level, and providing the clinical faculty/educator with information about the curriculum and the student's preparation prior to the beginning of the clinical experience.

There is a formal Affiliation Agreement signed between the College and the clinical facility. The College requires the student to:

- Comply with all applicable policies, procedures, and rules of the facility, the College, as well as the Code of Ethics of the profession.
- Be responsible for demonstrating professional behavior appropriate to the clinical facility, including protecting patient confidentiality and maintaining high standards of patient care.
- Be responsible for making appropriate arrangements for transportation to and from the facility, housing if necessary, and assuming any travel or living expenses incurred relating to the clinical education experience.
- Be responsible for evaluating the clinical education experience using the appropriate forms provided by the College and/or the facility.
- Maintain health insurance while enrolled in the program.

A student may request withdrawal from a clinical assignment by submitting a written request to the DCE. The DCE will make the final decision about removing the student from the clinical site. Generally, dislike of a clinical instructor or fieldwork supervisor is not adequate for removal of a student from a clinical site.

A separate Clinical Education Policy and Procedure Manual has been developed to support students in clinical education. Please refer to your Clinical Education Policy and Procedure Manual or contact the program DCE for complete information.

Generally, dislike of a clinical instructor or fieldwork supervisor is not adequate for removal of a student from a clinical site.

A separate Clinical Education Policy and Procedure Manual has been developed to support students in clinical education. Please refer to your Clinical Education Policy and Procedure Manual or contact the program DCE for complete information.

Dress Code

General Information

The first day in the Occupational Therapy Program, a student represents Presbyterian College, the Department of Occupational Therapy and the profession of OT. Students are expected use their best judgment regarding appropriate attire that appears neat and professional, thereby demonstrating respect for the program, clients, and profession. A student's appearance affects the patient, client, and family's interactions as well as the relationship established. Shoes must be worn at all times, unless instructed otherwise by faculty. The student's appearance is vital to an individual's professional behavior development and to positively represent occupational therapy to our constituents. **Some classes may require specific attire and students will be informed in advance if this is the case.**

Appropriate professional and non-professional attire for the OT program includes:

Professional

- Student nametags and identifying badges worn at all times

- Shirts or blouses should be of sufficient length that when the student raises his/her arms there is no visible skin below the shirt. There should also be no visible skin below the shirt in the back when bending forward. No holes in clothes. No sleepwear, including pajama bottoms and slippers.
- Shoes should be closed toe, closed heel, non-slip, and flat heeled for safety.
- Good personal hygiene includes the daily routines of shaving, hair care, make-up, nail care, and no body odor.
- Hair must be clean, neat, and if colored, maintained in a natural tone. This means no colors such as green, purple, blue, pink, etc. A neat natural haircut and hairstyle is important, styles such as shaving or sculpting a design in the hair or allowing hair to fall into your eyes are not acceptable.
- No head coverings, including hats and hoods (unless for religious purposes)
- Jewelry should be kept to a minimum and must be inconspicuous and not pose a safety risk
- Students are encouraged not to use perfume since classmates/patients/clients may have allergies to those substances
- Business casual attire will be required for all practical, experiential learning, standardized patient experiences, and class sessions in which guest lecturers are present.
- A watch with a second hand indicator is required for taking of vital signs and conducting evaluations.

Non-professional

- Exposure of undergarments is not deemed professional in any context. Transparent fabric garments are also not appropriate.
- Clothing which promotes drug use (including tobacco and alcohol), or which includes an advertising logo of such products is not allowed
- Clothing, accessories and printed material containing harassing, crude, obscene or sexually suggestive language or symbolism is not allowed
- Unwashed or unkempt appearance

NOTE: Faculty have the right to require specific dress for class including business casual for visitors.

Clinical Education Dress Code

In addition to the above mentioned general dress code information, additional dress code requirements are necessary in clinical education sites. It is the Students required responsibility to contact the clinical site prior to arrival to determine the expected attire and to review any policies that site may have in place regarding dress code. **NOTE: Minimal clinical education attire is business casual: khaki pants and a polo shirt with closed toe shoes.**

Clinical sites may refuse to allow a student to participate in patient care activities if the student is not compliant with the facility's dress code. Grade penalties from failure to complete a clinical assignment may result.

- Enclosed shoes with non-skid or soft soles should be worn. This can include sport shoes if the colors are minimal (black or white, not neon) and they are clean in appearance. High heels, boots, or sandals are not permitted.
- Jeans, leggings, shorts, or yoga pants are not to be worn for community experiences or fieldwork unless specifically requested by the faculty member or fieldwork supervisor.
- Artificial fingernails, wraps, tips, gels, acrylics, or other types of artificial nails are not permitted in the hospital or inpatient setting since they have been shown to be a source of nosocomial infections. Nails should be kept short and neat for patient safety.
- Tattoos and body piercings should not be visible on fieldwork. Removal or coverage by clothing is required. Piercings in the ears must be small and close to the ear. Earrings up to 2 per ear are acceptable.

Dangling earrings are restricted in lab and fieldwork due to potential damage to the earlobe. visible body jewelry (e.g. tongue, nose, lip, or eyebrow) must be removed.

- Scrubs may be appropriate for certain experiences, to be determined by the Instructor/Fieldwork Educator.
- Students with unusual hair coloring or styled hair must obtain program and preceptor permission before attending any clinical sites.
- A white lab coat may be worn in some clinical settings. In some settings a polo shirt or scrubs may be acceptable, but the clinical site must make this determination, not the student. Men should wear ties unless informed by the clinic that this is not required.

Laboratories

Laboratory courses require the ability to perform various physical activities, serve as mock patients, and practice hands-on skills. Instructor will notify students when specific attire is required. The following attire may be required in certain (kinesiology) classes:

- Women – sports bra, or halter top with gym shorts, t-shirt and sport shoes
- Men – gym shorts, t-shirt and sport shoes

The Occupational Therapy Program reserves the right to require individual students to follow the above guidelines to meet professional requirements related to appearance, health, and safety. Violations will be addressed individually by the Faculty Advisor and or Program Director.

Student Services

Academic Support

Faculty Advisors

Students will be assigned a faculty advisor upon matriculation and will typically remain with that advisor until Doctoral Project selection. It is recommended that you make an appointment with your advisor during the first few weeks of school. Your faculty advisor is there to assist you when you are having difficulty, and we suggest that you meet with your faculty advisors regularly to review (at least 1 time a semester) and discuss your performance in the classroom and clinic.

Advisors will meet with their advisees near or at the end of every semester. Students may also choose to meet with their faculty advisors if they would like to discuss an issue at any time by appointment.

An advisor will have knowledge of the curriculum/coursework and help advisees explore the academic process and progress. Advisees are expected to make and keep appointments with the advisor and also read/apply the information found in the Student Bulletin.

The purpose of the student advising program is to:

- Assist the student in effectively and successfully progressing through the professional curriculum;
- Provide the student with a resource to reinforce the requirements, expectations, and standards of the professional program;
- Guide the student in meeting the curricular and co-curricular requirements necessary for student progression and graduation; and
- Provide the student with a resource regarding the profession.

Student advisees are expected to:

- Be proactive in communicating with his/her advisor.

- Schedule a meeting with his/her advisor within 1 week if placed on academic probation.
- Seek immediate assistance from his/her advisor if experiencing academic difficulties or any other issues.
- Make and keep appointments to meet with his/her faculty advisor regarding academic ability and progress.
- Actively participate in all advising meetings.

Faculty advisors are expected to:

- Meet with advisees (At least 1 time per semester) near or at the end of every semester.
- Meet more often with students who are experiencing academic or professional difficulties or are on academic or professional focused review/probation.
- Communicate necessary information and updates to advisees on a periodic basis.
- Guide advisees to help each student succeed in the program.
- Complete the Student Advising form

Student faculty advisors are randomly assigned by the Doctor of Occupational Therapy Department office. Students who request reassignment of a faculty advisor must do so in writing. In the written request, please express why (reasoning/examples) you wish to change advisors. Students who wish to request a change in faculty advisor should attempt to resolve any issues with the individual prior to requesting another advisor.

Student Mentors

Entering students (after initial class) will be assigned to new incoming students and a second year student will act as a mentor for a new first year student. The mentors will be assigned randomly by the Occupational Therapy Department. The student mentor will support new graduate students in adjusting to the community, understanding the rules and processes of the PCOTDP and generally provide peer guidance to assist with a smooth transition from undergraduate studies to the professional program.

Student Tutoring Resources

Students struggling academically in any course are encouraged to explore potential avenues for assistance:

- form peer study groups
- seek formal tutoring
- approach the course director, faculty advisor, and/or the Program Director for options.
- contact the Academic Success Office

In addition to assistance in specific courses, resources on goal setting, time management, study skills, note taking, writing instruction, etc. are available and students can talk with their faculty advisor.

Students with Disabilities – Learning Skills Center Services for Students

Students requesting reasonable accommodations from Presbyterian College (PC) based on a disability are required to submit appropriate documentation to verify eligibility under the Americans with Disabilities Act of 1991 and amended in 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act of 1988 (for residential accommodations) and the policies of the PC Academic Success Office. Documentation guidelines may be found on the accommodations webpage listed below. Students should select the dominant area of disability to follow the criteria for documentation. In order for a student to be considered eligible to receive accommodations, documentation must show functional limitations that substantially impact the student. To reach the academic success accommodation webpage go to: <https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/>

Students who wish to request reasonable accommodations are expected to self-disclose by completing the Accommodations Initial Intake Form and by providing current documentation of their disability. Documentation must not be more than three calendar years old from the student's initial date of enrollment at Presbyterian College. Students may contact the Presbyterian College Academic Success Office about securing accommodations at any time, though most students do so in their first semester of enrollment. Documentation should be sent

directly to the Academic Success Office (not the Admissions Office) in advance of arrival to campus. Documentation should be sent to the following email/address; accommodations@presby.edu or to Presbyterian College, Academic Success Office/Accommodations, 503 S. Broad Street, Clinton, SC 29325.

Each semester the student must go to the Academic Success office or email to activate the accommodations (accommodations@presby.edu). Students will provide the Academic Success office with the professors' name and give permission to send out the accommodation request to the professor(s). Some students may come into the office and request copies so they can give them to their professor(s).

Dr. Daria Cronic, our Coordinator for Disability Support Services, will continue to review documentation and recommend the approved accommodations as part of our internal processes.

Please contact the Academic Success office at (Dr. Amy Davis at aadavis@presby.edu Office: [864-833-8321](tel:864-833-8321).) You may also visit the office's website at <https://www.presby.edu/academics/academic-resources-support/>. Approval of reasonable accommodations will be made on a case-by-case basis on the justification contained in written documentation provided by the student. After meeting with the individual at the Learning Skills Center, students are encouraged to individually meet with their instructors to discuss their needs, and, if applicable, any lab safety concerns related to their disabilities.

Student Access to Records

Presbyterian College/PCOTDP complies with the Family Education Rights and Privacy Act of 1974 (FERPA), as amended pertaining to access to and the release of information contained in student records.

The following records are confidential student records:

- **Admissions Records:** Those records assembled by the Admissions Committee in the Program to provide for the screening and selection of students.
- **Active Academic Records:** Those academic records retained by the Office of the Registrar to account for the enrolled student's academic performance and status, to include official course records maintained by instructors.
- **Inactive Academic Records:** Those records retained by the Office of the Registrar that pertain to the academic performance of persons no longer enrolled at Presbyterian College.
- **Financial Aid Records:** Those records maintained by the Office of Financial Aid that relate to a student's eligibility for a receipt of financial assistance, except that information considered confidential to a parent.
- **Disciplinary Records:** Those records maintained by the Academic and Curriculum Committee in the Program that relate to a student's conduct.
- **Public Safety Records:** Those records maintained in the Office of Public Safety that relate to a student's contact with security and law enforcement officials.
- **Financial Records:** Those records maintained by the Business Office that relate to a student's financial account.
- **Educational Partners:** Personal information concerning students will be shared with educational partners of the Program (e.g. practice sites, clinical affiliates) on a need-to-know basis. All applicants for admission agree to the sharing of this information as part of their application for admission to the Program. This information may include but is not limited to: email addresses, telephone numbers, results of criminal background checks and drug/alcohol screenings, immunization records, and the last four digits of social security numbers.

Directory Information

It is the policy of the College to compile non-confidential information that is classified by law as "directory information." At its discretion, the College may or may not release this information.

Directory information can be released to the public without permission. Directory information consists of the following:

- Name; class; local address, email, and telephone number; home address and phone number; and date of birth.
- Major field of study, dates of attendance, and degrees and awards received.
- Participation in officially recognized activities.

A student who desires that directory information not be released without his/her prior permission or consent may preclude such release by notifying the Office of the Registrar. Information released on alumni may include the above, plus the date of graduation. The release of additional information contained in a graduate's record will require a written authorization from the individual. A permanent authorization may be placed in the record at the discretion of the graduate.

Photographs and Recordings

Photographs or recordings may be taken by the college or its designees in public areas of any of the Presbyterian College campus sites and at college events. The college may use such photographs or recording to document, promote, or provide information about the college and its programs without prior consent by individuals depicted or recorded in them.

A student has the right to refuse to permit the release of any or all directory information, and/or use of his/her image or voice without the student's prior written consent. To mark directory information private, a student must submit a request in writing to the Office of the Registrar and also the Department Administrative office. To disallow use of a photo or recording, a student must submit a request in writing to the Department Administrative Office to keep on file. Please use the lecture capture form for this request.

The college does not provide mailing lists to vendors except in certain instances when the Program Director determines that the vendor provides valuable services.

Access to Confidential Information

It is the policy of the College that the release of confidential information from an official student record requires the prior written consent of the student except as provided for by law. It is the policy of the College that information contained in official student records will not be released to the parent(s) or guardian(s) without the consent of the student unless the student is a dependent of the parent(s) or guardian(s) as defined under section 152 of the Internal Revenue Code of 1986 or the student authorizes that release to the parent(s) or guardian(s).

Additionally, under FERPA, Presbyterian College/PCOTDP will not provide information regarding a student's educational record unless the student has consented to the disclosure. Information that is protected under FERPA includes but is not limited to such items as grades, class schedules, financial accounts, and behavioral issues. A release of information may be given using the form provided in the appendix. The only exception to this rule is described in the PC Notification Policy which states that information may be disclosed to others on a need to know basis (i.e. family, medical personnel, etc.) under the following situations without student consent:

- Hospital care for medical or emotional reasons.
- Threats or behaviors that may result in harm to self or others.
- Report that a student is missing from campus raising concern for the student's personal safety.
- Arrest of a student or reports that a student is engaging in illegal activity.

It is the policy of Presbyterian College that students are allowed access to their official college records to ensure that information contained in official records is not inaccurate, misleading or otherwise in violation of their rights or privacy. A student who wishes to review his/her student record will make a request directly to the person in charge of the office in which the record is maintained. A time for the review which is satisfactory to both parties will be announced by the person in charge of the file. If, during the review of the record, the student finds information or data that he/she believes is inaccurate, misleading, or otherwise inappropriate, he/she should bring it to the attention of the person in charge of the office and request the desired correction. If the matter cannot be resolved between the student and the person responsible for the maintenance of the record, the student will

submit a written request to the Program Director or Provost for a hearing on the disputed information. The request will contain sufficient justification to support a charge that erroneous or improper information is contained in the file. It is the policy of the College that students may obtain non-notarized, machine duplicated copies of college documents contained in the official student records at no cost. Students who have outstanding financial obligations to the college cannot receive documents until all accounts are paid in full.

Program faculty are often requested to provide letters of recommendation or other student or graduate information for purposes of employment, awards, grants and scholarships for which the student has applied. In order for the program to provide information in response to a specific request the student must provide written permission to the program for release of information (release forms are available from the departments administrative office).

Counseling and Wellness

Any student or faculty member who believed s/he or another student or faculty member is in immediate danger from medical or psychological problem should dial 911 immediately. Some students are affected by personal crises, while other students experience stress or face other issues such as alcohol and substance dependency. For more information on this as well as other counseling services, please schedule an appointment with the Presbyterian College Director of Counseling Services in the Presbyterian College Health Center at <https://www.presby.edu/campus-life/counseling-wellness/>. The phone number is: (864)833-8100.

For information for substance use or dependency a student may also contact the Gateway Counseling Center. The phone number is: (864) 833-6500. This Center provides round-the-clock care for students 24 hours a day, seven days a week.

If any faculty, staff, or student member of the Program or College community is in need of non-emergent assistance or believes that another member is in need of non-emergent assistance, services may be accessed confidentially at https://cm.maxient.com/reportingform.php?PresbyterianCollege&layout_id=4

Physical and Psychological Emergencies

A student who is reasonably believed to pose a danger to him/herself or others, for any reason including but not limited to physical or psychological difficulties, may be required to obtain professional evaluation and treatment. Failure to comply with this requirement can result in contact by the program with the student's emergency contact (spouse, parent, etc.), disciplinary action, suspension, enforced leave, and/or mandatory withdrawal from the College. If the dangerous behavior is not corrected in a timely and sufficient manner, medical leave may be imposed. ON CAMPUS EMERGENCY: Dial 864.833.3949

College-Wide Services

Information about the following services and other services provided by Presbyterian College to all students are included in the undergraduate student handbook and on the College website at <http://www.presby.edu/garnetbook>. Students are encouraged to utilize these services as needed and may request more information and/or referrals from their Faculty Advisor. All of the following resources are subject to change and/or to limits on availability:

- **PC Cares Comprehensive Cross Functional Student Crisis Team**
 - o <http://www.presby.edu/campus-life/counseling-wellness/helping-students/pc-cares/>
- **Counseling and Wellness Services**
 - o <http://www.presby.edu/campus-life/counseling-wellness>
- **Student Health Services**
 - o <http://www.presby.edu/campus-life/counseling-wellness/student-health-services>
- **Career Development and Student Success**
 - o <http://www.presby.edu/campus-life/career-development-student-success/>
- **Religious Life and Service**
 - o <http://www.presby.edu/campus-life/religious-life-service/>

- **Campus Police**

- o <http://www.presby.edu/campus-life/campus-police> /ON CAMPUS EMERGENCY: Dial 864.833.3949

- **Financial Aid Office**

- o <http://www.presby.edu/admissions/tuition-aid/>

- **Dining Hall Services**

- o <http://pcdining.campusdish.com/>

- **Library Services**

- o <http://lib.presby.edu/rooms-at-the-library>

- o <http://lib.presby.edu/home>

- **The Writing Center**

- o <http://www.presby.edu/academics/academic-resources-support/writing-center>

Dining Services

Main Campus Dining

Students will have access to dining services on the main PC campus at the Greenville Dining Hall using their PC ID. Meals for students are on campus and can be paid in cash (credit cards not accepted in the dining hall). For more information on hours, menus, and to pre-purchase meals online to be credited on your PC ID card, contact <https://pcdining.campusdish.com/>

Greenville Dining Hall

Enjoy all-you-care to eat meals in our residential restaurant. You'll find an abundant variety of fresh foods prepared your way. Daily features include traditional home-style meals, freshly cooked pastas with simmering sauces, hand-tossed pizza, grilled panini sandwiches and charbroiled burgers. Add a crisp salad, hot and hearty soups and chowders and a beverage to your meal and finish with a decadent dessert or a cookie warm from the oven.

Springs Food Court

Springs Food Court is a great place to eat and features Moe's Southwest Grill, Boar's Head Deli, We Proudly Serve Starbucks, and a P.O.D. Convenience store, along with a wide variety of grab and go meals and packaged snacks.

Provisions on Demand

P.O.D. Market combines the corner store with the style of a modern market, featuring grab 'n go dining options for breakfast, lunch or any time of day, including: freshly-prepared breakfast sandwiches, burritos, wraps, sushi and salads, as well as fresh produce, bakery and coffee selections and traditional essentials found in a convenience store.

Students will also have access to refrigerators and microwave ovens. Because of space limitations, we encourage students to invest in an insulated lunch container with icepack.

Student Identification Cards

Each student is provided a Program identification card. Identification cards are valid through the graduation date. Identification cards validate authorization for access to athletic events, dining hall, College facilities, etc. and must be presented when requested by appropriate College personnel. The identification card must be worn when on campus. This ID will act as your library card, copier card as well as allow you extended access to the Bailey building during posted times. Student ID cards will be available during Orientation.

Failure to present a valid card is sufficient reason to deny access to a facility or service, including dining services. Allowing others to use an identification card is a violation of college policy and will result in appropriate disciplinary action. Students who do not bring their Program Identification card may be asked to go home and retrieve it.

Students who require a new card because of loss, mutilation, or a change of status should immediately contact the Campus Police Department at 833-8301. A charge will be made for replacement of an identification card. Duplicate cards are issued weekdays between 9:00 – 11:00 a.m. and 1:00 – 4:30 p.m.

Student Transportation

Students enrolled in the Program have a variety of curricular and extra-curricular obligations off campus including service learning activities, clinical educational assignments/placements, community outreach, advocacy, or professional development activities. For this reason, students are responsible for securing access to personal transportation. Presbyterian College is not responsible for any aspect of this student-arranged transportation.

Vehicle Regulations

Students are extended the privilege to operate vehicles on the campus of Presbyterian College providing such vehicles meet with the registration and safety standards established by the state in which the vehicle is licensed. Rules, restrictions and limitations pertaining to vehicles are disseminated by the Campus Police Department. State and city violations are heard in city or magistrate courts. Vehicle registration is included in the tuition and fees for students; all vehicles parked on Program or Presbyterian College premises must be registered with the Campus Police Department. Parking stickers will be available during Orientation. If your card is lost or stolen, you must report it immediately since it provides access to the building. You will be charged for a replacement card

Student Technology

Every OTD graduate student must have their own laptop computer to use to support their instruction. All students are also required to purchase a mobile device of their choice. Please refer to computer laptop requirements at:
TBD

Designated software needed for particular courses will be presented as a part of the syllabus or required “books”. Use of computers and related technology has become an integral part of today’s graduate school experience. PC makes every effort to ensure that its students are supported in their use of these technologies. The IT Help Desk is located on main campus, in the Thomason Library 11, downstairs. Office Hours and Emergency Phone Numbers are posted on the door. For walk-ins: IT Help Desk is usually open afternoons Monday through Friday. Emails are preferred over voicemail, especially during non-office hours.

Upon registration, students are assigned user ID logins and passwords for access to network and email systems on campus. The Health Sciences Building (Bailey Hall) has full wireless coverage.

Email is the only method of campus communications. Your instructor’s correspondence, as well as official PC/Department communications will be sent to you **ONLY** through your PC email account. CHECK your MBC email account regularly.

All uses of email systems must conform to the Acceptable Use Policy as outlined at <https://www.presby.edu/doc/it/Acceptable-Use-Policy.pdf>, all applicable federal, state and local statutes, and ethical and professional standards.

Safety and Security

The safety and security of students, faculty, and staff is of utmost concern to the College and the Program. While on campus, the Program abides by the safety and security policies and procedures of the College. General safety information regarding emergency procedures, crime prevention, victim support, facility access, parking information, and forms is located at <https://www.presby.edu/campus-life/campuspolice/>.

Campus Police Contact Information:

Emergency (On-Campus): Call 911 or Campus Police at ext. 8911

Emergency (Off-campus): [\(864\) 833-8911](tel:8648338911)

Non-emergency: Extension 8301

Non-emergency (Off-campus): [\(864\) 833-8301](tel:8648338301)

After hours call the Emergency Number: [\(864\) 833-8911](tel:8648338911)
Text message: Campus Police Duty phone number [\(864\) 872-4050](tel:8648724050)
Emergency Call Box: Push the button to talk to Campus Police

Laboratory Safety

Purpose: The Program's intention is to make laboratory-based learning safe and applicable. The safety of students, staff, and faculty in laboratory environments is considered to be of paramount importance as part of laboratory instruction and learning.

General

1. For all emergencies CALL 911
2. All laboratory safety instructions will be reviewed during orientation before lab instruction begins. Students sign an attestation of receipt and understanding of the Student Bulletin.
3. Students and faculty must follow safety directives at all times. Students and faculty may be removed from the lab for failure to follow these directives.
4. "Horse play" (irresponsible or unsafe behavior) is prohibited.
5. All accidents, injuries, unsafe or irresponsible behaviors, and unsafe or unusual situations are to be reported to a faculty member.
6. Always use professional conduct during labs.
7. Doubt about any procedure or technique should be raised and resolved BEFORE the procedure or technique is initiated.
8. Please refer to the Universal Precautions section of the student bulletin for the protocols related to injuries, exposures, and incident reporting.

Food, Drink, Cosmetics, and Lab Attire

1. Food for ingestion are prohibited in the skills laboratories, with the exception of the environmental laboratory if doing a cooking project.
2. Application of cosmetics in the skills laboratory is forbidden, with the exception of the environmental laboratory.
3. Laboratory attire and adequate hygiene are addressed in the Professional Attire section of the Student Bulletin.

Housekeeping and Lab Equipment

1. Each student must keep her or his work area neat and orderly.
2. All spills should be reported and the area avoided until the spill is removed to avoid slips or falls.
3. Broken or chipped glassware must not be used (inspect before using). Avoid attempting to catch falling glassware. Broken glassware/plates are to be disposed of in designated sharps containers in the various laboratories.
4. When not in use, electronic equipment should be powered down and disconnected from their electrical supply.
5. Equipment is to be unplugged and stored properly at the end of a skills lab or instructional period before leaving the lab.
6. All labs are to be cleaned prior to a class leaving and all equipment and materials are to be stored appropriately.
7. At the end of every semester there is a mandatory cleaning day for the laboratory areas and all students will need to participate.
8. Gingham Scissors are not to be used to cut anything but splint material. Velcro is to be cut with the other laboratory scissors that are provided. Scissors used for Velcro is to be cleaned with an alcohol prep pad prior to leaving the laboratory.

Sharps Handling

1. Sharps include items such as needles, scalpels, sharp-edged instruments, broken glassware, and scissors.
2. All sharps must be handled with care.
3. Do not re-sheath needles.
4. Never pass from person to person by hand. Use a receptacle or "clear field" to place them.

5. Never walk around with sharps in your hand.
6. Never leave exposed sharps lying around.
7. Dispose of sharps in the designated sharps containers at the point of use (take a sharps container with you).
8. Dispose of syringes and needles as a single unit; do not remove the needle first.
9. Never overfill the sharps containers. All containers will be removed and replaced when filled to the designated line.

Emergency Alert System

Student safety is a top priority. In the event of a potential or actual disaster, criminal activity, or other emergency, students will be alerted quickly as part of the Presbyterian College Community. Students can receive and review critical messages, policies, procedures, and Campus Police contact information and incident reporting forms through the emergency alert system. To enroll:

1. Students are enrolled during orientation. This enrollment is conducted by the Campus Police department.
2. Enrollment is based on student email address.

To download the Guardian app:

1. Students must visit the App store on their mobile device to download the Rave Guardian app.
2. Students already enrolled in the Rave system will be automatically signed into the system by email address stored with Campus Police.
3. Each OT student will have access to OT-specific and campus-wide information through the various tabs in the app. Orientation to the app will be conducted by PC Campus Police during new student orientation.
4. The app will continue to allow access to important safety and security information, including reporting and emergency contacts, throughout both the didactic and clinical phases of the program.

Classroom Etiquette

Please be considerate of your classmates by not coming in late, leaving early, or by allowing your cell phone to ring during class. While in the classroom, please act respectfully towards your classmates and the professor by focusing on the lecture or task at hand. If you want to chat, read, surf the Internet, text message, or nap, please do it somewhere else. Instructors reserve the right to ask anyone who is disruptive to leave.

The use of laptops in class will be permitted for class-related activities only (note-taking, accessing slides). Permission will be granted individually upon request. The use of wireless access for other things during lecture time will result in a loss of this privilege. Usage of any other form of personal electronic device (i.e. cell phone, pager, PDA, iPod, digital camera, etc.) in a manner that is any way disruptive to other students or the instructor is prohibited. You will be warned for the first offense and asked to leave for the second offense (=unexcused absence). A third violation will be treated as academic misconduct. Furthermore, usage of these devices, in any way, during an exam or quiz will automatically be treated as academic misconduct, resulting in a zero for that exam/quiz and possible other, more serious consequences.

The student should adhere to professional standards for behavior when communicating with faculty and fellow students in the classroom:

- Address the faculty member by title: “Professor” or “Doctor” in all school related activities both on or off-campus.
- Be respectful in all communications with everyone.
- Arrive on time (or preferably early). Students who arrive late must ask permission to enter the classroom. Faculty have the right to refuse entrance until classes break to avoid disruption.
- Students may eat or drink in class at the discretion of the instructor. Spills must be cleaned up as well as any trash.

- Students may not bring in guests, pets or children to the classroom. (Approval can be made at the class instructor discretion prior to the class beginning and individual can remain as long as the guest(s) are not disruptive to the class). If disruption occurs than the guest will be asked to leave and sit in the hallway or lounge area.

Off-Campus Learning and Service Experience Safety Policy

Students will participate in off-campus activities throughout the curriculum. While away from campus, students must continue to adhere to program policies concerning student safety and security as reviewed throughout the PC OT Student Bulletin.

Transportation:

1. When traveling to and from campus to program-sanctioned experiences including clinical rotations, students are responsible for their own well-being and safety. Students should use good judgement when driving, carpooling, or using other systems of travel.
2. Addresses of all off-campus locations will be provided to the students to allow for safe and timely transportation planning.
3. Students will be given information on where to park for each off-campus site. Students are asked to use good judgement concerning parking safety:
 - a. Lock all doors and close all windows when leaving your car.
 - b. Do not walk alone to/from parking areas at night. Plan to walk with another person ahead of time.
 - c. Have keys ready when you approach your car. Lock doors immediately after entering your car.
 - d. Store valuables out of site.

In case of suspicious activity or incident, alert the appropriate security personnel immediately.

Clinical sites are evaluated for safety and security by the Director of Clinical Education in conjunction with the College Campus Police. Individualized safety and security procedures for each site and general procedures for the clinical year are communicated by the Director of Clinical Education

Vacation/Holiday Policy

Please refer to the College academic calendar for observed holidays during the didactic phase. The college holidays are not observed during the clinical phase. Students must be at their clinical site during all appropriate preceptor hours. The Director of Clinical Education, working with the Program Director, may implement additional vacation/holidays depending on the OT program and the college holidays. Level 2 Clinical and Doctoral Experience students will be required to adhere to the schedule of their clinical site and work on days that the clinical site operates, even if the College and Program is closed.

Conference Attendance Policy

Students may be excused from clinical rotations to attend the national AOTA (American Occupational Therapy Association) and or SCOTA (South Carolina Occupational Therapy Association) conference. Students Will need to negotiate and gain approval from the Director of Clinical Education as well as their clinical site prior to the start of the clinical experience for them to be able to attend the conference. Students need proof of conference attendance for approval.

It is expected that the schools Assembly of Student Delegate Representative (ASD)and the South Carolina Occupational Therapy Association (SCOTA) Representative attend the respective conferences as a student from Presbyterian College. (Funds will need to be raised for these students to have a subsidized trip). Any change to the policy remains at the discretion of the Program Director.

Library/Learning Resources

The Thomason Library of Presbyterian College will provide learning/information resources to occupational therapy students and faculty through both ownership and borrowing agreements. These resources, including print and

electronic monographs, journals, databases, and other media, will be accessed through the College Library's (Thomason Library) web portal. Electronic materials may be accessed remotely through a proxy log in. The College's current interlibrary loan service will extend to OT students and faculty for resources not owned through the library. In addition, reference and instructional librarians will help support students and faculty in these new programs.

Collections

A small, core collection of print holdings will be housed at the main library and made available to students and faculty through the library's established circulation system. However, most of the monographic material will be in the form of e-books for ease of access and use.

A list of core journals for the OT programs will be established. Many of the full text journals and evidence-based studies will be available through aggregated databases, primarily CINAHL Full Text, MEDLINE Full Text, and Cochrane Collection Plus, which combines the NHS Economic Evaluation Database (NHS EED) and Health Technology Assessments (HTA) with the Cochrane Database of Systematic Reviews (CDSR), Database of Abstracts of Reviews of Effects (DARE) and Cochrane Central Register of Controlled Trials. For the core journals not available in these databases or already owned, the college will subscribe directly with publishers for the online edition of journals. Additionally, the Library provides access to an active, established interlibrary loan service for all PC students, faculty and staff.

The library's web site functions as a portal to all of the library's electronic resources. These resources include the library catalog, subscription databases, electronic journals, subject guides, and relevant web sites. In order for off-campus students and faculty to gain access to restricted, subscription databases, they authenticate their Presbyterian status through the College's proxy server. This allows 24/7 access to resources for all users.

Information and Instruction Services

Occupational therapy students and faculty will have access to a full range of library services including information and research assistance; library and information literacy instruction, and, as mentioned above, interlibrary loan.

Reference and instruction librarians are available for targeted sessions, ranging from orientations to library resources and services to more in-depth coverage of specialized resources. Librarians partner with faculty to offer blended instruction in the classroom or within learning management systems, such as Brightspace. Information and reference assistance comes in the form of in person, email and chat reference and is available weekdays from 9 am to 9 pm. Librarians have also developed a mix of self-guided instructional tools, including research guides, video tutorials, and FAQ's.

Interlibrary Loan

Need a book or article that is not available at PC or through PASCAL? For students, faculty, and staff the library will borrow items from other libraries across the United States. Please check with a Reference Librarian to be sure that Thomason Library does not have access to a book or article before completing an ILL request. Please send an email to ILL@presby.edu with as much information as possible about the item (a complete citation is preferable). Articles usually arrive within 5-7 days, books within 7-14 days. We will notify you by email when your ILL item has arrived, and you can pick up all items at the library Circulation Desk. There is **often no charge** for the ILL service; however, some libraries may charge a fee before they will lend certain items. We will pay the first \$10 of any fee charged.

For more information about using the library resources from campus as well as research tips and video tutorials for graduate students please refer to: <http://lib.presby.edu/home> or contact the library for any questions, research or resources.

Phone: 864-833-7080

Library hours: Mon - Thurs: 7:30 am - Midnight
 Fri: 7:30 am - 4:45 pm

Sat: 11:00 am - 3:00 pm
Sun: 1:30 pm - Midnight

Schedule a Research Consultation!

Research Consultation: For in-depth assistance in searching the Library's databases and identifying scholarly sources for your research paper or project, schedule a consultation with a Reference Librarian.

Contact:

Betsy Byrd
eebyrd@presby.edu
(864) 833-8313

Dan Lee
dlee@presby.edu
(864) 833-8437

Financial Aid

In general, financial aid for health sciences graduate programs is primarily comprised of Stafford Loans. Although the amount varies by student, the loan amount you can be awarded typically covers the cost of tuition, books, and offers a substantial allowance for room and board expenses if desired.

In order to apply for federal loans, you will need to complete a FAFSA or Free Application for Federal Student Aid. If you have never completed a FAFSA, you will need to apply for a federal PIN number at www.pin.ed.gov – this will be your electronic signature to the application. The FAFSA can be completed at www.fafsa.ed.gov. You will need your tax information as well as information about your household to complete the application. You will also need our school code, which is 003723. Your FAFSA will be sent to us electronically.

Please do not hesitate to contact Robin Dietrich in the Financial Aid Office (main campus) if you have any questions. She can be reached at 540-887-7025 or 800-468-2262.

Computer Usage

Every PCOTDP graduate student must have their own laptop computer to use to support their instruction. Please refer to computer laptop requirements at: [http://www.PC.edu/health_sciences/laptop-requirements/Not working?](http://www.PC.edu/health_sciences/laptop-requirements/Not_working?)

Designated software needed for particular courses will be presented as a part of the syllabus or required "books". Use of computers and related technology has become an integral part of today's graduate school experience. PCOTDP/PC makes every effort to ensure that its students are supported in their use of these technologies. Computer Information Services is located in the lower level of Grafton Library on main campus, or in Room 251 of the PCOTDP building in Fishersville.

Upon registration, students are assigned user ID logins and passwords for access to network and email systems at both campuses. The Health Sciences Building has full wireless coverage.

Email is the only method of campus communications. Your instructor's correspondence, as well as official PCOTDP/PC communications will be sent to you **ONLY** through your PC email account. CHECK your PC email account regularly.

All uses of email systems must conform to the Acceptable Use Policy as outlined at <http://academic.PC.edu/cis/AcceptableUsePolicyIndex.html>, all applicable federal, state and local statutes, and ethical and professional standards.

Printer Copier Services

Students are expected to purchase their own personal printers and supplies for printing assignments/course materials at home.

Printers and copy machines are located in the building for student access. Students will receive up to 500 pages for printing each semester. Additional pages will be charged 5¢ each.

Students may log into the printers'/copy machines by swiping their ID, or, by entering their student ID# on the key pad.

The PC IT help desk at the Thomason Library can provide more information regarding adding pages to your printing account if need.

Social Media Policies/Guidelines

Maintaining professionalism is of utmost importance when using social media. It is recommended that you should assume all postings are visible to program faculty, future employers, rotation sites, and patients. Each student is responsible for his or her postings on the internet and in all varieties of social media. Participation in social media and online activities such as blogging, tweeting, or any other form of online publishing is more the norm in our lives today. As a future health care professional you will be held to a higher standard of behavior regarding the use of these types of actions. Professionalism, good taste, and common sense should integrate into every aspect of your interactions on social media. If, as part of your online activities, you identify yourself as a student in the Presbyterian College, you are now connected to every person in your class, your program, your group, and even those who will follow you as students. The following guidelines and policies are intended to help you make the proper choice as you engage in social media.

General Guidelines

Be thoughtful how you represent yourself on social networks. The line between private and public, personal and professional typically blurs in online social networks. Respect your colleagues and your audience. Recognize that your cohort, students at Presbyterian College in general, and the community as a whole represent diverse customs, values and points of view. Express your opinion, be yourself, but be respectful. This includes avoiding the use of obscenities, personal insults, ethnic, religious or racial slurs, sexually harassing or inappropriate commentary, as well as topics that can be considered inflammatory or obscene. If you are unsure, ask for guidance from faculty. Respect the privacy of others, especially classmates, other students, faculty and staff. If you disagree with anyone, it is rarely appropriate to air your differences in public. Use good sound judgment in considering anything you put into writing as it will be seen by others.

General Email Etiquette

- Always address an email with an appropriate salutation (“Dear Professor Jones”, “Dear Susan”).
- Always sign an email.
- Email for professional communication should not include the common abbreviations or slang used in personal texting. Sentences should be complete and appropriate grammar should be used.
- Be judicious when cc’ing emails. “Reply to all,” is not always an appropriate action.
- It is your responsibility to check your school-related emails daily and respond as needed depending on the topic. If a faculty member emails you it is expected that you respond to them in a timely manner. It is fair to expect faculty to respond to your emails in a timely fashion as well, within normal business hours. Do not expect answers to emails from faculty late at night. Please understand email is not necessarily designed to provide unrestricted 24/7 access to the recipient.
- If you choose to craft an email about a subject you disagree with or are upset about, either as an original email or in response to an email from someone else, do not respond when you are angry or upset. This will often result in an email that is unprofessional and emotional. Instead, consider what you wish to say, write it out, do not send it, and then return to it when you are less emotional. All emails you choose to

send should be professional, appropriate, and polite at all times. In addition, anything you choose to say in an email you should feel comfortable and willing to say to an individual or group in a face-to-face meeting.

- Avoid SPAM.
- Email transmitted in part or wholly over College operated electronic systems is subject to the acceptable use policy as described on the PC IT site, and in the student Bulletin.

Guidelines for Use of Social Media and the Internet during class or lab time

Respect class time and your colleagues' time. You should participate in personal social media conversations on your own time and not during scheduled class time or program activities. The use of social media, chat rooms, instant messaging and/or "surfing" the web during class when not engaged in sanctioned web-based course activity is unprofessional and inappropriate.

Guidelines/Policy when posting as a member of Presbyterian's Community

- Maintain confidentiality. Do not post confidential or proprietary information about your patients, their families, clinical facilities and staff, Presbyterian College, its students, or its alumni. Use good ethical judgment and follow College policies and federal requirements, such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Family Educational Rights and Privacy Act (FERPA).
- It is strictly prohibited to discuss patient related matters and to take photographs of patients or biologic specimens (including in the operating room), even if the photographs are de-identified of patient information. Similarly, the posting of diagnostic images or any form of patient data on any social media platform or the internet is strictly prohibited.
- There should be no presumption of security or anonymity on the internet or social media. Where your connection to the College is apparent, make it clear that you are speaking for yourself and not on behalf of the College.
- Internet activities may be permanently linked to the author, such that all future employment maybe hampered by inappropriate behavior on the internet.
- Making postings "private" does not restrict others from copying and pasting comments on public websites. There is no protected or private speech on a social media site. Search engines turn up your words and pictures years later. Comments can be copied by others and forwarded. "Private" postings that become public are still subject to sanctions.
- Curricular materials developed by the College faculty and staff or faculty/staff of other schools or educational institutions should not be distributed or redistributed without written permission from the author. When in doubt, students should seek permission and guidance regarding appropriate use of such materials.
- Communicating in any form (social media or otherwise) regarding tests, quizzes, or other assessments is forbidden and may be considered grounds for dismissal.
- Posting on social media about program personnel, assignments, and fellow students is strictly prohibited.
- For the College's protection as well as your own, it is critical that you show proper respect for the laws governing intellectual property, copyright and fair use of copyrighted material owned by others, including the College's own copyrights and brands. Respect the copyright laws: You must have written permission before using any copyrighted or proprietary materials such as photographs, videos, texts, art, music, etc. In general, verbal or written permission must be obtained from individuals whose images are identifiable. However, written permission is always better.
- Do not post personally identifiable information: Information that can be used to locate someone offline, including phone numbers, addresses, birth dates, Email addresses, etc. should not be posted.
- Requesting connection with preceptors, faculty, staff, and supervisors while currently a student is prohibited.
- Employers typically conduct web searches (including searches on Facebook and other social media) on job candidates before extending offers. Assume they will do this for you as well when applying for

positions. Do not post commentary and other postings deemed to be copyright infringement, defamatory, proprietary, obscene, or dangerous on the web. Potential employers may see this content and disqualify you from an offer of employment.

Guidelines/Policy when posting as an Individual

- Be honest: Tell people who you are. In personal posts, you may identify yourself as a student at Presbyterian/Presbyterian College. However, please be clear that you are sharing your personal views and are not speaking as a formal representative of PC/PCOTDP. If you identify yourself as a member of the PC/PCOTDP community, ensure your profile and related content are consistent with how you wish to present yourself to colleagues.
- Protect yourself: While you should be honest about yourself, do not provide personal information that scammers or identity thieves could use. Do not list your home address or telephone number. Do not use your PC email address for social media sites.
- In personal posts, if you identify yourself as a student or a member of PC/PCOTDP community, be clear that you are posting your own views and not the views of PC or your program. If you make a mistake, correct it. If you modify an earlier post, make it clear you are doing so. Rarely do you “speak on behalf of...” If you say it, it is yours to own.
- Do not use the PC or PCOTDP logo or make endorsements without permission: Do not use the PC or PCOTDP logo to endorse political candidates or endorse products or causes.
- Is your content appropriate? If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it is not acceptable for a social networking site.

Note: Postings deemed inappropriate by the faculty on the internet or social media will be considered unprofessional conduct on the part of the student. Students responsible for such postings are subject to the disciplinary process in the same manner as for any other unprofessional behavior that occurs outside the academic setting.

Specific Policies for Presbyterian College

As a student at PCOTDP, you assume all responsibility related to the security, privacy and confidentiality risks inherent in sending any content over the Internet. By its very nature, a website and the Internet cannot be absolutely protected against intentional or malicious intrusion attempts. Presbyterian/Presbyterian College does not control the third party sites and the Internet over which you choose to send confidential, personal, health information or other content and therefore, does not warrant any safeguard against any such interceptions or compromises to your information. PC/PCOTDP does not endorse any product, service, views or content displayed on your or other’s social media site(s).

If identifying yourself with Presbyterian/Presbyterian College, you may not provide any content to a social media site that contains any product or service endorsements or any content that may be construed as political lobbying, solicitation or contributions, or use the social media site to link to any sites of political candidates or parties or use the social media site to discuss political campaigns, issues or for taking a position on any legislation or law.

This policy may be updated at any time without notice, and each time a user accesses a social networking site, the new policy will govern usage, effective upon posting. All internet users are subject to state and federal laws regarding its use.

Appendix A: Professional Behaviors for the 21st century

Appendix A – Professional Behaviors for the 21st Century

Adopted by PCOTDP and applicable to all programs Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship

Intermediate Level – behaviors consistent with a learner after the first significant internship

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Background Information

In 1991 the faculty of the University of Wisconsin-Madison, Physical Therapy Educational Program identified the original Physical Therapy - Specific *Generic Abilities*. Since that time these abilities have been used by academic programs to facilitate the development, measurement and assessment of professional behaviors of students during both the didactic and clinical phases of the programs of study.

Since the initial study was conducted, the profession of Physical Therapy and the curricula of the educational programs have undergone significant changes that mirror the changes in health care and the academy. These changes include managed care, expansion in the scope of physical therapist practice, increased patient direct access to physical therapists, evidenced-based practice, clinical specialization in physical therapy and the American Physical Therapy Association's Vision 2020 supporting doctors of physical therapy.

Today's physical therapy practitioner functions on a more autonomous level in the delivery of patient care which places a higher demand for professional development on the new graduates of the physical therapy educational programs. Most recently (2008-2009), the research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA completed a research project that built on the work of other researchers to analyze the PT-Specific *Generic Abilities* in relation to the changing landscape of physical therapist practice and in relation to generational differences of the "Millennial" or "Y" Generation (born 1980-2000). These are the graduates of the classes of 2004 and beyond who will shape clinical practice in the 21st century.

The research project was twofold and consisted of 1) a research survey which identified and rank ordered professional behaviors expected of the newly licensed physical therapist upon employment (2008); and 2) 10 small work groups that took the 10 identified behaviors (statistically determined) and wrote/revised behavior definitions, behavioral criteria and placement within developmental levels (Beginning, Intermediate, Entry Level and Post Entry Level) (2009). Interestingly the 10 statistically significant behaviors identified were identical to the original 10 *Generic Abilities*, however, the rank orders of the behaviors changed. Participants in the research survey included Center Coordinators of Clinical Education (CCCE's) and Clinical Instructors (CI's) from all regions of the United States. Participants in the small work groups included Directors of Clinical Education (DCE's), Academic Faculty, CCCE's and CI's from all regions of the United States.

This resulting document, *Professional Behaviors*, is the culmination of this research project. The definitions of each professional behavior have been revised along with the behavioral criteria for each developmental level. The 'developing level' was changed to the 'intermediate level' and the title of the document has been changed from *Generic Abilities* to *Professional Behaviors*. The title of this important document was changed to differentiate it from the original *Generic Abilities* and to better reflect the intent of assessing professional behaviors deemed critical for professional growth and development in physical therapy education and practice.

Preamble

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the *Professional Behaviors Assessment Tool* is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. This *Professional Behaviors Assessment Tool* is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each *Professional Behavior* is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the *Professional Behavior* they represent. Each developmental level builds on the previous level such that the tool represents growth over time in physical therapy education and practice.

It is critical that students, academic and clinical faculty utilize the *Professional Behaviors Assessment Tool* in the context of physical therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their physical therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other, and thus must be used in the appropriate context to be effective.

Opportunities to reflect on each *Professional Behavior* through self-assessment, and through peer and instructor assessment is critical for progress toward entry level performance in the classroom and clinic. A learner does not need to possess each behavioral criteria identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority in order to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Academic and clinical facilities may decide to add or delete behavioral criteria based on the needs of their specific setting. Formal opportunities to reflect and discuss with an academic and/or clinical instructor is key to the tool's use, and ultimately professional growth of the learner. The *Professional Behaviors Assessment Tool* allows the learner to build and strengthen their third leg with skills in the affective domain to augment the cognitive and psychomotor domains.

Professional Behaviors

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Beginning Level:

- ❖ Raises relevant questions
 - ❖ Considers all available information
 - ❖ Articulates ideas
 - ❖ Understands the scientific method
 - ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
 - ❖ Recognizes holes in knowledge base

- ❖ Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- ❖ Feels challenged to examine ideas
- ❖ Critically analyzes the literature and applies it to patient management
- ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses
- ❖ Critiques hypotheses and ideas at a level consistent with knowledge base
- ❖ Acknowledges presence of contradictions

Entry Level:

- ❖ Distinguishes relevant from irrelevant patient data
- ❖ Readily formulates and critiques alternative hypotheses and ideas
- ❖ Infers applicability of information across populations
- ❖ Exhibits openness to contradictory ideas
- ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ❖ Justifies solutions selected

Post-Entry Level:

- ❖ Develops new knowledge through research, professional writing and/or professional presentations
- ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- ❖ Weighs information value based on source and level of evidence
- ❖ Identifies complex patterns of associations
- ❖ Distinguishes when to think intuitively vs. analytically
- ❖ Recognizes own biases and suspends judgmental thinking
- ❖ Challenges others to think critically

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Beginning Level:

- ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ❖ Recognizes impact of non-verbal communication in self and others
- ❖ Recognizes the verbal and non-verbal characteristics that portray confidence
- ❖ Utilizes electronic communication appropriately
- ❖ **Intermediate Level:**
- ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ❖ Restates, reflects and clarifies message(s)
- ❖ Communicates collaboratively with both individuals and groups
- ❖ Collects necessary information from all pertinent individuals in the patient/client management process
- ❖ Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ❖ Maintains open and constructive communication
- ❖ Utilizes communication technology effectively and efficiently

Post Entry Level:

- ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ❖ Effectively delivers messages capable of influencing patients, the community and society
- ❖ Provides education locally, regionally and/or nationally
- ❖ Mediates conflict

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Beginning Level:

- ❖ Recognizes problems
- ❖ States problems clearly
- ❖ Describes known solutions to problems
- ❖ Identifies resources needed to develop solutions
- ❖ Uses technology to search for and locate resources
- ❖ Identifies possible solutions and probable outcomes

Intermediate Level:

- ❖ Prioritizes problems
- ❖ Identifies contributors to problems
- ❖ Consults with others to clarify problems
- ❖ Appropriately seeks input or guidance
- ❖ Prioritizes resources (analysis and critique of resources)
- ❖ Considers consequences of possible solutions

Entry Level:

- ❖ Independently locates, prioritizes and uses resources to solve problems
- ❖ Accepts responsibility for implementing solutions
- ❖ Implements solutions
- ❖ Reassesses solutions
- ❖ Evaluates outcomes
- ❖ Modifies solutions based on the outcome and current evidence
- ❖ Evaluates generalizability of current evidence to a particular problem

Post Entry Level:

- ❖ Weighs advantages and disadvantages of a solution to a problem
- ❖ Participates in outcome studies
- ❖ Participates in formal quality assessment in work environment
- ❖ Seeks solutions to community health-related problems
- ❖ Considers second and third order effects of solutions chosen

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Beginning Level:

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions

- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Entry Level:

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions
- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ❖ Establishes mentor relationships
- ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for patients
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

Intermediate Level:

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting
- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

Entry Level:

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post Entry Level:

- ❖ Recognizes role as a leader
- ❖ Encourages and displays leadership
- ❖ Facilitates program development and modification
- ❖ Promotes clinical training for students and coworkers
- ❖ Monitors and adapts to changes in the health care system
- ❖ Promotes service to the community

6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

Beginning Level:

- ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- ❖ Demonstrates awareness of state licensure regulations
- ❖ Projects professional image
- ❖ Attends professional meetings
- ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other health care providers

Intermediate Level:

- ❖ Identifies positive professional role models within the academic and clinical settings
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ Identifies when the input of classmates, co-workers and other health care professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ❖ Discusses societal expectations of the profession

Entry Level:

- ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other health care professionals as necessary
- ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- ❖ Discusses role of physical therapy within the health care system and in population health
- ❖ Demonstrates leadership in collaboration with both individuals and groups

Post Entry Level:

- ❖ Actively promotes and advocates for the profession
- ❖ Pursues leadership roles
- ❖ Supports research
- ❖ Participates in program development
- ❖ Participates in education of the community
- ❖ Demonstrates the ability to practice effectively in multiple settings
- ❖ Acts as a clinical instructor
- ❖ Advocates for the patient, the community and society

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:

- ❖ Demonstrates active listening skills
- ❖ Assesses own performance
- ❖ Actively seeks feedback from appropriate sources
- ❖ Demonstrates receptive behavior and positive attitude toward feedback
- ❖ Incorporates specific feedback into behaviors
- ❖ Maintains two-way communication without defensiveness

Intermediate Level:

- ❖ Critiques own performance accurately
- ❖ Responds effectively to constructive feedback
- ❖ Utilizes feedback when establishing professional and patient related goals
- ❖ Develops and implements a plan of action in response to feedback
- ❖ Provides constructive and timely feedback

Entry Level:

- ❖ Independently engages in a continual process of self-evaluation of skills, knowledge and abilities
- ❖ Seeks feedback from patients/clients and peers/mentors
- ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ❖ Uses multiple approaches when responding to feedback
- ❖ Reconciles differences with sensitivity
- ❖ Modifies feedback given to patients/clients according to their learning styles

Post Entry Level:

- ❖ Engages in non-judgmental, constructive problem-solving discussions
- ❖ Acts as conduit for feedback between multiple sources
- ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- ❖ Utilizes feedback when analyzing and updating professional goals

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level:

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- ❖ Applies best evidence considering available resources and constraints
- ❖ Organizes and prioritizes effectively
- ❖ Prioritizes multiple demands and situations that arise on a given day
- ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Beginning Level:

- ❖ Recognizes own stressors
- ❖ Recognizes distress or problems in others
- ❖ Seeks assistance as needed
- ❖ Maintains professional demeanor in all situations

Intermediate Level:

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stressors

Entry Level:

- ❖ Demonstrates appropriate affective responses in all situations
- ❖ Responds calmly to urgent situations with reflection and debriefing as needed
- ❖ Prioritizes multiple commitments
- ❖ Reconciles inconsistencies within professional, personal and work/life environments
- ❖ Demonstrates ability to defuse potential stressors with self and others

Post Entry Level:

- ❖ Recognizes when problems are unsolvable
- ❖ Assists others in recognizing and managing stressors
- ❖ Demonstrates preventative approach to stress management
- ❖ Establishes support networks for self and others
- ❖ Offers solutions to the reduction of stress
- ❖ Models work/life balance through health/wellness behaviors in professional and personal life

10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Beginning Level:

- ❖ Prioritizes information needs
- ❖ Analyzes and subdivides large questions into components
- ❖ Identifies own learning needs based on previous experiences
- ❖ Welcomes and/or seeks new learning opportunities
- ❖ Seeks out professional literature
- ❖ Plans and presents an in-service, research or cases studies

Intermediate Level:

- ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- ❖ Applies new information and re-evaluates performance
- ❖ Accepts that there may be more than one answer to a problem
- ❖ Recognizes the need to and is able to verify solutions to problems
- ❖ Reads articles critically and understands limits of application to professional practice

Entry Level:

- ❖ Respectfully questions conventional wisdom
- ❖ Formulates and re-evaluates position based on available evidence
- ❖ Demonstrates confidence in sharing new knowledge with all staff levels
- ❖ Modifies programs and treatments based on newly-learned skills and considerations
- ❖ Consults with other health professionals and physical therapists for treatment ideas

Post Entry Level:

- ❖ Acts as a mentor not only to other PT's, but to other health professionals
- ❖ Utilizes mentors who have knowledge available to them
- ❖ Continues to seek and review relevant literature
- ❖ Works towards clinical specialty certifications
- ❖ Seeks specialty training
- ❖ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- ❖ Pursues participation in clinical education as an educational opportunity

Appendix B: Student authorization for use of image, voice, performance and Likeness



Presbyterian College
AUTHORIZATION FOR USE
OF IMAGE, VOICE, PERFORMANCE OR LIKENESS

In consideration for my enrollment or continued participation in the programs of Presbyterian College, I hereby permit and authorize Presbyterian College, (hereinafter "PC"), and its employees, agents and representatives who are acting on behalf of PC to use my likeness and/or name in any photograph, image, video, motion picture, performance or sound recording (collectively referred to herein as my "Likeness") for purposes related to its educational mission including advertising, publicizing or marketing its campuses and programs or for any other commercial or lawful purpose, and to use and license others to use it for such purposes, without any compensation to me. I understand and agree that these materials will become the property of PC and will not be returned. I hereby irrevocably authorize PC to edit, alter, copy, exhibit, publish, or broadcast my Likeness at any time by means of any media, including print, video presentations, television, radio and satellite transmissions or rebroadcasts, news bulletins, mailers, billboards or signs, brochures, website placements, podcasts or other digital delivery or publications.

In addition, I waive any right of privacy associated with the Likeness as well as the right to inspect or approve the finished product, including written or electronic copy, wherein my Likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of my Likeness. I hereby hold harmless and release and forever discharge PC from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

I am 18 years of age and am competent to contract in my own name. I have read this release before signing below and I fully understand the contents, meaning, and impact of this release.

(Signature) (Date)

(Printed or Typed Name) Phone

Address City, State, Zip Code

(CONSENT OF PARENT OR GUARDIAN- (For use if the person signing is a minor or otherwise not competent.)
I hereby certify that I am the parent or guardian of _____, named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.

(Parent/Guardian's Signature) (Date)

(Parent/Guardian's Printed Name) Phone

Address City, State, Zip Code

Authorization to Use Likeness
Revised 2015.12.15

Appendix C: Return to participation form

Appendix C– Return to Participation Form

Do not tear out this form – for reference

Students with Health Conditions – Return to Participation Form

This form must be completed and signed by the attending physician or other health care provider in order for a student with a health condition to participate in classroom, laboratory, and clinical activities as part of the professional program in PT or OT. Examples of these conditions could include, but are not limited to, pregnancy, illness or injury requiring ongoing medical attention, surgery, and psychological conditions.

Technical Performance Standards and Demands

Students enrolled in either PT or OT must participate in classroom, laboratory and clinical experiences that may have one or more of the following technical performance standards and demands:

- Ability to maneuver, position, support, transfer, and lift fellow students or patients of all ages, sizes, and capabilities with appropriate equipment and assistance.
- Ability to maneuver, position and/or lift medical and therapeutic equipment of various dimensions and weight.
- Ability to provide and perform resistive exercises.
- Exposure to bio hazardous chemicals such as anatomical preservatives, chemotherapeutic agents, and disinfecting agents.
- Exposure to electrotherapeutic modalities such as ultrasound, electrical stimulation devices, traction, and ultraviolet light.
- Exposure to patients who have infectious diseases or who are immune-compromised or otherwise at risk because of their age, acuity of their condition, or the presence of other coexisting conditions.
- Ability to demonstrate judgment and communication skills appropriate for professional interaction with patients, family members, other health care providers, faculty, and fellow students.

Student Status (To be completed by the attending physician or health care provider

Student Name: _____

_____ This student may participate in all classroom, laboratory, and patient care experiences without restrictions.

_____ This student may participate in all classroom, laboratory, and patient care experiences with the following restrictions:

_____ Weight bearing status: _____

_____ Lifting restrictions: _____

_____ Biohazardous chemicals exposure restriction:

_____ Electrotherapeutic modalities exposure restriction:

_____ Other:

_____ This student may participate in classroom activities only.

_____ This student is unable to participate in classroom, laboratory, or patient care experiences.

Physician/Health Care Provider Signature: _____ Date:

Physician/Health Care Provider Name (Print): _____

Student Acknowledgement – Participation Approved by Health Care Provider

I understand that my physician/health care provider has approved my participation in classroom, laboratory, and patient care experiences within the restrictions identified above. I understand that I may request accommodations for these restrictions by following the Presbyterian College procedures for such a request.

Student Signature: _____ Date:

Student Name (Print): _____

Student Acknowledgement – Participation Not Approved by Health Care Provider

I understand that my physician/health care provider has indicated that I am unable to participate in classroom, laboratory, and patient care experiences at this time. I understand that I may request a medical leave of absence for this situation by following the procedures outlined in the Presbyterian College Student Handbook.

Student Signature: _____ Date: _____

Student Name (Print): _____ Student ID# _____

Appendix D: Student room request



Presbyterian College
Doctor of Occupational Therapy Program
Room Request Form

Date of Request _____

Requested by (Student) _____

Room Requested _____

Group/Reason for request: Project Group Meeting Study Group SOTA

Date Room Needed _____ Time Needed _____

Length of Time Needed _____

I understand students requesting permission are responsible for clean-up of the room. If this is not completed the student reserving the room will meet with the Program Director to discuss the issue.

Student Signature Date

Program Directors Approval _____ Date _____

On Room Schedule _____
(INT)

Appendix E: FERPA Release

FERPA Release Form

Do not tear out this form – for reference

**Occupational Therapy Doctorate Program
Family Education Rights and Privacy Act
RELEASE FORM**

I, _____, Student ID Number _____, authorize the appropriate officials from Presbyterian College/Occupational Therapy Doctorate Program **to release the following educational records**, upon my request, to the persons listed below, for the purpose of keeping them informed regarding my educational experience at Mary Baldwin College. Appropriate officials including personnel in the Occupational Therapy Doctorate Program Office, Student Services Office, Financial Aid, Student Accounts and the Registrar’s Office.

Please initial all that apply.

- Academic Concerns – i.e. class schedules, class attendance, grades, etc.
- Non-Academic Concerns
- Financial Aid and/or Student Account matters

Persons to whom information may be released:

Name _____ Relationship _____

Name _____ Relationship _____

I acknowledge by my signature that I understand that, although I am not required to release my records, I am giving consent to release the designated information to the above named person(s). I understand that this release will remain in effect during my tenure at the college unless I revoke such consent in writing and the revocation is received and processed Presbyterian College.

Student Signature

Date

Student’s Printed Name

Student’s ID #

Appendix F: Student evaluation



Occupational Therapy Doctorate Program
Student Annual Review
Semester/Year _____

Have you received any grades about which you have particular concerns? If so please describe the grade and your concerns.

Have there been any particular challenges that you have encountered either in the classroom, lab or the clinic that have caused you concern?

List professional conferences or seminars attended (state, regional or national):

List involvement in internal (Presbyterian College) volunteer community activities e.g. building tours, admissions, undergrad recruiting

List involvement in external community activities

Provide information on whether you have participated in any of the following activities this past year, brown bag sessions, colloquia, workshops, grand rounds, journal club, etc.

Have you participated on any College committees?

Are you a member of the Student Occupational Therapy Association (SOTA)?

List any honors or awards received, presentations or published papers accomplished during the last year.

Describe your plans for moving forward in the coming year.

Anything else you would like to share with your mentor?

Mentor/Date

Student/Date

Appendix G: OTD Technical Standards and Acknowledgment



**Presbyterian College
Occupational Therapy Doctorate Program
Technical Standards**

Introduction

The Presbyterian College Doctor of Occupational Therapy Program has a responsibility to the public to assure that its graduates are prepared to become fully competent and caring health professionals. In order to fulfill this obligation, students must be safe and proficient in demonstrating the technical standards, described below. The student will also need to address those standards that are addressed in the individual course syllabi throughout the curriculum.

Technical standards address the physical and mental skills, abilities, attitudes, and behaviors that include the cognitive, psychomotor, and affective domains of health care practice. A student is required and expected to develop entry-level competency across all three domains of the technical standards to achieve satisfactory and successful completion of the curriculum and to develop/demonstrate the qualities consistent with the profession of occupational therapy. Entry-level competency is defined as the minimum knowledge, skills, and abilities to practice legally, ethically, and safely as a licensed occupational therapist. These competencies are relevant for use in the classroom, laboratories and clinical settings.

Ability to meet these Technical Standards is required for admission and must also be maintained throughout the student's progression in the educational program (didactic and clinical). In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, then the student may be asked to leave the program. *

Admission will be offered following receipt of either a signed statement from the applicant that he/she can meet the program's technical standards with or without accommodations prior to beginning the Doctor of Occupational Therapy program. The signed statement (with reasonable accommodation) should include an applicant statement of the need for reasonable accommodation so that he/she can meet the technical standards. If these reasonable accommodations are provided, they should be identified in the statement and supported by an evaluation from an appropriate healthcare professional. Student's will complete the initial contact form. Request form (submitted to Provost Office): <https://www.presby.edu/doc/provost/AccommodationsRequest-LearningDisability.pdf>. Following the submission of the form the student will be contacted by the Coordinator for Disability Support Services to obtain medical documentation which will include their diagnosis along with accommodation recommendation(s) and following that will arrange a meeting to discuss the accommodations. Once the meeting takes place and accommodations are supported by the documentation the OT department will be notified. The OT Program will jointly decide with the provost office which accommodations are suitable or possible without fundamentally altering technical standards established by the specific program.

Each semester the student must go to the provost office or email the accommodations@presby.edu to activate the accommodations. Students will provide the provost office with the professors' name and give permission to send out the accommodation request to the professor(s). Some students may come into the office and request copies so they can give them to their professor(s)

An offer of admission may be withdrawn and/or a student may be dismissed for any of the following reasons:

It becomes apparent the student cannot meet technical standards, with reasonable accommodations; the needed accommodations are not reasonable because they would cause undue hardship to the College; granting the accommodations would compromise technical standards, jeopardize patient/client safety or alter the educational process of the student or the institutions. including all didactic coursework and clinical internships regarded essential to graduation.

Students and candidates for admission to this program are required to verify that they understand and meet these technical standards.

Cognitive Domain Standards

The student should possess the needed cognitive abilities to successfully:

- throughout the didactic and experiential components of the program.
- Integrate information from courses in the basic, clinical, and behavioral sciences in order to effectively problem solve and make clinical decisions during the patient/ client management process.
- demonstrate progression from the basic skills of memorization, comprehension, and application to the skills of analysis, synthesis, and evaluation.
- calculate, as well as use, data collected to formulate and test hypotheses assisting in both research and clinical decision making.
- demonstrate and perform critical reasoning/problem solving to include appropriate screening, assessing, planning, providing care strategies, and formulate client and family centered education, and discharge preparations within a variety of settings and specified timelines.
- be able to make decisions spontaneously in "on the spot and stressful" situations from workload, time, and environmental demands
- communicate in English in both written and oral forms in a proficient/timely manner under fast-paced and stressful treatment environments.
- demonstrate the ability to analyze, select, and adapt activities to maintain the patient's optimal occupational performance of tasks.
- demonstrate computer competence in the use of word processing, media software, databases and search engines.
- demonstrate the ability to teach others prevention, health maintenance, restorative, and compensation skills.

Psychomotor Domain Standards

The student must be able to observe, palpate, test, measure, position, and assist patients/clients with movement in order to determine the extent of, and intervene with, a patient/client's actual or potential

impairments, activity limitations, and participation restrictions. This includes sufficient psychomotor abilities to:

- demonstrate sufficient strength and endurance to prepare and participate in the classroom and clinical environment, completing services and activities in a reasonable time and implementing best practice guidelines.
- accomplish the physical demands (balance, strength, & flexibility) of the work of an OT by being able to safely move, handle, and transfer various patients/clients independently (up to 150 pounds).
- demonstrate the physical demands (balance, strength, & flexibility) to safely position the patient/client prior to, during, and following treatment and to assist (manually guide or lift) the patient/client including, but not limited to, the following:
 - Cardiopulmonary resuscitation
 - Balance, coordination, flexibility, strength, and functional exercises
 - Positioning
 - Movement in bed
 - Transfers from one surface to another
 - Ambulation on various surfaces
 - Stair climbing
 - Community mobility
 - Driving and other functional skills
- demonstrate sufficient visual abilities to be able to observe and interpret client's participation accurately.
- perform manual dexterity tasks (gross and fine motor skills, tactile and proprioceptive skills) and utilize clinical reasoning skills/abilities necessary to complete the evaluation and intervention processes required in the treatment of a client.
- perform functional use of the sensory system to safely utilize all modalities implemented in the evaluation and treatment of a client.
- safely comprehend and negotiate varied environments and communities in which a client's occupational participation occurs, modifying the environments for the health and wellbeing of others
- adjust personal posture, mobility, coordination, strength, and energy for the therapeutic process. (Examples include but not limited to: sitting tolerance, splint or assisted technology fabrication, and computer usage.)

In order to meet entry-level practice standards, the student should be able to complete a task within a specified **timeframe** that is consistent with **actual** clinical practice as determined by current practicing therapists advising the programs.

Affective Domain Standards

The student must possess the needed affective abilities to successfully understand and model the characteristics defined by the "Professional Behaviors" (May et. al. 2009) to entry-level expectations in order to reflect the values of professional practice. These behaviors include:

1. Critical Thinking

2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

Students must:

- demonstrate appropriate communication with people of different ages and genders, with diverse physical, cognitive and emotional abilities, and from different cultural, ethnic, racial, socioeconomic, religious backgrounds, and lifestyles.
- display appropriate attire, language, and demeanor in all professional environments including the classroom and clinic.
- demonstrate effective verbal and written communication with patients, family members, caregivers, faculty/staff, fieldwork educators/preceptors, payers, elected officials, members of the healthcare team and others.
- participate as a healthcare (Professional) team member collaboratively for effective service provision.
- value the role of sociocultural, socioeconomic, spirituality, diversity factors, and lifestyle choices when interacting with others.
- be able to modify behavior in response to feedback, and display emotional health when faced with changing/challenging environments. This requires the ability of students to be aware of and appropriately react to their own emotional responses.
- demonstrate the following required health promotion practices:
 - good health practices and hygiene for safe interaction with others
 - maintenance immunization records for safety.
 - maintenance certifications in CPR and First Aid within appropriate timelines.
 - awareness of personal issues and reporting of issues that would interfere with the ability to competently care for others.

*Affiliated clinical sites may not be able to offer the same reasonable accommodations that are made available by the Presbyterian College.

**Students who have questions regarding reasonable accommodations should contact the provost office for clarification or accommodations@presby.edu.

All occupational therapy applicants must review the technical standards described in this document and perform a self-evaluation to determine if they are able to maintain compliance with them. A signed copy of this form should be returned to the Presbyterian College OTD Program signifying the standards have been read and certifying compliance.

Signing this document will serve as testimony that the student is in compliance with these standards and understands the responsibilities it outlines. A student who is dismissed from the program and subsequently reinstated must re-sign this document as testimony that the student is in compliance with these standards.

Printed Name

Student Signature Date

Approved by:

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Appendix H: COVID-19 Guidelines

Appendix H: COVID 19 (Specific Lab and Classroom procedures will be part of the program orientation.)

As a member of the student body, faculty or staff you're a significant part of the campus community. Your actions at all times, but particularly during the pandemic, affect your own health and safety as well as the health and safety of others. Specific requirements for a class or lab will be presented in the syllabus if differing from these guidelines.

Student input has been invaluable as we balance implementing the following precautions while delivering a first-quality academic program.

Health Screening and Monitoring

Please do your part to keep yourself and others on campus safe before you arrive on campus. Two weeks before you arrive, please self-monitor for COVID-19 by checking your temperature every day and noting any exposures or symptoms you may have. Please do not come to campus if you're experiencing any symptoms or have been exposed to COVID-19.

The symptoms include:

- cough
- shortness of breath
- difficulty breathing
- fever
- chills
- repeated shaking with chills
- muscle pain
- headache
- sore throat
- new loss of taste or smell

The college has created a First Day Ready Check-in process for all students that will be located in the Thomason Library. Early next week, you will receive specific information about how to schedule a day and a time to arrive on campus for your First Day Ready Check-in. All students will use the reservation program called Sign Up Genius that was used for residence hall move-out scheduling in May.

The first step in your arrival will be screening for COVID-19. Any students who arrive on campus with a temperature of 100.4 or above or with any COVID symptom or recent exposure will need to return home for an appropriate period of quarantine.

Once on campus, you'll be expected to check your temperature and self-monitor for symptoms every day. You'll also be expected to report COVID-19 symptoms or exposure immediately to Student Health Services (<https://www.presby.edu/campus-life/student-health-services/>).

From there, you will be assisted in following the protocols for testing and quarantining during recovery. The college has set aside a limited number of rooms for isolating students who test positive for COVID-19 but cannot go home. Because the Center for Disease Control and Prevention (CDC) recommends isolation of a person who tests positive for COVID-19 for 10 days, we will encourage all sick students to return home for their quarantine period if that is possible.

Physical Distancing

The CDC advises that "keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread locally and across the country and world."

Whenever feasible, you should maintain a distance of 6 feet from other individuals on campus. This is expected indoors and outdoors. Since practicing social distancing may be difficult in some indoor areas,

we are identifying new spaces, reallocating existing rooms, and reconfiguring some classrooms to ensure this effective precaution.

Face Covering

On the day of your arrival on campus, you and those assisting you must wear face masks or shields for your own health and safety as well as the health and safety of others. You will receive a cloth mask and a protective face shield during check-in. You are expected to wear your personal protective mask or shield whenever maintaining 6 feet distance from others is not feasible.

Masks or shields must be worn:

- In academic and office areas and buildings. Face coverings are required in classrooms, in office areas, and in other campus facilities where people circulate within 6 feet of each other.
- In residential areas. The only exception to this is when students are within their own “PC residence family,” which includes roommates in your own room or apartment or suitemates in your own suite.
- In dining areas. You are required to wear a personal protective mask or shield in dining areas on campus except when you are seated to eat.
- Outside. You are required to wear a personal protective mask or shield whenever you’re within 6 feet of anyone outside on campus.

Increased Cleaning

The CDC continues to recommend protecting yourself by washing your hands for at least 20 seconds as well as cleaning and disinfecting surfaces that are frequently touched. Hard-working staff members continue to conduct frequent and thorough cleaning to increase safety and health in classrooms and labs. This increased cleaning will include dining facilities and all buildings on campus.

Limited Gatherings

As stated, social distancing is vital to slow the spread of COVID-19. To lower the risk of sharing the virus, the CDC recommends “smaller outdoor and in-person gatherings [where individuals] remain spaced at least 6 feet apart, wear cloth face coverings, do not share objects, and come from the same local area.” Since maintaining 6 feet of distance from others at events is practically impossible, some events have been canceled and others have been modified significantly or moved online.

This fall, the size of gatherings on campus will be limited. Obviously, the need to maintain physical distances and wear protective face coverings will make for a different out-of-class experience than what you might have experienced in the past at PC. Please know that we are working hard to plan for safe and healthy experiences outside class this semester. We would enjoy hearing your creative ideas for activities and small group events as well. Please email your ideas to Taylor Dement, the assistant director of student involvement, at tdement@presby.edu.

General Covid-19 Safety Precautions:

- Distance from others by 6 feet. This is of utmost importance and should be done even outside.
- Wear a mask with two layers of fabric indoors and outdoors except when exercising.
- Wash your hands and clean surfaces you use.
- Check for symptoms daily using the LiveSafe app. Call the PC COVID Helpline if you have symptoms. Seek medical attention for those symptoms and follow through with personal healthcare instructions.

Social & Public Space Expectations

- All Faculty, staff, and students are required to wear face coverings
 - Face coverings should be worn in public spaces, including:
 - Academic and administrative buildings
 - Greenville Dining Hall
 - Springs Student Center
 - Public spaces in residence halls
 - Walkways
 - Face coverings should be worn outside when within 6 feet of others.
 - Wearing face coverings when within 6 feet of others is also expected during formally scheduled and informal events, meetings, programs, and all other gatherings.
- When possible, maintain a distance of at least 6 feet from others when:
 - Exercising
 - Sitting (while eating and in lounges)
 - Standing
 - Waiting in lines
 - Walking
- No guests (This will be reviewed throughout the semester)
 - Only faculty, staff, and current students inside facilities
 - No overnight guests
 - Specific campus partners will be reviewed on a case-by-case basis
- Wash hands often, use hand sanitizer when washing is not an option
- Require hand washing or hand sanitizer during events, meetings, and programs with shared equipment
- Limit events with shared equipment when possible
- Wipe down shared equipment with an approved product

Gatherings and Events

- All prescribed guidelines and expectations are to be followed whenever an RSO is meeting as a group, on or off-campus.
- CDC COVID Symptom Checklist at the start of every event, meeting, or gathering
- Events with alcohol are not permitted. You may not register to host social events with alcohol. Any request to register an event will be denied.
- Events, meetings, programs, and gatherings should end by midnight – unless approved by VP or designee
- Room capacities must be verified before use for an event

COVID Precautions

- Wear your mask and social distance from others.
- Continue to use the [LiveSafe](#) app to monitor for symptoms. If you have symptoms/get a red “X” on the app, call the COVID Help Line at 864-872-0999. Students who choose to go home should continue to do this as well.
- For urgent care, Express Medical Care is open Monday-Friday 8 a.m. – 8 p.m. and Saturday-Sunday 9 a.m. – 5 p.m. They are located at 22580 Hwy. 76 East, Clinton, SC 29325. Phone 864-939-1070.

- On-campus medical services are available from 11:00 a.m. – 1:30 p.m. Monday-Friday. Family Healthcare of Clinton provides these services and their main office is in the same building as Express Medical Care. They are open at 8:00 a.m. – 4:30 p.m. Monday-Friday. Call 864-833-8400 for an appointment. Let them know you are a PC student.
- On-campus counseling services can be accessed by calling 864-833-8263.

Appendix I: Student Bulletin acknowledgment form



Student Bulletin Acknowledgement Form

Do not tear out this form – for reference

Presbyterian College

Occupational Therapy Doctorate Program

Student Bulletin Acknowledgement Form

I acknowledge my responsibility and have read/become familiar with the information and policies in the Presbyterian College OTD Student Bulletin

Student Signature

Date