Presbyterian College
Occupational Therapy Doctoral Program

PC-OTD Program Bulletin
2023

Initial Approval

2019

Revised

May 2022

September 2022

January 2023

Distribution of the PC-OTD Bulletin/Student Handbook:
OTD students are provided an electronic copy of the PC-OTD Bulletin (via student PC email address) during orientation annually and will be available via Brightspace. A paper copy will be provided to any student upon request. Students should access/review the current version of the handbook when referring to program policy. Students must sign and return the Student Bulletin Acknowledgment Form (Appendix A) each academic year.

Contents

Part VIII – PC-OTD Fieldwork Manual

(Follows the PC-OTD Bulletin with its own prescribed Table of Contents/Pages)

Part IX – PC-OTD Doctoral Capstone - Doctoral Capstone Experience Manual

(Follows the PC-OTD Fieldwork Manual with its own prescribed Table of Contents/Pages)

Preamble

The Presbyterian College Department of Occupational Therapy administers one academic program: the Doctorate of Occupational Therapy (OTD) Program. This handbook contains the rules, regulations, policies and procedures of the Department of Occupational Therapy. All areas covered in the PC-OTD Program Bulletin/Student Handbook are subject to change. Policies in place at the time of entry into the program may change throughout the occupational therapy education program. Major policy revisions are generally made at the beginning of the academic year. On occasion, periodic updates are necessary. In the event that there are policy revisions during the academic year, students will be notified in writing of these changes.

This handbook serves as part of the agreement between the student and Department of Occupational Therapy. Students attending the OTD professional education program must acquaint themselves with the policies and regulations stipulated in the handbook. Enrolling in the Presbyterian College Occupational Therapy Doctoral Program program constitutes an agreement of compliance between the student and program.

Students are also urged to access the Presbyterian College Occupational Therapy Doctoral Program Student Bulletin, often referenced within this document to indicate college policy and guidelines.

Policy Disclaimer
The course offerings, regulations, and other materials appearing in this Bulletin are *announcements* and do not represent a contractual obligation of the Presbyterian College Occupational Therapy Doctoral Program (hereafter, *program* or *OTD Program* or *PC-OTD 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.

Part I – Program Overview

Introduction

The Presbyterian College Doctor of Occupational Therapy (PC-OTD) Program strives to support the mission of Presbyterian College Occupational Therapy Doctoral Program by providing doctoral education that acknowledges tradition and cultivates moral values and ethical decision making, complementing other health science and undergraduate programs in providing skilled professionals, evidence-based practice initiatives, and advanced services and resources to the community it serves.

Accreditation Status

Regional

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

The Presbyterian College Occupational Therapy Doctoral Program was *approved* by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as of January 1, 2021.

Presbyterian College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Presbyterian College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Presbyterian College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Program

Accreditation Council for Occupational Therapy Education (ACOTE®)

Graduation from an occupational therapy education program accredited by the Accreditation Council of Occupational Therapy Education (ACOTE), is necessary for eligibility to sit for the certification examination, which is required in all states.

In *August 2020*, the Presbyterian College Occupational Therapy Doctoral Program Occupational Therapy Doctoral Program was granted *ACOTE 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.

National Board for Certification in Occupational Therapy (NBCOT)

Graduates of the OTD Program are 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.

For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

Accreditation Timeline:

- ACOTE Candidacy Status: August 2020
- First Cohort Start: January 2021
- ACOTE Self-Study Submission: July 1, 2022
- ACOTE Initial Onsite Evaluation: April 3-5, 2023

ACOTE Accreditation Compliance & Contingency

The OTD Program faculty and staff share the college's commitment to programmatic accreditation, recognizing the following outcome variables within the accreditation process:

Compliance with Accreditation Policies and Procedures

The primary responsibility for achieving and maintaining accreditation lies within the purview of the Program Director in consultation with OTD faculty. All faculty and staff are integral to the effectiveness and success of the program.

The ACOTE accreditation/self-study process requires and reflects the need for comprehensive organization, reporting, and collegiate collaboration within the program and college to address changes, updates, and remain compliant. These include:

- Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.

Ongoing Accreditation Compliance

Self-Study Committee: Chaired by the OTD Program Director, this ongoing committee, consisting of core faculty members, meets to review and determine content in preparation for ACOTE Self-Study submission prior to July 1, 2022. The committee will expand to also include college administrative review and content reviewers from the professional community during the last months prior to submission. Self-Study review and updates will continue to be addressed through this committee following the ACOTE Self-Study submission as an ad-hoc committee within the program, meeting quarterly to:

- review/update curriculum content
- incorporate strategic planning processes/quality indicators within program
- implement a collaborative approach for completion of ACOTE Annual Reports

Contingency Responsiveness

In the highly unlikely event that the *Candidate for Accreditation Status* is withdrawn or withheld, the following contingency plan will be followed:

1) PC-OTD Program will address deficiencies identified in the summary of action that is provided to the program by ACOTE and will re-apply for *Candidate for Accreditation Status* by submitting a new A*pplication for Candidacy*.

2) Students enrolled in the OTD program at the time that *Candidate for Accreditation Status* is withdrawn will be immediately notified of this change in accreditation status, classes will be suspended, and no new students will be enrolled into the program.

3) Active students who are enrolled at the time that *Candidate for Accreditation Status* is withdrawn will continue to participate in courses until the *Candidate for Accreditation Status* withdrawal goes into effect.

4) PC-OTD will identify ACOTE accredited program(s) willing to commit to supporting the students through the successful completion of the program in the event of a non-accreditation action. Students may elect to remain in the program until the adverse events/issues have been addressed/resolved and a new *Application for Candidacy* has been granted/received.

Complaints Related to Accreditation

Complaints related to the Accreditation for Candidacy, Initial Accreditation, or any other accreditation issues may be addressed by contacting ACOTE at the address below:

ACOTE
American Occupational Therapy Association
6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929;
301-652-6611 x2914
accred@aota.org

The following information has been imported from the ACOTE webpage: http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Policies/Procedures/VB%20Complaints.pdf

The Accreditation Council for Occupational Therapy Education (ACOTE®) follows established procedures when complaints are received by ACOTE indicating that accredited programs or programs seeking accreditation may not be in compliance with the Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, Accreditation Standards for a Master's-Degree-Level Educational Program for the Occupational Therapist, or Accreditation Standards for an Educational Program for the Occupational Therapy Assistant, or may not be following established accreditation policies or procedures. Actions taken by other accrediting agencies do not preclude ACOTE from investigating a complaint against the same institution or program. ACOTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, appointment, promotion, or dismissal. A copy of the Standards may be obtained through the ACOTE Web site (www.acoteonline.org) or by contacting Accreditation Department staff at the American Occupational Therapy Association (AOTA).

A complaint against a program subject to ACOTE accreditation may be filed by completing the printable complaint form, "Complaint against a Program Subject to ACOTE Accreditation." Completed forms must be signed and forwarded to the above address. A complaint against an educational program must:

a.   describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint;
b.   document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and
c.   be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.)

In reviewing and acting on a complaint, ACOTE cannot and does not function as an arbiter between the complaint and the institution. Should ACOTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the integrity statement(s), ACOTE can only require the program to come into compliance with the Evaluative Criteria. ACOTE cannot force a program into any specific resolution of the situation that resulted in the complaint.

Presbyterian College Mission Statement

The compelling purpose of Presbyterian College Occupational Therapy Doctoral Program, 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.

Presbyterian College Goals/Objectives

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

OTD Program Mission and Vision Statements

OTD Program Mission Statement

The mission of the Doctor of Occupational Therapy program at Presbyterian College Occupational Therapy Doctoral Program is to emulate the principles and values of the college, profession, and community to educate, mentor, and prepare skilled occupational therapists, servant leaders, and innovative researchers who promote evidence-based practice, advocacy, diversity, and scholarship.

OTD Program Vision Statement

To be integral in community and professional advancement through innovative excellence and leadership in education, clinical preparation, service, and scholarship:

The Doctor of Occupational Therapy program at Presbyterian College Occupational Therapy Doctoral Program will effectively impact occupational therapy education through innovative, interprofessional, evidence-based curriculum and teaching strategies that foster life-long learning, clinical excellence, ethical conduct, premier research, continued competence, and the fortitude to lead through service within our students, college, community, and profession.

OTD Program Educational Philosophy

The Occupational Therapy Doctoral Program at Presbyterian College fosters diverse, culturally sensitive and evidence-based clinical competence through active engagement in the collaborative process between student, client, community, and educator.

The learning philosophy of the OTD program and faculty supports the American Occupational Therapy (AOTA) Philosophy of Education (AOTA, 2018) and Philosophical Base of Occupational Therapy (AOTA, 2017a). The goal of our program is to graduate outstanding doctoral level generalist occupational therapists who use critical thinking to make evidence-based decisions. Using a dynamic learning process,

the program promotes professional and clinical reasoning, critical thinking, and cultural understanding, while integrating the professional values, theories, evidence, ethics, and skills of occupational therapy.

Occupational therapy is an art and science that involves the interrelationship of person, occupation, and the contexts in which they function. Occupational therapy is "the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routines in home, school, workplace, community and other settings" (AOTA, 2014a). Occupational therapists focus on improving performance in all areas of occupation to facilitate health and promote growth, change, and/or adaptation to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2014b).

Our profession, community, and institution share the program's commitment to client-centered, meaningful occupation to promote health through:

- Active, engaging, diverse, and inclusive learning within and beyond the classroom environment
- A collaborative, interprofessional process that builds on prior knowledge and experience
- Continuous professional judgment, evaluation, and self-reflection
- Lifelong learning and continuous advocacy for the profession and the occupational needs of society.

(AOTA, 2018)

OTD Program Goals and Objectives

Goal 1: The OTD program will provide effective learning opportunities for students to acquire the theoretical knowledge, applicable skills, and professional attributes necessary to embrace their future role(s) as an entry level occupational therapist (OTD). **PROVEN, PREPARATION**

Goal 2: The OTD Program will impart a sense of responsibility and commitment to the core values and ethical guidelines of the profession, adopting a servant-leadership identity in community service, research, and clinical practice. **PROVEN, PROFESSIONALISM, PROCESS**

Goal 3: The OTD program will support the integrative, interdisciplinary, and collaborative nature of practice areas to facilitate contemporary critical thinking for client-centered care that incorporates occupation/evidence-based decision-making in occupational therapy practice, documentation of outcomes, and the generation of new knowledge. **PREPARATION, PROVEN**

Goal 4: The OTD program will provide a learning environment that engages students in critical thinking, intellectual curiosity, reflection, and personal/professional growth, with sensitivity to contextual and cultural factors that impact occupational performance. **PROFESSIONALISM, PROCESS**

Goal 5: The OTD program will support student and faculty professional participation/development; including continuing education, clinical specialty, academic advancement, leadership opportunities, and research to advocate for and advance the scope and scholarship of the occupational therapy profession. **PREPARATION, PROVEN**

Part II – Program Curriculum

OTD Program Curriculum Overview

The Doctor of Occupational Therapy program is a full-time, rigorous, professional program that builds sequentially over 33 months (8 semesters) (113 credits) of didactic/experiential courses (65 credits), clinical education/ fieldwork (28 credits), capstone/Doctoral Capstone Experience (DCE) (18 credits), and required programmatic competency (2 credits). A comprehensive syllabus/schedule is provided for each course, outlining objectives, specific content areas, assignments, testing methods, resources, attendance policies, accommodation information and information related to specific course grades and how they are assigned.

Students must successfully fulfill all program-specific requirements, including completion of all coursework, fieldwork, and capstone/DCE, while maintaining performance/behavior standards outlined by the program.

Curriculum Design

The Occupational Therapy Doctoral Program at Presbyterian College fosters diverse, culturally sensitive and evidence-based clinical competence through active engagement in a collaborative process between student, client, community, and educator.

Presbyterian College OTD Program Curriculum Design

The diagram depiction developed for our curriculum design was deliberate--it reflects both the concept of parts of a whole, but also the concept of interaction and interdependence. The theoretical, evidence-based premise of the curriculum interfaces with and supports the cyclical phases of the occupational therapy process of evaluation and intervention for predictable, functional outcomes. Faculty embrace the constructs of effective teaching and educational methods, clinical skills, leadership, advocacy, and scholarly pursuits to effectively impact and direct students and the profession of occupational therapy.

The dynamic implication of student growth through didactic and experiential learning opportunities represents the transition from student to entry-level skilled clinician based on the integrated balance between foundational, applied, clinical, and behavioral sciences. Learning is interdependent on relationships and intrinsically requires dynamic collaboration between community, faculty, and students. The curriculum progression also represents student professional growth and engagement in leadership opportunities, advocacy, specialty, program development, and scholarly inquiry towards entry into the profession which values and anticipates their contribution and commitment to direct the future of the profession.

Curriculum Themes

The OTD program curriculum design is defined by the foundational knowledge and basic theoretical tenets of the OT profession, using the Occupational Therapy Practice Framework (OTPF-4, 2020) to guide and direct content that supports its distinct value. Consistent with the AOTA philosophical basis for OT education, the curriculum of the OTD program provides the student with a broad-based foundation for entry-level clinical practice (AOTA, 2018). The original constructs of *Bloom's Taxonomy* compliment the principles of OT practice, indicating a progression from knowledge and understanding to application. Interprofessional learning opportunities throughout the curriculum further recognizes the dynamic process that occurs through education, experience, and training to gain insight, skill, and the ability to effectively apply that knowledge in clinical practice and diverse professional roles, leadership, and contribution.

PRINCIPLES OF PRACTICE

Proven – *Knowledge*

    -theoretical foundation

    -occupation-based practice

    -evidence/scholarly inquiry

Process - *Analysis*

    -interprofessional collaboration

    -person/group/population

    -culture/diversity/inclusivity

Preparation – *Application*

    -evaluation/intervention/outcome

    -clinical skill/competencies

    -therapeutic use of self

Professionalism - *Synthesis*

    -professional development

    -professional contribution

    -leadership/advocacy/service

Course Relationship to Curriculum Design

Course Year 1	Proven - Knowledge	Preparation - Application	Process - Analysis	Professionalism - Synthesis
OTH740 Neuromuscular Anatomy	X			
OTH741 Foundations of OT	X	x		
OTH742 Professional Development	X	x		
OTH743 Conditions in OT Practice	X	x		
OTH744 Occupation Across the Lifespan	X	x		
OTH745 OT Practice Physical/Neuroscience	X	x		
OTH746 Applied Kinesiology in OT Practice	X	x		
OTH747 OT Skills & Techniques	X	x		
OTH748 OT Evaluation & Process I	X	x	x	
OTH749 OT Practice: Mental Health	X	x	x	
OTH750 Fieldwork Level IA-Community/MH	X	x	x	x
OTH751 Research Design & Methods in OT	X	x	x	x
OTH752 OT Practice: Children & Youth	X	x	x	
OTH753 OT Evaluation & Process II	X	x	x	
Course Year 2	Proven - Knowledge	Preparation - Application	Process - Analysis	Professionalism - Synthesis
OTH840 Occupational Adaptation, Technology & Wellness in OT Practice	X	x	x	
OTH841 Fieldwork Level IB-Community/Program	X	x	x	x
OTH842 OT Doctoral Capstone Development	X	x	x	x
OTH843 Interprofessional Learning Experience I	X	x	x	x
OTH844 OT Practice: Adults	X	x	x	
OTH845 OT Practice: Community	X	x	x	
OTH846 Leadership, Policy, & Promotion in OT Practice	X	x	x	x
OTH847 OT Doctoral Capstone Comprehensive	X	x	x	x
OTH848 Interprofessional Learning Experience II	X	x	x	x
OTH849 Management & Program Development	X	x	x	x
OTH850 Clinical Fieldwork Level IIA	X	x	x	x
Course Year 3	Proven - Knowledge	Preparation - Application	Process - Analysis	Professionalism - Synthesis
OTH940Clinical Fieldwork Level IIB	X	x	x	x
OTH941 Doctoral Capstone Experience (DCE)(14wks)-Program Development/Community Health	X	x	x	x
OTH942 Professional Competency	X	x	x	x

OTD Curriculum Sequence

Year 1 – OTD

Fall	Credits	Spring	Credits	Summer	Credits
OTH740 Neuromuscular Anatomy	5	OTH744 Occupation Across the Lifespan	4	OTH749 OT Practice: Mental Health	4
OTH741 Foundations of OT	3	OTH745 OT Practice: Physical/Neuroscience	4	OTH750 Fieldwork Level IA-Community/MH	2
OTH742 Professional Development	3	OTH746 Applied Kinesiology in OT Practice	3	OTH751 Research Design & Methods in OT	4
OTH743 Conditions in OT Practice	4	OTH747 OT Skills & Techniques	4	OTH752 OT Practice: Children & Youth	4
		OTH748 OT Evaluation & Process I	1	OTH753 OT Evaluation & Process II	1
	15		16		15

Year 2 – OTD

Fall	Credits	Spring	Credits	Summer	Credits
OTH840 Occupational Adaptation, Technology & Wellness in OT Practice	3	OTH845 OT Practice: Community	4	OTH850 Clinical FW Level IIA	12
OTH841 Fieldwork Level IB-Community/Program (within OTH_)	2	OTH846 Leadership, Policy, & Promotion in OT Practice	3		
OTH842 OT Doctoral Capstone Development	4	OTH847 OT Doctoral Capstone Comprehensive	4		
OTH843 Interprofessional Learning Experience I	2	OTH848 Interprofessional Learning Experience II	2		
OTH844 OT Practice: Adults	4	OTH849 Management & Program Development	3		
	15		16		12

Year 3 – OTD

Fall	Credits	Spring	Credits
OTH940 Clinical FW Level IIB	12	OTH941 Doctoral Capstone Experience (DCE)(14wks)-Program Development/Community Health	10
		OTH942 Professional Competency	2
	12		12

113 Credits

Course Descriptions

Year 1 - Semester 1 (15 credits)

OTH740 Neuromuscular Anatomy (5 credits)

This course will enable students to gain foundational knowledge of the musculoskeletal and nervous systems in the human body in relation to occupational performance. This course will include an in-depth analysis of the function of the skeletal, muscular, and neuromuscular systems during normal occupational performance and how specific conditions can impact the performance of occupations. Students will learn muscular origins, insertions, and nerve innervations. In the lab, the students will demonstrate practical clinical skills to assess and evaluate neuromuscular dysfunctions of the nervous systems.

OTH741 Foundations of OT (3 credits)

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. This course will introduce students to the profession of occupational therapy, its historical foundation, philosophical assumptions, core values, theories, models and frames of reference. Students will gain foundational knowledge and understanding of occupation, client-centered intervention, and therapeutic skills related to the profession, current healthcare trends, and OT practice settings. Students will articulate the domain and role of OT and become familiar with the OT process as described in the AOTA OT Practice Framework. Official documents of the profession will be introduced to better understand ethical implications, terminology, and professional roles and responsibilities. Clinical reasoning, occupation/ activity analysis, group process, therapeutic relationships, and collaborative practice are also introduced in this course.

OTH742 Professional Development (3 credits)

This course will provide an overview of self-assessment and reflection necessary in professional development related to professional behaviors, accountability, communication, competence, and ethical conduct. Students will utilize numerous professional tools to develop an ongoing professional resume/e-portfolio. The social determinants of health will be better understood by exploring cultural sensitivity and diversity, health literacy, spirituality, sexuality and gender issues and implications in healthcare. Professionalism will be realized experientially for skill development, application, scholarship, and leadership effectiveness. Practice settings, interprofessional teams/relationships, and collaborative practice are also introduced in this course.

OTH743 Conditions in OT Practice (4 credits)

This course provides essential foundational knowledge of pathophysiological conditions in occupational therapy practice with emphasis on etiology, epidemiology, signs/symptoms, medical management, course/prognosis, and implications on occupational performance and participation in roles and routines.

Students will analyze signs and symptoms and treatment considerations to develop clinical reasoning skills with emphasis on performance patterns, performance skills, and client factors within the occupational therapy framework. Current evidence is used to inform the knowledge of evaluation and intervention methodologies.

Year 1 - Semester 2 (16 credits)

OTH744 Occupation Across the Lifespan (4 credits)

In this course, students will analyze the impact of developmental theories, frames of reference, and models of practice on client selection of and participation in occupations, roles, habits, and routines. Students will consider the influence of culture, environments, values, beliefs, and age on occupational performance and participation. Additionally, students will construct an occupational profile, observe and analyze occupational performance across the lifespan, and develop a comprehensive assessment of occupational disruption for a variety of conditions/populations.

OTH745 OT Practice: Physical/Neuroscience (4 credits)

This course will provide an opportunity for students to make the clinical connection of diagnosis and theory to better understand the importance and need for evidence-based practice in occupational therapy. Students will explore how the brain and nervous system support the sensory, perceptual, cognitive, emotional, and physiological capacity of individuals as they engage in occupations. Emphasis will be placed on sensory processing, motor processing, cognitive performance, learning and memory, and communication within the context of occupational performance for application within the OT process.

This course provides the knowledge and framework to organize student learning within the curriculum and support future practice. This class includes lectures and in-context experiential labs, which will require/encourage self-directed learning experiences that introduce/explore evidence-based practice approaches.

OTH746 Applied Kinesiology in OT Practice (3 credits)

This course provides knowledge and understanding of basic concepts of kinesiology including normal human movement and how movements occur at the joint level. This course emphasizes movement and function of the upper extremities, axial skeleton, and lower extremities. Training is provided for range of motion and manual muscle testing procedures. This course will also introduce experiential learning opportunities to better 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.

OTH747 OT Skills & Techniques (4 credits)

This course serves as an introduction to the essential skills required of therapists in contemporary clinical practice. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills within the occupational therapy process. This course provides opportunity for interactive, dynamic, hands-on activities to develop understanding of occupation, activity/task analysis, evaluation of ADL/IADLs, and professional documentation.

This course provides the knowledge and framework to organize student learning within the curriculum and support future practice. This class includes lectures and in-context experiential labs, which will require/encourage self-directed learning experiences that introduce/explore evidence-based practice approaches.

OTH748 OT Evaluation & Process I (1 credit)

In this course, students will expand clinical reasoning skills through formal and informal occupational therapy evaluation to effectively collect, analyze, and report results necessary for interdisciplinary approaches and discharge planning. Students will learn to interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies that are client-centered, culturally relevant, and reflect current evidence-based occupational therapy practice.

Year 1 - Semester 3 (15 credits)

OTH749 OT Practice: Mental Health (4 credits)

This course is designed to provide foundation skills for evidence-based intervention for individuals with mental health and psychosocial challenges across the lifespan. Students will integrate OT theory understanding with intervention and therapeutic approaches to effectively address the effects of mental illness and other psychosocial diagnoses on occupation. This course will combine lecture with in-experiential lab to provide diverse learning opportunities for students to develop and demonstrate professional competencies, understanding, and therapeutic approaches to implement effective, theoretically-sound, evidence-based psychosocial interventions in a variety of practice settings. Related skills in program development, documentation, goal setting, and ethical considerations will be incorporated into classroom discussions and assignments.

OTH750 Fieldwork Level 1A-Community/Program (2 credits)

Fieldwork integrates didactic, experiential, and practical instruction. This course (30-40 hours=P/F) will address the psychological and social factors that influence engagement in occupation. Students will experience programming and activities with individuals and/or groups within community-based settings, which may include acute mental health, community-based mental health and psychosocial support, specialized residential settings, and specialized educational settings. (Mental Health)

OTH751 Research Design & Methods in OT (4 credits)

Critical analysis and interpretation of professional scientific literature are essential for evidence-based practice. This course is designed to provide foundational knowledge and understanding of basic research methods; including topic selection, research proposal, theory and hypothesis development, research design and methodology, literature search/review, and data collection/statistical analysis. Within the constructs of this course, students will disseminate, design, and implement a scholarly project that aligns with current OT practice areas of interest. This course reflects the curriculum design from *development* of a topic/area of focus through *research methodology* and understanding of evidence-based implications for OT practice.

OTH752 OT Practice: Children & Youth (4 credits)

This course will provide the student with foundational knowledge and skills in the role and function of occupational therapy within pediatric populations and settings. This course will emphasize family-centered, occupation-focused, culturally competent, and evidence-based methods for screening, consultation, evaluation, intervention, and discharge planning in pediatric practice. Theoretical models and frames of reference will be examined to analyze typical and atypical development in the areas of occupation, performance skills, performance patterns, context, activity demands, and client factors.

This course provides the knowledge and framework to organize student learning within the curriculum and support future practice. This class includes lectures and in-context experiential labs, which will require/encourage self-directed learning experiences that introduce/explore evidence-based practice approaches.

OTH753 OT Evaluation & Process II (1 credit)

In this course, students will continue to expand clinical reasoning skills through formal and informal occupational therapy evaluation to effectively collect, analyze, and report results necessary for interdisciplinary approaches and discharge planning. Students will learn to interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies that are client-centered, culturally relevant, and reflect current evidence-based occupational therapy practice.

Year 2 – Semester 4 (15 credits)

OTH840 Occupational Adaptation, Technology, & Wellness in OT Practice (3 credits)

In this course, students will learn to develop community wellness programs to promote health and well-being through the use of occupations. Students will design, develop, modify, compensate, and adapt the personal factors and environmental contexts to promote participation in occupations, roles, routines, and rituals. Students will complete evaluations and suggest modifications for both home and community

environments, such as wheelchair evaluations, home assessments, ergonomic assessments, teach compensatory strategies, and show understanding of environmental control systems/computer access/ and augmentative-communication technologies to promote access to and participation in occupations while promoting independence and safety. Cultural acceptance of and availability to access assistive technology, modifications, and adaptations will be analyzed.

OTH841 Fieldwork Level 1B-Community/Program (2 credits)

Fieldwork integrates didactic, experiential, and practical instruction. This course (30-40 hours=P/F) will address the physical, psychological, and social factors that influence engagement in occupation. Students will experience programming and activities with individuals and/or groups within various practice settings, which may include long term care facilities, acute care, out-patient services, and in-patient rehabilitation. (Pediatric/Adult)

OTH842 OT Doctoral Capstone Development (4 credits)

This course is an integral part of the PC-OTD program Doctoral Capstone/Doctoral Capstone Experience curriculum progression and synthesis of knowledge in one of the following designated areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. This course progression reflects the curriculum design from *development* of a topic/area of focus through *research methodology* and understanding of evidence-based implications for OT practice. The *synthesis* of *knowledge, planning, mentorship,* and *experiential* implementation exude professional preparedness for practice.

This course is designed to provide foundational skills for the development of individual student capstone projects. Students will learn research methodology related to evidence-based practice and capstone topic selection within the occupational therapy profession. Students will be introduced to/implement the capstone process, role of student, faculty, and mentors, timeline, e-portfolio development, and project plan commitment. Students will engage in comprehensive and in-depth scholarly activities by developing a capstone project in collaboration with faculty and capstone mentor(s). The project will enable students to synthesize and apply knowledge gained in previous courses throughout the curriculum, while addressing important issues and research needs of the profession to advance knowledge, clinical or interprofessional practices and service delivery models or address academic, program, and/or policy change/advancement.

OTH843 Interprofessional Learning Experience I (1 credit)

In this course, students will expand clinical reasoning skills through formal and informal occupational therapy evaluation to effectively collect, analyze, and report results necessary for interdisciplinary approaches and discharge planning. Students will learn to interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies that are client-centered, culturally relevant, and reflect current evidence-based occupational therapy practice.

OTH844 OT Practice: Adults (4 credits)

This course is designed to provide the foundation skills for evidence-based intervention for adults with neurologic or orthopedic conditions. Students will learn OT intervention approaches and clinical reasoning for individuals with a variety of conditions and barriers to occupational participation. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based interventions to address sensory, motor, and cognitive impairments associated with these conditions. Students will explore policies, theories, and targeted outcome measurement. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

This course provides the knowledge and framework to organize student learning within the curriculum and support future practice. This class includes lectures and in-context experiential labs, which will require/encourage self-directed learning experiences that introduce/explore issues faced by people with disabilities and the importance of occupation in daily life.

Year 2 – Semester 5 (16 credits)

OTH845 OT Practice: Community (4 credits)

Contemporary models of community health will be used to expand student understanding of environmental, sociocultural, and economical factors that influence health care practices and the importance of collaborative relationships between interprofessional teams, client, and occupational therapist. Critical examination of determinants of health and strategies for health promotion, prevention, and wellness will be explored. Students will explore theory-driven, evidence-based health education solutions for consumers to strengthen community access and participation. The distinct role of occupational therapy within community mobility, driving, and accessibility will be emphasized.

OTH846 Leadership, Policy, & Promotion in OT Practice (3 credits)

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 members of 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.

OTH847 OT Doctoral Capstone Comprehensive (4 credits)

This course is an integral part of the PC-OTD program Doctoral Capstone/Doctoral Capstone Experience curriculum progression and synthesis of knowledge in one of the following designated areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.   This course progression reflects the curriculum design

from *development* of a topic/area of focus through *research methodology* and understanding of evidence-based implications for OT practice. The *synthesis* of *knowledge, planning, mentorship,* and *experiential* implementation exude professional preparedness for practice.

This course is designed to provide foundational skills for the development of individual student capstone projects. Students will apply research methodology related to evidenced-based practice and capstone topic selection within the occupational therapy profession. Students will implement/collaborate with faculty and community mentors within capstone requirements towards completion of this scholarly project. The capstone project will enable students to synthesize and apply knowledge gained in previous courses throughout the curriculum, while addressing important issues and research needs of the profession to advance knowledge, clinical or interprofessional practices and service delivery models or address academic, program, and/or policy change/advancement.

OTH848 Interprofessional Learning Experience II (1 credit)

In this course, students will continue to expand clinical reasoning skills through formal and informal occupational therapy evaluation to effectively collect, analyze, and report results necessary for interdisciplinary approaches and discharge planning. Students will learn to interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies that are client-centered, culturally relevant, and reflect current evidence-based occupational therapy practice.

OTH849 Management & Program Development (3 credits)

This course applies healthcare policy, management and organizational principles to occupational therapy services in current and evolving practice environments. Through contacts/consults with business professionals and case studies, this course highlights organizational, managerial, marketing, financial, regulatory, and funding influences on the development, delivery and evaluation of OT practice. This course is designed to integrate knowledge gained from studies in policy, advocacy, and community practice to explore expanded roles and program development within occupational therapy.

Year 2 – Semester 6 (12 credits)

2-week Comprehensive Competency Seminar (prior to FW start)

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.

OTH850 Clinical FW Level IIA (12 weeks) (12 credits)

This is the First of Two Fieldwork Level II experiences. Fieldwork Level II experiences are integrated within the curriculum sequence, providing the OTD student with experiential opportunities that apply knowledge to practice, expanding didactic coursework through directed observation/supervision to expand clinical skills/application toward entry-level competence, confidence, and professionalism. Fulltime supervision and support are provided by skilled, qualified occupational therapists to develop student clinical reasoning through the occupational therapy process of observation, assessment, treatment planning, intervention, and discharge planning. Collaborative interprofessional clinical opportunities/increased responsibility within diverse practice settings enable students to transition and apply *knowledge*, *analysis, assessment,* and *application* in accordance with the OT Program curricular themes and objectives.

Year 3 - Semester 7 (12 credits)

OTH940 Clinical FW Level IIB (12 weeks) (12 credits)

This is the Second of Two Fieldwork Level II experiences. Fieldwork Level II experiences are integrated within the curriculum sequence, providing the OTD student with experiential opportunities that apply knowledge to practice, expanding didactic coursework through directed observation/supervision to expand clinical skills/application toward entry-level competence, confidence, and professionalism. Fulltime supervision and support are provided by skilled, qualified occupational therapists to develop student clinical reasoning through the occupational therapy process of observation, assessment, treatment planning, intervention, and discharge planning. Collaborative interprofessional clinical opportunities/increased responsibility within diverse practice settings enable students to transition and apply *knowledge*, *analysis, assessment,* and *application* in accordance with the OT Program curricular themes and objectives.

Year 3 – Semester 8 (12 credits)

OTH941 Doctoral Capstone Experience (DCE) (14 weeks) (10 credits)

The Doctoral Capstone Experience (DCE) course is an integral part of the program's curriculum design, incorporating an in-depth experiential component/experience related to individual student capstone projects in one or more of the following occupational therapy scope of practice areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. 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 the Capstone/DCE Coordinator. 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.

OTH942 Professional Competency (2 credits)

Part 1: Comprehensive Competency Seminar   (Prior to FW Level II)

This seminar introduces the comprehensive competency objective of the PC-OTD Program and is part of the initial content of OTH942 Professional Competency scheduled after completion of Fieldwork Level II A&B and the Doctoral Experiential Component (DEC), in preparation for the NBCOT exam and entry-level practice. This seminar is a mandatory requirement to ensure student preparation and confidence prior to the start of Fieldwork Level IIA & B experiences. Competency exams/practical check lists will cover the following areas: Profession, Theory, Assessment, Discharge Planning, Administration/Leadership, Groups, Practice, OTPF, Home Health, Pediatrics, Development, Orthopedics, Neuro, Mental Health, Practice Settings, Adaptation, Sensory, Vocation/Work, Community Mobility/Driving, Modalities, Orthotics, Cognition, Health/Wellness, ADL, IADL, Mobility, DME, AE etc.

Part 2: Professional Competency Seminar   (Prior to Graduation)

This course is designed for the review and integration of occupational therapy knowledge, concepts, and skills in preparation for completion of the NBCOT exam, and autonomous clinical practice. To accommodate students on their DEC placement and/or residing away from the college this course will be virtual, incorporating the student initiated TherapyEd program, providing invaluable resources and discussion board topics on Brightspace, and scheduled review sessions on Zoom. This course will also ensure student understanding and success with creating their NBCOT account, familiarity with website resources, and confidence with exam/licensure processes. Successive practice exams, in addition to those provided through TherapyEd will be provided to ensure student confidence and preparedness for NBCOT exam.

Part III – Program Personnel

Administration / Faculty / Staff

Administration

Dr. Matthew vandenBerg
President - Presbyterian College
mvandenberg@presby.edu

Dr. Kerry Pannell
Provost & Vice-President of Academic Affairs - Presbyterian College
kepannell@presby.edu

Dr. Alicia Askew
Dean of Academic Programs – Presbyterian College
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Vicky W. Wilson
Registrar – Presbyterian College
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Faculty

Dr. Cindy Erb
Associate Professor - Interim Program Director
OTD Program - Presbyterian College
cferb@presby.edu

Dr. Alexandra (Allie) Turner
Assistant Professor - Academic Fieldwork Coordinator
OTD Program - Presbyterian College
axturner@presby.edu

Dr. Monica (Moni) Keen
Associate Professor - Capstone/Doctoral Capstone Experience (DCE) Coordinator
OTD Program - Presbyterian College
mkeen@presby.edu

Dr. Melissa Turpin
Assistant Professor - Admissions Coordinator
OTD Program - Presbyterian College
mkturpin@presby.edu

Dr. Courtney Addison
Assistant Professor - Student Support Coordinator
OTD Program - Presbyterian College
cnkozar@presby.edu

Staff

Cynthia Stoddard
Academic Support Services
OTD Program - Presbyterian College
cwstoddar@presby.edu

Faculty / Staff Responsibilities

Faculty

The faculty at Presbyterian College Occupational Therapy Doctoral Program are dedicated to quality instruction, scholarship, and service. Effective teaching includes creative, comprehensive classroom instruction, curricula development, student advisement and provision of continuing education. Scholarship is a commitment to life-long learning, continued pursuance of dynamic research projects, grant writing, program development, and publication. Service embodies the attitude and actions of contribution to the program, college, and community. Annual professional development plans include these attributes of academia performance, in addition to clinical competency/specialty, committee involvement, national/state organizational contribution, and professional leadership/advocacy. Full-time, core OTD faculty are employed on a yearly 12-month appointment. Adjunct, contracted speakers, guest lecturers, and lab assistants are also pursued per course upon instructor recommendation.

Program Director/Department Chair

The OTD Program Director is a *core* ACOTE faculty position, responsible for all academic, clinical, and administrative aspects of the program, while effectively addressing student and faculty academic/clinical/scholarship, student advocacy/advisement/mentorship and promotion of the college/program/profession. The leadership role of the program director is essential in the professional development and advancement of faculty and students and sharing the vision of the OTD Program.

Academic Fieldwork Coordinator

The Academic Fieldwork Coordinator (AFWC) is a *core* ACOTE faculty position, responsible for the academic and administrative management and programmatic compliance (ACOTE Standards Section C) of the Clinical Fieldwork Program of the OTD Program at Presbyterian College Occupational Therapy Doctoral Program. This innovative, collaborative team member is integral in the development and delivery of fieldwork curricula, policy, procedure, exploring experiential interprofessional learning opportunities, and establishing community relationships/partnerships to ensure quality clinical sites/experiences for OTD students.

Capstone/Doctoral Capstone Experience Coordinator

The Capstone/DCE Coordinator is a *core* ACOTE faculty position, responsible for the academic and administrative management and programmatic compliance (ACOTE Standards Section D) of the Doctoral

Capstone and Doctoral Capstone Experience of the OTD Program at Presbyterian College Occupational Therapy Doctoral Program. This integral team member connects academic learning, clinical skill, and the research embedded in occupational therapy evidence-based practice with professional collaboration, expertise, scholarly pursuits, and community. The Capstone/DCE Coordinator ensures courses within the curriculum advances OTD student capacity and competence for developing, designing, engaging in, and completing the Doctoral Capstone Project and its effective application with the 14-week Doctoral Capstone Experience.

Student Support Coordinator

The Student Support Coordinator is a faculty member interested and motivated in providing additional student support, including assuming the role of faculty advisor for the Presbyterian College Occupational Therapy Doctoral Program Student Occupational Therapy Association (PC-SOTA) (student club). The Student Support Coordinator will provide student representation and advocacy at college and program functions and will oversee SOTA elections, activity determination process, and their implementation.

Admissions Coordinator

The Admissions Coordinator is a faculty member interested and motivated in the dynamic admissions process, providing additional student support, including assuming the role of faculty advisor for the Presbyterian College Occupational Therapy Doctoral Program Student Occupational Therapy Association (PC-SOTA) (student club). The Student Support Coordinator will provide student representation and advocacy at college and program functions and will oversee SOTA elections, activity determination process, and their implementation.

Part-Time (Adjunct) Faculty

Part-time/Adjunct/Contracted faculty members fulfill a unique and valued role within the OTD Program and curriculum delivery. These faculty members provide and share current clinical, community, and practice experience, knowledge, and insights to the classroom (didactic) and lab (experiential) environments. These faculty members may also serve as research mentors, provide professional consultation, and serve as community advocates for the program and its students.

Staff

Promotions & Admissions

The Promotions & Admissions Administrative Assistant provides invaluable support, organization, and clerical/data entry support for the OTD program. This integral professional works collaboratively with the Program Director, Admissions Coordinator, faculty and OTD Program/PC Marketing Committees to develop effective marketing/promotional strategies and coordinate admission processes for the OTD Program.

Academic Support Services

The Academic Support Services Administrative Assistant provides invaluable support, organization, and clerical/data entry support for the OTD Academic Fieldwork, Capstone, and Doctoral Capstone Experience (DCE) components of the OTD Program. This integral professional works collaboratively with the Program Director, Academic Fieldwork Coordinator, and Capstone/DCE Coordinator to develop essential community contacts, relationships, and clinical site contracts.

Part IV – Program Admission

Admission Requirements

Presbyterian College Occupational Therapy Doctoral Program
Occupational Therapy Doctorate Program
Admission Requirements

The entry-level Doctor of Occupational Therapy (OTD) Program selects students based on grade point average (GPA), a written personal statement, letters of recommendation, and an interview.

College Transcripts: Completion of an undergraduate/graduate degree from a regionally accredited college or university.

GRE: Not required. The GRE will be reviewed if submitted. The school code is 4822.

GPA: Cumulative GPA of 3.0 or better on a 4.0 scale.

Observation Hours: 40 documented hours in at least 2 different OT practice settings.

References: Three (3) written references are required from:

1. An occupational therapist
2. A college professor
3. A personal friend or professional colleague

Interview: By invitation for qualified students.

Prerequisite Coursework: General prerequisites must be completed before entering the OTD program and can be completed at any accredited college or university. (Grade C or better.)

(Advanced placement exams for college credit, accepted by undergraduate institutions, will be accepted by the PC-OTD Program for prerequisite course requirements.)

Required Prerequisite Course	Required Credits	Additional Information
Intro/Basic Science	3-4	Biology, Cell Biology, Chemistry, etc. (with lab preferred)
Anatomy, Physiology, Anatomy/Physiology	6-8	2 Course Combination/Sequence (with lab preferred)
Psychology Courses (3)	8-12	Intro to Psychology, Abnormal Psychology, Developmental Psychology, Human Development (Lifespan Emphasis), etc. 3 Course Combination/Sequence
Research Methods	3-4	Statistics, Research Methodology, Qualitative or Quantitative Research, etc.
Medical Terminology	1-2	A medical terminology certificate (online or in-person) will also satisfy the requirement.

Note: *Applicants should be aware that a criminal record/felony conviction might affect their ability to take the NBCOT national certification exam, attain state licensure, and/or pursue employment in the field of occupational therapy. For more information, contact the National Board for Certification in Occupational Therapy (NBCOT), and the state licensure board in the state you wish to practice.*

Additional questions: **OTD Admission Coordinator**
                              Email: otinfo@presby.edu   **Office:** 864.938.3712

Admissions Process

The OTD 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.

Meeting the minimum program admission requirements does not guarantee an interview and being granted an interview does not guarantee admission to the program for any student.

Due to the rolling admission process implemented, applications are processed in the order in which they are received within OTCAS. Once the cohort has been filled, a waitlist will be established per the date the application was submitted.

Transfer Credit/Advanced Placement Policy

Credits earned at another OT Program are not transferable to the PC-OTD Program. Advanced Placement options are not available within the PC-OTD Program.

Advanced Placement as it applies to PC-OTD Program *prerequisite course requirements* is defined as academic credit that is earned traditionally in high school that is subsequently awarded to the undergraduate student by the undergraduate degree-granting institution and is applied toward completion of a bachelor's degree. Advanced placement exams for college credit, *accepted by undergraduate institutions*, will be accepted by the PC-OTD Program for *prerequisite course requirements*. (Work experience is not considered equivalent.)

Prerequisite Coursework: General prerequisites must be completed before entering the OTD program and can be completed at any accredited college or university. (Grade C or better.)

Conditional Offer of Admission

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

Official admission decisions are communicated in writing via letter or email from the OTD Program and must also be accepted in writing (letter or email) by the student applicant.

Pre-Admission Requirements Following Acceptance into the PC-OTD Program

Criminal Background Check/Drug Screening

Students matriculating into the Occupational Therapy Doctoral Program at Presbyterian College will be required to undergo a criminal background check (CBC)/10-panel drug screening prior to beginning the program. The criminal background check 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 reported until after an applicant is conditionally accepted to the program.

Once a student has been conditionally accepted into the program, they will receive a Presbyterian College email address. Students will then receive an email to their Presbyterian College email address

from EXXAT allowing students access to a link with instructions to request their background check and drug screening. This is due August 1ˢᵗ, 2023 in order to matriculate into the program.

Students must additionally upload the following to their EXXAT profile. Please update any vaccines if needed.

Medical/Background Program Admission Requirements

– Criminal Background Check (CBC) (Universal) (request through student EXXAT profile)
– 10-panel drug screen (request through student EXXAT profile).
– MMR Titer (booster required if negative)
– Varicella Titer (booster required if negative)
– Hep B Titer (booster required if negative)
– Tetanus/Tdap (received after 1/1/2015)
– Annual Flu Shot or filed declination form
– COVID-19 vaccine/booster or filed declination form
– Annual Two-step TB test
– Physical Exam
– Proof of Health Insurance
– ID

* All forms will be available on the EXXAT public profile
page: https://apps.exxat.com/public/steps/Presbyterian-OT/Home

Based on their fieldwork placements within the program, students may be required to have an additional CBC and/or meet additional requirements of that placement(s).

Health Insurance Policy

Students enrolled in the OTD Program are required to have and must be able to demonstrate proof of active health insurance upon request by the school or experiential site. Students are responsible for the costs of their own health insurance. Failure to maintain health insurance may jeopardize completion of experiential education and progression within the program. Noncompliance may result in professional and/or academic disciplinary actions.

Professional Liability Insurance Policy/Coverage

Students are provided malpractice liability coverage during the duration the Program. Coverage is limited to defined duration and expectations of fieldwork/DCE experiences. Students must abide by the policies and practices of the Program, College, and clinical site. Accepting payment or gifts can result in the loss of malpractice liability coverage for the student. Student coverage is terminated upon graduation or dismissal from the program.

Training & Certification

OSHA, HIPPA, BBP, HIV, and CPR training are provided, participation and maintained certifications is expected. American Heart Association Basic Life Support CPR training is provided during the summer semester of the first year. All certificates will be uploaded/managed by EXXAT.

Graduation Requirements

The PC-OTD program duration is 33 months/8 semesters (113 credits) of didactic/experiential courses (83 credits), clinical education/fieldwork (28 credits) and required programmatic competency (2 credits).

- OTD students must demonstrate consistent academic commitment/performance; evident by accomplishing a minimum GPA of 3.0 and individual course grades of a C (70%/70.00 or above).
- OTD students must complete all clinical education experiences/courses (fieldwork level I & II) with a grade of Pass (P).
- All courses, including fieldwork and capstone components, must be completed within a maximum time frame of 150% of the length of the program in years (4.5 years).
- Students must be in good standing in character, conduct, and ability as described in the college and program/fieldwork policies/handbooks.
- Students must have met all financial obligations to the university.
- Students have 24 months to complete 2 Level II Fieldwork (12 weeks each) experiences and their Doctoral Capstone Experience (DCE) (14 weeks) following completion of the didactic courses in the program.

Commencement

The Doctor of Occupational Therapy Degree will be conferred upon graduates following the successful completion of the 14-week Doctoral Capstone Experience (DCE) and evidence that all financial obligations have been fulfilled.

Part V – Academic Policies & Procedures

The PC-OTD Program curriculum contains components of didactic and clinical education that lead the student to a mastery of the skills, knowledge, and behaviors needed to become a competent and ethical entry-level occupational therapist providing evidence-based client-centered care across the continuum of care. The curriculum is rigorous, providing a progressive course of study that balances foundational, applied, clinical, and behavioral sciences. Each annual class will enter and proceed through the curriculum sequence as a cohort.

Evaluation and Retention

The OTD Program faculty are committed to and embrace the constructs of effective teaching and educational methods, clinical skills, leadership, advocacy, and scholarly pursuits to effectively impact and direct students and the profession of occupational therapy. Faculty meet individually with assigned students, as their Faculty Advisor, to provide support, discuss status, and review OTD Student Professional Development Assessment form at least one time per semester. The OTD faculty and Program Director will address at-risk students to offer/determine possible academic plan/actions to ensure success/support

Grading Scale

The OTD Program is full-time: students cannot reduce semester course-load or alter the order courses are taken, courses must be taken in the specific sequence and timing required. Any exceptions/ considerations will be addressed on a case-by-case basis with the Provost Office, the Program Director, and the OTD faculty.

The Presbyterian College Occupational Therapy Doctoral Program grading scale will be utilized, however, any grade below 70%/70.000 is considered failing in the OTD Program.

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

I   Incomplete – temporary grade pending completion of course requirements due to extenuating circumstances – must be replaced with a grade before student is able to continue in program.
IP   In-Progress
P   Pass, indicating satisfactory performance (Pass/Fail Grading Status)
S   Satisfactory
U   Unsatisfactory
W   Withdrawn

Transcripts/Degree are withheld until all obligations are met.

Program Matriculation and Completion

At the end of each semester faculty advisors will review student status/academic performance, including completion of all courses with a grade of C or better, the ability to maintain a 3.0 GPA, and student professional conduct and behaviors.

The duration for completion of all OTD Program requirements is 5-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

Teaching and learning are at the heart of Presbyterian College Occupational Therapy Doctoral Program. Learning involves a serious commitment on the part of both faculty and students. Promptness and regular attendance are an expectation for all courses with notification if illness, emergency, or extenuating circumstances should occur.

Remediation, Leave of Absence, Withdrawal, Dismissal

Remediation

The goal of remediation is to identify and assess challenges in student learning, working with the student to implement a plan to resolve immediate issues and ensure ability to proceed more effectively in the program. Students are expected to take an active role in anticipating the need for remediation and the development and execution of the remediation plan.

One consideration for remediation eligibility of **didactic courses** will be student awareness, concern, and motivation. Students must have a documented record of seeking academic support throughout the semester with the course instructor and their faculty advisor. The remediation plan is intended to assist the student in competency of the course material. The remediation plan must include the following components:

a. A description of the remediation activities.
b. A firm timeline to complete the remediation prior to the start of the next semester.
c. A description of the consequences should the student not meet the obligation(s) set forth in the plan.

After completing the remediation plan, the student will be given a course reexamination. A course reexamination is defined as a *cumulative course examination* that is reflective of all of the course content. Each student is allowed a total of two course reexaminations throughout the 8-semester curriculum. If a student does not achieve a C (70%/70.000) or higher on a course reexamination, they will be given a failing course grade. If successfully completed, the student will receive a course grade of a C (70%/70.000).

In OT clinical skills/practice courses, **practical examinations/lab practicals** are part of the overall semester grade for those courses within the curriculum. Students are expected to demonstrate competence, preparation, and the ability to safely assess, administer evaluations, clinical skills, and treatment interventions prior to fieldwork experiences. Students who do not earn a score of C (70%/70.000) on a practical examination/lab practical, even when demonstrating strong performance in all other

components of the course (written exams, assignments, projects, papers etc.), should pursue completion of a *practical reexamination*. Students are given one opportunity to improve/pass their practical examination/lab practical score. The process for remediation of a practical examination/lab practical is <u>student initiated</u>, the student must schedule a meeting with the course instructor within 1 week of practical examination/lab practical to indicate time/effort already taken to review lab content, skills, techniques, etc. and review a completed remediation plan that includes the following components:

    a. A description of additional remediation activities and strategies to ensure competency.
    b. A firm timeline to complete the remediation within 2 weeks and/or before final exam.
    c. A description of the consequences should the student not meet the obligation(s) set forth in the plan.

After completing the remediation plan, the student will be given a practical reexamination, the practical reexamination/lab practical score will replace the previous score.

Failure/Academic Probation

All PC graduate/doctoral courses must be passed with a grade of C or better. A student receiving a failing grade <u>in any course</u> will be dismissed from the OTD Program. Students must also 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 meet minimum grade requirements
- breach of academic integrity, inappropriate professional conduct, or non-adherence to safety standards
- a cumulative GPA less than 3.0
- failure to satisfactorily complete any remediation plan.

The Program Director will formally notify the student placed on academic probation. Students on academic probation will meet with their faculty advisor and course instructor(s) to develop an *Academic Remediation Plan* (Appendix D) to facilitate academic progress, check academic status, and provide strategies/support. Students on academic probation are prohibited from holding college/program-related elected offices or appointed positions.

Incomplete (I)

A Grade of Incomplete (I) may be given at the <u>end of a course</u> if the student is unable to complete the semester, assignments, and/or other requirments due to circumstances beyond their control (such as trauma, illness, etc.). An incomplete is given upon the recommendation of the course instructor and the approval of the Program Director. In order to receive an Incomplete (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.

In-Progress (IP)

An in-progress grade can be given for <u>clinical education courses only</u>. 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.

Leave of Absence/Suspension

A leave of absence may be requested by a student or may be required by the Program Director on the recommendation of the PC-OTD Academic Integrity Committee. A required leave of absence halts progression within the curriculum while maintaining a class position, but does not excuse the student from any course requirements. The student must resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student.

Voluntary Leave of Absence

A voluntary leave of absence may be requested by a student who is in good academic standing under the following circumstances:

- Has a documented health issue that requires immediate medical treatment
- Has a family emergency and is approved by the Program Director
- Is a reservist or national guard member who is called to active duty and provides appropriate documentation

A voluntary leave of absence cannot exceed 1.5 years and the time frame must be approved by the faculty. Leave of absence will not be granted to a student on academic probation.

Required Leave of Absence/Suspension
A required leave of absence may be required under any of the following:

- A student fails a course by receiving a grade below a C (<70%/70.000) in didactic courses
- A student exhibits a significant breach in professional conduct/behavior or fails to adhere to safety standards
- A student falls below the required 3.0 GPA for a second consecutive semester.

The student is responsible to initiate/review/understand financial implications/arrangements with the Business Office and the Office of Financial Aid. The student is also responsible for notifying the Program Director, in writing, of their intention to return to classes no later than the date specified. Failure to do so will result in forfeiture/inability to return to program.

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 it is determined to be in the best interest of the student, program, and college. 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. 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.

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 college 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 PC-OTD Program 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 PC-OTD 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 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, they 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

Appeals/Grievance Process

Professional communication, respect, and consideration is encouraged and expected in all formal and informal interactions within the PC-OTD Program. Students who have a concern or wish to dispute a grade on an exam or assignment will first address/appeal to the faculty member in writing to allow the faculty member opportunity to research the concern, the faculty member will then arrange to meet with the student with the Program Director. The Program Director will serve as a witness but will also document the meeting and offer objective suggestions if needed/requested.

If the student does not feel the matter is resolved, an appeal may be submitted to the Academic Integrity Committee. The committee will review the submission and schedule a meeting with the committee, faculty member and student to convey their findings/decision to resolve the presented issue.

Program Dismissal Appeal Process

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 grades may not be appealed. Program dismissal 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.

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

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 written response from the Program Director. 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. Refer to Part VIII: PC-OTD Fieldwork Handbook for guidelines, expectations, forms, etc.

Confidentiality of Student Records

It is the policy of Presbyterian College Occupational Therapy Doctoral Program to provide for the protection of confidential information contained within student records against improper or illegal disclosure in accordance with the *Family Educational Rights and Privacy Act* (FERPA) of 1974.

- Protect the privacy of education records
- Establish the right of students to inspect and review their education records
- Provide guidelines for the correction of inaccurate and misleading data through informal and formal hearing

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 includes the student's full name, address, telephone numbers, major field of study, participation in official activities and sports, dates of attendance, degree(s) awarded, awards and honors received, and in the case of athletic team members, weight, and height.

Confidential Student Records

The following records are confidential student records:

- Admissions Records
- Active Academic Records
- Inactive Academic Records
- Financial Aid Records
- Career Services Records
- Disciplinary Records
- Public Safety Records
- Financial Records

Payment/Refund of Tuition & Fees

Students should consult the Business Office at PC for all tuition and fee inquiries. Fees may be calculated by referring to the tuition and fee schedule listed on the PC website. 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.

Professional Behaviors/Academic Integrity

Students enrolled in the PC-OTD Program are expected to demonstrate professional behavior as determined by PC, AOTA and the PC-OTD Program. Each student is expected to demonstrate appropriate professional appearance and behavior during all learning activities, including classroom, lab, experiential, group, community and clinical experiences. Violations of academic integrity are unacceptable and may result in academic probation and/or dismissal from the program.

The PC-OTD Program is dedicated to the promotion of attitudes, behaviors, and actions consistent with the embodiment of personal and professional growth, responsibility, and accountability. Enrollment in the PC-OTD Program obligates the student to performance, behavior, attitude, and demeanor, both on and off campus, which is reflective of a professional. Each student is expected to know, represent, and comply with:

• The Presbyterian College Honor Code http://www.presby.edu/academics/honor-code/

•The American Occupational Therapy Association (AOTA): Occupational Therapy Code of Ethics Ethics | AOTA

• All other published policies, rules, and regulations of Presbyterian College

• All federal, state, and local laws, OT Practice Guidelines, etc.

Any student who violates any of the standards is subject to disciplinary action, which may include expulsion, regardless of any action taken by federal and/or civil authorities. All disciplinary actions will be documented on the Disciplinary Action Form (Appendix M) and the student referred to the Honor Council. Documentation of disciplinary actions is kept in the student's secure individual file.

The Honor Code

Each student enrolled in the Occupational Therapy Doctoral 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 Occupational Therapy Doctoral Program 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 Occupational Therapy Doctoral Program 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 in the Presbyterian College Occupational Therapy Doctoral Program 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 Curriculum Review & Assessment 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 Occupational Therapy Doctoral Program falls under the Honor Code.

Professionalism

Professional Behavior

Consistent with the standards determined by the PC-OTD Program, students must demonstrate the attitudes, characteristics, and behaviors described by the American Occupational Therapy Association (AOTA) Code of Ethics and Core Values, including:

- Responsibility & Dependability & Accountability
- Honesty, integrity, and trustworthiness
- Professional appearance and demeanor
- Commitment to excellence
- Respect
- Communication & Collaboration
- Commitment to ethical principles
- Altruism/Humility
- Compassion/Caring

- Social Responsibility
- Cultural/JEDI Awareness
- Commitment to self-improvement and ongoing professional development
- Ownership & Initiative
- Accepting constructive feedback
- Attitude
- Appropriate professional respect/conduct on social media/other platforms
- Appropriate use of cell phones/technology
- Academic Integrity

Professional Appearance

General dress code information represents the importance of professional appearance in representing and promoting self, Presbyterian College Occupational Therapy Doctoral Program and the profession of occupational therapy. Students are expected to use their best judgment regarding appropriate attire for the situation, setting, or expectations of performance. Appearance is vital to student 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 attire for the OT program includes:

- Proper fitting clothing, not tight, form-fitting, revealing styles/materials
- Student nametags and identifying badges worn at all times
- Shirts/blouses/button-down apparel 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. Shoes should be worn at all times.
- Good personal hygiene includes the daily routines of shaving, hair care, make-up, nail care, use of deodorant, 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
- No perfumes, colognes, etc.
- PC-OTD Program Scrubs or 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. Smart watches are discouraged.
- No exposed undergarments are not deemed professional in any context. Transparent fabric garments are also not appropriate.

- No clothing that promotes political views, drug use, alcohol, etc. Promotional clothing, when permitted, should promote PC/PC-OTD Program.
- No clothing, accessories and printed material containing harassing, crude, obscene or sexually suggestive language or symbolism.

Clinical/Fieldwork Dress Code/Guidelines are identified in the PC-OTD Fieldwork Handbook.

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.

Course Resource

BrightSpace is the course management system that allows faculty to add and organize course-related resources for students to access online. Under Fair Use, faculty may upload published articles, copyrighted materials, and works in progress on this password protected website. Copyright law does not allow students to download the copyright protected documents to their computers. Works in progress may not be distributed; they are for in-class educational purposes only. Students may/will also use *BrightSpace* to participate in online discussions; submit and receive online assignments; and take online quizzes/exams.

Academic Accommodation

Presbyterian College Occupational Therapy Doctoral Program supports and is compliant with the Americans with Disabilities Act. If a student requires accommodation due to disabilities, **the student must initiate**/contact/bring the appropriate documentation to the Academic Success Office https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/accommodations-initial-intake-form/ no later than the first week of classes. **Accommodations cannot be instituted retroactively and must be renewed each semester**.

Ongoing accommodations can be submitted by establishing an online account. The PC Coordinator for Disability Support Services Accommodations@presby.edu, will continue to review documentation and recommend the approved accommodations as part of the internal processes.

Presbyterian College Occupational Therapy Doctoral Program OTD program and faculty acknowledge/respect student participation in religious celebrations. If there is a conflict with the course schedule, students should inform the instructor with proposed/suggested modification.

Faculty Advisement

Students will be randomly assigned a faculty advisor upon matriculation and will typically remain with that advisor until graduation. Faculty advisors will meet with their advisees near or at the end of every semester and will register advisees for classes. Students may also choose to meet with their faculty advisors if they would like to discuss an issue at any time by appointment. The purpose of the student advising program is to:

- Assist the student/provide support and strategies to more effectively progress through the program
- Provide the student with resources to reinforce the requirements, expectations, and standards of the program
- Guide the student in meeting the curricular requirements necessary for student progression and graduation
- Provide the student with resources regarding the profession.

Part VI – Additional Policies & Procedures/Information

Presbyterian College emergency policies and procedures can be located through the campus police website. https://www.presby.edu/campus-life/campus-police/emergency-procedures/

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.

Building Access

The PC-OTD Program is located in Bailey Hall, the building has electronic door access, supporting a secure and safe environment. No student may access classrooms/labs after hours without permission of the Program Director or a 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. Students are also encouraged to utilize common areas with seating for eating and studying. No food is allowed in the classrooms/labs, only covered beverages. Student events in the building must be pre-approved by the Program Director. All items posted/displayed must be approved by the Program Director. All materials will be hung in conjunction with the PC facilities management department.

Inclement Weather Policy

When Presbyterian College Occupational Therapy Doctoral Program 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 general number for this information. 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 canceled" 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. Students on clinical assignments should check with their clinical supervisors to determine if they should report during inclement weather. Classes canceled due to weather conditions may be rescheduled.

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.

Weapons Policy

Presbyterian College Occupational Therapy Doctoral Program 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 Occupational Therapy Doctoral Program is committed to providing programs, activities, and an educational environment free from sexual misconduct. Sexual misconduct is defined 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 Occupational Therapy Doctoral Program 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 Occupational Therapy Doctoral Program 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, and the Dean of Students. 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 Occupational Therapy Doctoral Program 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 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.

Student Access to Records

Presbyterian College Occupational Therapy Doctoral Program/PC-OTD Program 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 Occupational Therapy Doctoral Program.
- **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 their 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 Occupational Therapy Doctoral Program 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 Occupational Therapy Doctoral Program/PC-OTD Program 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 Occupational Therapy Doctoral Program 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/per the release of information form.

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 Occupational Therapy Doctoral Program Director of Counseling Services in the Presbyterian College Occupational Therapy Doctoral Program 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 24-hour care for students.

If any faculty, staff, or student member of the Program or College community is in need of non-emergency assistance or believes that another member is in need of non-emergency 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 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 Occupational Therapy Doctoral Program 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
    - http://www.presby.edu/campus-life/counseling-wellness/helping-students/pc-cares/
- ▪ Counseling and Wellness Services
    - http://www.presby.edu/campus-life/counseling-wellness
- ▪ Student Health Services
    - http://www.presby.edu/campus-life/counseling-wellness/student-health-services
- ▪ Career Development and Student Success
    - http://www.presby.edu/campus-life/career-development-student-success/
- ▪ Religious Life and Service
    - http://www.presby.edu/campus-life/religious-life-service/
- ▪ Campus Police
    - http://www.presby.edu/campus-life/campus-police
    - ON CAMPUS EMERGENCY: Dial 864.833.3949
- ▪ Financial Aid Office
    - http://www.presby.edu/admissions/tuition-aid/
- ▪ Dining Hall Services
    - http://pcdining.campusdish.com/
- ▪ Library Services
    - http://lib.presby.edu/rooms-at-the-library
    - http://lib.presby.edu/home
- ▪ The Writing Center
    - 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 POD Convenience store, along with a wide variety of grab and go meals and packaged snacks.

Provisions on Demand

POD 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 Occupational Therapy Doctoral Program 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 Occupational Therapy Doctoral Program 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 Occupational Therapy Doctoral Program premises must be registered with the Campus Police Department. Parking stickers will be available during Orientation. If a card is lost or stolen, it should be reported immediately to avoid a safety breach. There is a charge for a replacement card.

Student Technology

All PC-OTD students must have their own laptop to use to support their instruction. Designated software needed for particular courses will be presented as a part of the syllabus. Upon registration, students are assigned user ID logins/passwords for network access and email/full wireless coverage is available on campus. Email is the primary method of campus communication, and serves as the means of official notification from the College and the Program. Instructor correspondence, as well as official College and Program communication, will be sent to students only through their PC email account. All applicable federal, state and local statutes, and ethical and professional standards apply. IT Support: Information Technology | Presbyterian College

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.

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.

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/campus-police/

Campus Police Contact Information:

Emergency (On-Campus): Call 911 or Campus Police at ext. 8911
Emergency (Off-campus): (864) 833-8911
Non-emergency: ext. 8301
Non-emergency (Off-campus): (864) 833-8301
After hours call the Emergency Number: (864) 833-8911
Text message: Campus Police Duty phone number (864) 872-4050
Emergency Call Box: Push the button to talk to Campus Police

Conference Attendance Policy

Students may be excused from class/clinical rotations to attend the national AOTA (American Occupational Therapy Association) and/or SCOTA (South Carolina Occupational Therapy Association) conference. Arrangement needs to be made/approved for make-up assignments/clinical hours and students should provide proof of conference attendance.

Library/Learning Resources

The Thomason Library of Presbyterian College Occupational Therapy Doctoral Program 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 Thomason Library: *Home - Library Homepage - Thomason Library at Presbyterian College* . 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.

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 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 web site functions as a portal to all of the library 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 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 is provided in person, email and chat weekdays 9am-9pm. Librarians have also developed a mix of self-guided instructional tools, including research guides, video tutorials, and FAQ's.

Interlibrary Loan Program

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. Students will be notified 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. (PC-OTD-Program 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.

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.

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. The FAFSA will be sent to us electronically.

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 Bailey Hall for limited student access.

The PC IT help desk at the Thomason Library is available to provide information/assistance related to additional printing needs.

Specific Policies for Presbyterian College Occupational Therapy Doctoral Program

Students enrolled in the PC-OTD Program, 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. PC/PC-OTD does not control third-party sites and the internet and cannot safeguard confidential, personal, health information or other content shared on them. PC/PC-OTD does not endorse products, service, views, or content displayed on social media sites. Students must use discretion with the information posted and may not represent the college or program regarding promotions, endorsements, political views, solicitation, etc. All internet users are subject to state and federal laws regarding its use.

Part VII - Student Involvement/Advancement

(In-Progress – Some student organizations require full ACOTE accreditation in order to initiate a chapter)
- Professional e-Portfolio - Appendix F
- Student Occupational Therapy Association (SOTA) Guidelines- Appendix G
- PC-OTD Program Ambassador Guidelines - Appendix H
- Pi Theta Epsilon - Appendix
- COTAD - Appendix

PC-OTD Bulletin References

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PC-OTD Bulletin Appendices

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

Presbyterian College Occupational Therapy Doctoral Program
AUTHORIZATION FOR USE
OF IMAGE, VOICE, PERFORMANCE OR LIKENESS

In consideration for my enrollment or continued participation in the programs of Presbyterian College Occupational Therapy Doctoral Program, I hereby permit and authorize Presbyterian College Occupational Therapy Doctoral Program, (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

Presbyterian College Occupational Therapy Doctoral Program
Occupational Therapy Doctoral Program
Family Education Rights and Privacy Act
RELEASE FORM

I, _____, Student ID Number _____, authorize the appropriate officials from PC-OTD 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 Presbyterian College Occupational Therapy Doctoral Program. Appropriate officials including personnel in the Occupational Therapy Doctoral Program Office, Student Services Office, Financial Aid, Student Accounts and the Registrar 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 Concerns

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 Occupational Therapy Doctoral Program.

Student Signature_____ Date_____

Student's Printed Name_____Student's ID #_____

Appendix C: OTD Technical Standards and Acknowledgment

Presbyterian College Occupational Therapy Doctoral Program
Occupational Therapy Doctoral Program
Technical Standards

Introduction

The Presbyterian College Occupational Therapy Doctoral Program Doctor of Occupational Therapy Program embraces its responsibility to the community and the profession of occupational therapy to prepare competent, caring graduates/future therapists. Students must be safe and proficient in demonstrating the programmatic technical standards described in this document.

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 the programmatic Technical Standards, with or without reasonable accommodation, is required for admission and must be maintained throughout progression in the program. Misrepresentation or inability to maintain programmatic technical standards/abilities may compromise student active status and/or interrupt progression in the program.

If a student requires accommodation due to disabilities, **the student must initiate**/contact/bring the appropriate documentation to the Academic Success Office: https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/accommodations-initial-intake-form/ no later than the first week of classes. Accommodations cannot be instituted retroactively and must be renewed each semester.

An offer of admission may be withdrawn and/or a student may be dismissed from the program if it is apparent the student is unable to meet programmatic technical standards with/without reasonable accommodations, the student has demonstrated unsafe conduct/behavior, and/or potential patient/client harm has been identified.
 Students and candidates for admission to the PC-OTD Program are required to verify that they understand and meet the programmatic technical standards.

Cognitive Technical Standards

The student should possess the needed cognitive abilities to successfully:

- Progress through 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 Technical 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 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 Technical 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.

- o maintenance certifications in CPR and First Aid within appropriate timelines.
- o 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 Presbyterian College Occupational Therapy Doctoral Program.

**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 programmatic technical standards described in this document. A signed copy of this form must be returned to the PC-OTD Program indicating understanding/compliance.

_____
Printed Name
_____
Student Signature /Date

I have verified the above person's signature with a picture ID on the_____ day of

_____(month) in the year of _____.

_____
 Notary Signature/Date of Expiration

Notary Seal

Presbyterian College Occupational Therapy Doctoral Program

Academic Remediation Plan

Student: _____   Date Initiated by Student: _____

Current GPA: _____   Student is on Academic Probation: N / Y

◯ *Documentation provided by student to reflect ongoing communication/consult with Faculty, Faculty Advisor, &/or Program Director.*   Initials/Date: _____

Summary of Concerns/Reason(s) for Remediation
Consequence/Implications of Noncompliance:
Signatures indicate agreement of understanding between: Student: _____Date: _____   Faculty: _____Date: _____

Required Remediation Plan Content

Remediation Action Plan Items	Details	Completion Date

After completion of Remediation Plan, Comprehensive Completion/Approval w/without Cumulative Course Examination Score: _____   Course Grade: C or F
(<70%/Course Grade: F)   (70%+/Course Grade: C)

Student Signature: _____Date: _____

Faculty Signature: _____Date: _____

Program Director: _____Date: _____

PC-OTD Student Remediation Agreement

This learning contract is between the PC-OTD Program and the student outlining specific conditions and/or terms, which are expected of the student to meet satisfactory academic performance to remain enrolled in this program.

Student Name: _____   Student ID #: _____

Semester: _____   Date: _____

Reason for contract: _____

The following terms and conditions must be met for continued enrollment in the program, as per the PC OTD Bulletin:

> The OTD Program is designed as an 8-semester program. Satisfactory progression through the program requires a minimum passing grade of C in each course, a minimum semester and cumulative GPA of 3.00, and adherence to all student conduct and behavior (including, but not limited to, professionalism standards) policies. Any final course grade <70% is considered course failure.

The following terms and conditions must be met during this academic semester:

- Contact the Academic Success Office to explore resources and develop a learning/tutoring plan, submit a copy of the plan to the academic advisor, and comply with the conditions set forth in the plan.
- Schedule weekly meetings with the academic advisor to review academic progress.
- Show initiative to complete all assignments and turn them in on time.
- Maintain regular attendance in all courses.

I understand the terms and conditions of this contract and acknowledge that failure to meet any of them may result in my dismissal from the PC OTD Program. I further understand that, upon review of my academic performance, I may be continued on a student learning contract for subsequent semester(s) and/or be placed on academic probation.

Student Signature _____ Date _____

OTD Faculty Advisor Signature _____ Date _____

OTD Program Director Signature _____ Date _____

(Individual Student Program Explained on Attached Sheets and/or Academic Remediation Plan.)

PC-OTD 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.

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):_____ Date: _____
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.
Student Signature: _____ Date: _____
Student Name (Print): _____Date:_____

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#_____

Presbyterian College Occupational Therapy Doctoral Program

PC-OTD Professional Portfolio

The OTD Program includes a professional portfolio that students will formulate and develop throughout the duration of the program. Incremental expectations of the professional portfolio are integrated within the curriculum to reflect individual student effort and ongoing professional development, learning, scholarship, clinical experience and accomplishment in preparation for entry into the profession of occupational therapy. The professional portfolio also reflects the support and mentorship provided by program faculty, course instructors, faculty advisors, area occupational therapists, and other professionals within the community.

Portfolio/e-Portfolio

A professional portfolio is a creative, effective way to record academic/professional development, projects, accomplishments, and to promote your professional self. It is a platform of introduction for professional contacts, future fieldwork sites and employers, etc. to access and become familiar with you before even meeting you. Professional portfolios typically include a resume, but they also provide an opportunity to extend the benefits of a traditional resume by also including student activities/projects, involvement, leadership, capstone projects, DEC and then professional development as an OT student transitions into their professional career. It may include a collection of artifacts and materials (documents, certificates, papers, photographs, and samples of projects) that document competencies, credentials, training, skills, clinical experience, academic coursework, and community-service experiences.

The Professional Portfolio Completion Checklist provided below identifies courses, fieldwork, and the Capstone/DEC that will provide content, specific guidelines, support, and formal review. Courses may include grading criteria/points for assigned portfolio content. The Professional Portfolio is a programmatic requirement for program completion/graduation. The Professional Portfolio is considered an invaluable tool in promoting student effort, accomplishment, readiness, and professional preparedness and a necessary instrument in successfully attaining professional opportunity and employment.

Suggested Content:

Contact Information	Professional Development Plan	Goals/Interests
Background/Experience (relative to future in OT)	Conferences/Workshops
Reflection/Definition of OT/Maybe reason why student chose OT	FW Experiences
Selected Academic Projects/Involvement/Activities	Memberships/Offices
Capstone Project/DEC Highlighted	Professional Growth & Involvement
Leadership/Volunteer Experience/Service	Awards/Accomplishments

Professional Portfolio Completion Checklist

Year 1	Year 2	Year 3
OTH742 Portfolio Introduction ☐ Initial Set-Up/ Formatting of e-Portfolio (link) ☐ Obtain/Set-Up of Exemplar Binder Instructor Initials: Date:	**OTH842 Capstone Content** ☐ Initial Capstone Topic/Content Formatting in Portfolio & Binder DCC Initials: Date: **OTD849 Business Proposal Project** ☐ Creative Representation in both Portfolio & Binder Instructor Initials: Date:	**OTH941 DCE Content** ☐ Comprehensive Capstone/DCE Info ☐ Creative Depiction of DCE Project ☐ Impact on OT Profession is Clear ☐ Comprehensive Binder DEC Content CDC Initials: Date:
OTH750/OTH841 Fieldwork Level I Content ☐ FW Level IA ☐ FW Level IB AFWC Initials: Date:	**OTH850 Fieldwork** Level IIA Content ☐ Creative Representation of FW Placements/Projects ☐ Binder reflects comprehensive dx/ clinical experience AFWC Initials: Date:	**OTH940 Fieldwork** Level II B Content ☐ Creative Representation of FW Placements/Projects ☐ Binder reflects comprehensive dx/ clinical experience AFWC Initials: Date:
Content ☐ Personal Info ☐ Creative Format/Theme ☐ Personal Interests ☐ Professional Goals ☐ Pictures ☐ ☐ Faculty Advisor Check Initials: Date:	**Content** ☐ Updated Personal Info/Professional Pic ☐ Resume ☐ Creative representation of Capstone Topic/Project ☐ Leadership/ Development/Involvement ☐ Membership SOTA/SCOTA/AOTA ☐ Faculty Advisor Check Initials: Date:	**Content** ☐ Updated Resume ☐ Updated Professional Goals (AOTA/NBCOT Professional Development Goals and Action Plan) ☐ Updated Personal Info/Professional Pic ☐ Plan for Continued Competence ☐ Faculty Advisor Check Initials: Date:

**Presbyterian College – OTD Program
STUDENT OCCUPATIONAL THERAPY ASSOCIATION**

NAME OF THE ORGANIZATION
The name of this club shall be the Student Occupational Therapy Association (SOTA).

MISSION

The mission of the Student Occupational Therapy Association (SOTA) is to promote professional engagement within the field of occupational therapy.

SOTA is a student led campus organization designed to promote education, awareness, and interest in the field of occupational therapy on campus and within the community, stimulate professional growth of students, and create a dynamic, inclusive culture of learning and service.

PURPOSE

The purpose of SOTA is to encourage dynamic learning, leadership opportunities, interprofessional collaboration, volunteer activities, social events, and fundraising.

● To promote expanded knowledge, interest, advocacy, and involvement in the profession of Occupational Therapy as future clinicians, leaders, and researchers.
● To facilitate the personal and professional growth of students through interest and participation in activities and leadership opportunities within the field of Occupational Therapy.
● To educate, provide resources, and serve the community through positive, professional promotion of occupational therapy.
● To support and promote the objectives of the American Occupational Therapy Association.
● To support and promote the objectives of the South Carolina Occupational Therapy Association.

MEMBERSHIP

Membership is available to all active-status students accepted into the OTD Program at Presbyterian College.

SOTA does not discriminate against anyone regarding race, color, religion, nationality, sex, national origin, age, disability, sexual orientation, economic status, marital status, veteran status, or parenthood.

Membership Dues:

Membership dues are collected during the first month of a new academic year. Current SOTA dues are $10. Membership is not dependent upon payment of dues and will be waived for any student with inability to pay.

SOTA BOARD MEMBERS

President
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Oversees and supports all major projects and board member responsibilities*
- *Works collaboratively with the SOTA Board members to establish annual SOTA goals*
- *Formulates agenda items/leads all SOTA member and SOTA Board meetings*
- *Initiate/organize/delegate events/service projects for April/OT Month celebration*
- *Works with/communicates with the SOTA Faculty Advisor as needed*
- *Encourages professional communication, conflict resolution, and collaboration*
- *Attends/represents the college/program at national, state, district occupational therapy conferences, meetings, initiatives, and events*
- Attendance at AOTA National Conference is supported by SOTA

Vice President
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Oversees and supports all major projects and board member responsibilities in the absence of the President*
- *Works collaboratively with the President and SOTA Board members to establish annual SOTA goals*
- *Formulates agenda items/leads all SOTA member and SOTA Board meetings*
- *Facilitates the election process and transition of officers*
- *Organizes SOTA Celebration/Awards with Volunteer/Events Coordinators*

- *Encourages professional communication, conflict resolution, and collaboration*
- *Attends/represents the college/program at national, state, district occupational therapy conferences, meetings, initiatives, and events*
- Attendance at SCOTA State Conference is supported by SOTA

Secretary
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Provides meeting agenda/minute review/approval to SOTA Faculty Advisor and President 48 hours prior to and after scheduled meetings*
- *Minutes will be made available to all members before each board/member meeting and electronically upon email request*
- *Coordinates logistics of SOTA member and SOTA Board meetings*
- *records SOTA meeting and event attendance*
- *Counts and records votes when taken*
- *Oversees SOTA award nomination/selection process*
- *Initiates SOTA written correspondence professionally and in a timely manner following event/occurrence*

Treasurer
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Collaborates with the SOTA Faculty Advisor to manage all SOTA financial transactions*
- *Collaborates with SOTA Board members to create and manage the SOTA budget, demonstrates accurate record/approval process for all transactions*
- *Adheres to financial guidelines; demonstrates professional/ethical financial management of SOTA funds*
- *Provides accurate financial report at SOTA Board and SOTA member meetings*
- *Collaborates with the Volunteer/Events Coordinator to determine budget allowances for events, activities, and/or donations*
- *Coordinates/promotes SOTA apparel sales with SOTA Promotions/Fundraising Coordinator*

Assembly of Student Delegate (ASD)/AOTA Representative
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Demonstrates awareness of AOTA initiatives and national OT issues/updates-reports updates consistently, organizes involvement/responsiveness/political advocacy*
- *Attends AOTA National Conference, including ASD Steering Committee meeting to report SOTA interests, questions, concerns*
- Attendance at AOTA National Conference is supported by SOTA

South Carolina Occupational Therapy Association (SCOTA) Representative
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Demonstrates awareness of SCOTA initiatives and state/regional OT issues/updates-reports updates consistently, organizes involvement/responsiveness/political advocacy*
- *Attends state OT association (SCOTA) annual conference*
- Attendance at SCOTA State Conference is supported by SOTA

ASD Rep/SCOTA Rep Alternate
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Assists the ASD/SCOTA Representative with all major duties*
- *Assumes the responsibilities of the ASD/SCOTA Representative in their absence*
- *Attends state OT association (SCOTA) annual conference*
- Attendance at SCOTA State Conference is supported by SOTA

Volunteer/Events Coordinator(s) (1 or 2):
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Collaborates with SOTA Board members and SOTA members to establish SOTA calendar of events*
- *Explore community events and determine appropriate events, activities, initiatives to propose for SOTA involvement/support-all proposals must be reviewed/approved by OTD Program Director and SOTA Faculty Advisor prior to SOTA Board proposal/approval*
- *Organizes and promotes social activities for SOTA members*
- *Collaborates with SOTA Board members and SOTA members to determine quarterly SOTA service projects*

Promotions/Fundraising Coordinator
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Awareness/adherence to college/program fundraising requirements*
- *Explore/initiate fundraising interests/ideas/goals with SOTA Board members and SOTA members*
- *Coordinates/promotes SOTA apparel sales with SOTA Treasurer*

COTAD Coordinator
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Develop an active chapter of the Coalition for Occupational Therapy Advocates for Diversity (COTAD), a non-profit occupational therapy organization doing work in justice, equity, diversity, inclusion (JEDI), anti-*

racism and anti-oppression- a network of OT practitioners, students, and educators working to make health equity a priority at all levels of healthcare.

- Initiate the development of a Diversity & Inclusion Committee to include *community leaders, schools, and undergraduate groups at PC to promote positive responsiveness toward cultural awareness, diversity, and inclusivity.*
- *Proactively coordinate/develop materials, events, initiatives to promote OT as a possible career for students from underrepresented minorities.*

Journal Club Coordinator
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Initiate the development of a monthly interprofessional virtual Journal Club involving PC faculty and students in other health-related majors/programs, expanding into the community to also include area professionals*
- *Implement dynamic structure of interprofessional discussion to expand understanding of healthcare fields/topics/advancements through evidence-based journal articles, research studies, or critical issue exploration*

Student Support Partners in Occupational Therapy/SSPOT Coordinator
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Initiate/promote scheduled health/wellness/stress reduction social activities, events, speakers, programs for OTD students*
- *Facilitate a supportive, therapeutic environment to promote positive coping skills, anxiety reduction, and healthy habits for students in the OTD Program*

SOTA Faculty Advisor
- *Demonstrates effective leadership skills and positive promotion of the college, program, and profession*
- *Communicates pertinent information from OTD program/faculty*
- *Provides guidance to the SOTA Board members*
- *Attends SOTA Board and member meetings*
- *Collaborates with the SOTA Treasurer to manage all SOTA financial transactions*
- *Oversees the SOTA election process*
- *Serves as mediator if issues arise*

Election Process

- All SOTA members are eligible to nominate, be nominated, self-nominate, and/or run for a SOTA Board position. Any student may refuse a nomination.
- SOTA Board members must be in good academic standing.
- SOTA elections will take place (June, 2022/June, 2023/Feb, 2024/Feb, 2025...) as indicated, progressing to annual elections in February.
- Nominations will be accepted until the 10th of month/year indicated for elections, electronic ballot elections will be available to students for a 48-hour period of time prior to the 15th of the month/year indicated for elections.
- The Vice-President will collaborate with the SOTA Faculty Advisor to facilitate the election process and transition of SOTA officers.
- Newly elected SOTA Board members will assimilate/assume their positions by the date indicated per year of election. (July 31, 2022/July 31, 2023/March 31, 2024/March 31, 2025...)

Voting Process

- All SOTA proposals requiring/submitted for a SOTA Board and/or SOTA membership vote must be formulated and received per SOTA Proposal Form (Attachment A) at least 1 week prior to a scheduled SOTA member meeting to ensure due process.
- All SOTA members are eligible to vote.
- Majority vote of more than half of the votes cast by those present and voting (abstentions will be acknowledged upon request).
- With the exception of ballot election votes, the SOTA President will only vote to affect the result of a tie-vote.

SOTA SCHEDULED ACTIVITIES

- *SOTA Board Meetings:* first Monday of each month
- *SOTA Member Meetings:* second Monday of each month
- *SOTA SSPOT Activity:* third Monday of each month
- *Journal Club:* last Monday of each month: Feb, March, April, September, October, November
- *SOTA Service Projects:* April, June, September
- *Suggested National/AOTA Initiatives:*
  -National OT Month-April
  -National Autism Awareness Month-April
  -Fall Prevention Awareness Week-September
  -AOTA National Hill Day-September
  -Breast Cancer Awareness Moth-October
  -Backpack Awareness/World OT Day-October
  -Older Driver Safety Awareness Week December
- *SOTA Elections:* June or February (per schedule)
- *SOTA Celebration/Awards:* TBD
- *COTAD Meetings:* TBD
- *AOTA Conference:* March or April
- *SCOTA Conference:* February

PC OTD Program – SOTA

Proposal Form

Request/Proposal Description

□ Event   □ Fundraiser   □ Conference   □ Donation   □ Other

_____
_____
_____
_____

Date(s):

Location/Facility:

(Attach PC Facility Request Form)

Agenda of events:

Promotions:

Financial/Items Requested:

Item/Description	Cost

Date Submitted for Initial Review/Approval:

Date of Initial Review:

□**Approved**   □**Not Approved**   □**Additional Information Requested**

Signatures:

President: _____   Date: _____

Faculty Advisor: _____   Date: _____

Date Submitted for SOTA Board Review/Approval:

□**Approved**   □**Not Approved**

Signatures:

Treasurer: _____   Date: _____

President: _____   Date: _____

Faculty Advisor: _____   Date: _____

PC OTD Program – SOTA

SOTA Faculty Advisor Documentation Form

Faculty: Date:

_____SOTA Board Meeting _____SOTA Meeting

Agenda/Summary of Discussion

Response/Action by Students and/or Faculty Advisor

Student Comments/Feedback

SOTA President: _____ Date: _____

SOTA Faculty Advisor: _____ Date: _____

Nomination: SOTA Board 20

	President
	Vice-President
	Secretary
	Treasurer
	AOTA Assembly of Student Delegates (ASD) Representative
	State OT Association/SCOTA Representative
	ASD/SCOTA Representative Alternate
	Volunteer/Events Coordinator
	Promotions/Fundraising Coordinator
	COTAD Coordinator
	Journal Club Coordinator
	SSPOT Coordinator

Nomination due: _____

Nominate self and/or another person(s) for position(s). Confirm consent by attaching nominee's brief statement of acceptance and self-promotion. (50 words or less)

PC-OTD Student Ambassador Program

The PC-OTD Program is seeking <u>four</u> volunteer student ambassadors from cohort two to assist with admissions and marketing events throughout the 2022-2023 school year. Student ambassadors will participate in mandatory training regarding their role and responsibilities for each event and be expected to participate in 50% or more of the events listed below.

As representatives of the PC-OTD Program, student ambassadors are expected to demonstrate the utmost professionalism in appearance and demeanor, passion for the profession of OT, and enthusiasm for the program. Expectations and dress code policy will be outlined during training.

Students who are interested in participating in the PC-OTD Student Ambassador Program should submit this [Google Form](#) by <u>Wednesday, August 31st</u> to be considered for the program. Students will be notified via email regarding acceptance by Monday, September 5th.

PC-OTD Student Ambassadors will receive special recognition at graduation and will be guaranteed a letter of recommendation upon satisfactory participation in and completion of the ambassador program.

Schedule of Events ~ Cohort 2

Event	Date	Time	Participants
Ambassador Training	Wednesday, September 7th	11:00am-12:00pm	Everyone
Interview Day	Friday, September 9th	12:30-3:30pm	2
Interview Day	Friday, October 14th	12:30-3:30pm	2
Interview Day	Friday, November 11th	12:30-3:30pm	2
Interview Day	Friday, December 9th	12:30-3:30pm	2
Interview Day	Friday, February 10th	12:30-3:30pm	2
Interview Day	Friday, March 10th	12:30-3:30pm	2
Accepted Students Day	Saturday, March 25th	10:00am-2:00pm	2
Interview Day	Friday, April 14th	12:30-3:30pm	2
Interview Day	Friday, May 12th	12:30-3:30pm	2
Interview Day	Friday, June 23rd	12:30-3:30pm	2

Note: Event dates/times are subject to change.

Please contact Dr. Melissa Turpin with any questions regarding this program.

PC-OTD Student Ambassador Program

PC-OTD Student Ambassador Program The PC-OTD Program is seeking four volunteer student ambassadors from cohort two to assist with admissions and marketing events throughout the 2022-2023 school year. Student ambassadors will participate in mandatory training regarding their role and responsibilities for each event and be expected to participate in 50% or more of the events during the 2022-2023 school year. As representatives of the PC-OTD Program, student ambassadors are expected to demonstrate the utmost professionalism in appearance and demeanor, passion for the profession of OT, and enthusiasm for the program. Expectations and dress code policy will be outlined during training. Students who are interested in participating in the PC-OTD Student Ambassador Program should submit this Google Form by Wednesday, August 31st to be considered for the program. Students will be notified via email regarding acceptance by Monday, September 5th. PC-OTD Student Ambassadors will receive special recognition at graduation and will be guaranteed a letter of recommendation upon satisfactory participation in and completion of the ambassador program.

* Required

*1. Name

*2. Email

*3. Please explain why you would like to participate in the PC-OTD Student Ambassador Program.

* 4. Are you familiar with the layout of the campus at Presbyterian College and the location of essential buildings that PC-OTD students need to access?   Mark only one oval.

Yes   Somewhat   No

*5. I have read and understand the requirements of participating in the PC-OTD Student Ambassador Program. I will commit to volunteer at 50% or more of the events during the 2022-2023 school year.   Mark only one oval.

Yes   No

PC-OTD Program Bulletin Acknowledgement Form

My signature indicates that I have read, reviewed, and understand the contents and implications of the PC-OTD Program Bulletin. I acknowledge my responsibility and support its compliance.

Student Signature   Date

(The PC-OTD Fieldwork Manual intentionally begins on the next page)

Presbyterian College
Occupational Therapy Doctoral Program

Fieldwork Manual
2023

Contents

Introduction

Fieldwork education is an integral component of the Presbyterian College Occupational Therapy Doctoral Program (PC-OTD) curriculum. The Fieldwork experience provides the student the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as role models.

The PC-OTD Fieldwork experience is designed in accordance with the Accreditation Council for Occupational Therapy Education (ACOTE®) Fieldwork Education standards and objectives for promoting clinical reasoning and reflective practice, transmitting the values and beliefs that enable ethical practice, and developing professionalism and competence in career responsibilities. Student Fieldwork experiences are implemented and evaluated by PC-OTD Program faculty and staff to ensure the program effectively reflects the sequence, scope, and content of the PC-OTD curriculum.

The PC-OTD Academic Fieldwork Coordinator manages PC-OTD compliance with Fieldwork Education requirements. PC-OTD uses the EXXAT online clinical education portal for managing all aspects of the Occupational Therapy Fieldwork Education program, including: clinical site management, student profiles, required student health documents, placement assistance, Fieldwork Educator management, forms, and evaluations.

Purpose of Fieldwork Education

The PC-OTD Program offers two Fieldwork Level I Experiences embedded into the OTD curriculum to *prepare* students for future Fieldwork Level II Experiences and *clinical competencies/readiness*. Prior to the start of the Fieldwork Experience, PC-OTD faculty and Fieldwork Educators establish and agree upon collaborative objectives for the Fieldwork Experience. These objectives are documented in EXXAT and used to monitor and guide student progress and performance through periodic communications with both students and Fieldwork Educators through the duration of the Fieldwork Experience.

All Fieldwork Experiences are designed to afford students opportunities to integrate and apply didactic material in various *community/practice settings*. Fieldwork introduces students to the *principles of practice* through effective, *client-centered approaches* within the *OT process*. The program ensures that at least one Fieldwork Experience addresses practice in behavioral health, psychological or social factors, in varied practice settings, with emphasis placed on behavioral health and community.

Fieldwork Schedule

Year 1 OTD Summer - OTH 750: Fieldwork Level IA- Community/MH (Approx. 40 hrs.)

Year 2 OTD Fall- OTH 841: Fieldwork Level IB- Community/Program (Approx. 40 hrs.)

Year 2 OTD Summer- OTH 850: Fieldwork Level II A (12 weeks)

Year 3 OTD Fall- OTH 940: Fieldwork Level II B (12 weeks)

Roles and Responsibilities

Academic Fieldwork Coordinator (AFWC)

The Academic Fieldwork Coordinator (AFWC) is a core ACOTE® faculty position, responsible for the academic and administrative management and programmatic compliance (ACOTE® Standards Section C) of the Clinical Fieldwork Program of the PC-OTD Program. This innovative, collaborative team member is integral in the development and delivery of Fieldwork curricula, policy, procedure, exploring experiential interprofessional learning opportunities, and establishing community relationships/partnerships to ensure quality clinical sites/experiences for OTD students.

Academic Support Services Administrative Assistant

The Academic Support Services Administrative Assistant provides invaluable support, organization, and clerical/data entry support for the OTD Academic Fieldwork, Capstone, and Doctoral Capstone Experience (DCE) components of the OTD Program. This integral professional works collaboratively with the Program Director, Academic Fieldwork Coordinator (AFWC), and Doctoral Capstone Coordinator (DCC) to develop essential community contacts, relationships, and clinical site contracts.

Fieldwork Educator (FWE)

The Fieldwork Educator (FEW) is an employee or contracted representative of the Fieldwork site who is responsible for the education of a student during their Fieldwork experience. The Fieldwork Level I experience may be supervised by an occupational therapist or by other licensed personnel employed or contracted by the fieldwork site, and as guided by collaborative objectives established with PC-OTD Program. During the Fieldwork Level II experiences all supervision will be provided by a licensed occupational therapist. The FWE ensures the progression of the fieldwork experience through selection, creation, and implementation of learning experiences. The FWE will provide appropriate supervision throughout the learning experience and show a progression of supervision from the beginning to the end of the learning experience.

Fieldwork Coordinator

The Fieldwork Coordinator is an employee or contracted representative of the fieldwork site who is responsible for coordinating the assignment and scheduling of the onsite Fieldwork Educator and the Fieldwork student. The Fieldwork Coordinator serves as the primary liaison and point of contact between the fieldwork site and the PC-OTD Fieldwork Program.

Contacts

Alexandra (Allie) Turner, OTD, OTR/L
Academic Fieldwork Coordinator
axturner@presby.edu
864-833-8437

Cynthia Stoddard
Academic Support Services
cwstoddar@presby.edu
864-833-8158

Presbyterian College - Occupational Therapy Doctoral Program
Offices are located on the 1st floor of Bailey Hall
Address: 503 S. Broad Street, Clinton, SC 29325
Office Hours: 8:00- 5:00PM, Monday - Friday
PC-OTD Website: https://www.presby.edu/academics/graduate-professional/occupational-therapy-doctoral-program/

Fieldwork Site Selection

PC-OTD maintains contracts and memoranda of understanding (MOUs) with qualified local and regional fieldwork sites to ensure availability of Fieldwork Level I and Level II placements in settings that reflect the PC-OTD curriculum, offer FWE-supervised experience in a variety of practice areas, and allow for timely completion of Level I and Level II fieldwork by each PC-OTD cohort.

Fieldwork site contracts and MOUs are affiliation agreements between PC-OTD Program and each fieldwork site. The AFWC initiates all contacts regarding affiliation agreements between the school and potential fieldwork sites. All affiliation agreements will be reviewed and signed by either the Presbyterian College VP of Finance and Administration or Provost and an authorized representative of the fieldwork site following review from the PC-OTD Program. Affiliation agreements will include clearly defined guidelines of the responsibilities of the school and the fieldwork site for student placement and supervision.

Affiliation agreements with fieldwork sites are stored electronically on the PC-OTD local drive and on the EXXAT online portal. Access to these documents in EXXAT supports clear delineation of responsibilities for fieldwork placements and timely communication of fieldwork site data and fieldwork objectives among the school, fieldwork sites, and students.

Establishing Objectives with Site

The AFWC will request that each Fieldwork site having an MOU with PC-OTD provide a current AOTA Fieldwork Data Form (see Appendix A) via EXXAT. The AFWC will review each site form and collaborate with both Fieldwork Coordinators and FWE to confirm the range of practice settings, methods of intervention, numbers of qualified FWE available at each fieldwork site, prerequisites for students, and expected student workloads and schedules.

Based on these discussions, the AWFC will collaborate with qualified field sites having availability during the PC-OTD Level I and Level II sessions. The AWFC will follow up with the available fieldwork sites to identify potential placement opportunities that meet both the school's and the Fieldwork site's objectives for Level I and/or Level II fieldwork. Sample collaborative objective sheets are provided by the PC-OTD program for Fieldwork Level I in Appendix B and Fieldwork Level II in Appendix C.

The AFWC will periodically review AOTA Fieldwork Data Forms for each fieldwork site, submitted in EXXAT, and update MOUs and other affiliation agreements to reflect the current fieldwork opportunities, site requirements and collaborative objectives of the school and the fieldwork site.

Communication between the Clinical and Academic Settings

It is the role and responsibility of the AWFC to communicate to all Fieldwork sites on behalf of the school and its students. The AFWC will provide initial contact with the clinical setting to inform the site of the PC-OTD Program content, its mission, vision, and curriculum/fieldwork design. The AFWC will review a brief information/orientation packet/electronic file with the potential site, providing them with a copy for future reference. Upon review of the fieldwork objectives, an affiliation agreement will be pursued. The AFWC will communicate with the Fieldwork site via email through EXXAT to set up placements for students. After Fieldwork sites have been confirmed, the AFWC will communicate with both the Fieldwork Educator (FWE) and student to set up all assignments and collaborative objectives for that site. At this time the site will confirm the FWE/student ratio to ensure safe and appropriate supervision of students. The student will initiate contact with their FWE prior to start of their fieldwork. The student may fill out a PC-OTD Program Release Form for Fieldwork Communication (Appendix D) for each site, authorizing the school and program to communicate about the student's progress during their fieldwork experiences.

Establishing New Sites

The AFWC will work with the students to gain understanding of their areas of interest and seek out new fieldwork sites to enhance the student learning experience. This will build the existing number of established sites and scope of sites to ensure completing of all fieldwork experiences in a timely manner.

Students are encouraged to bring potential fieldwork sites to the attention of the AFWC. Any student interested in a site that is not already affiliated with the school can submit a Student Initiated New Fieldwork Site Request Form in EXXAT (see sample form Appendix E). The AFWC will review each New Fieldwork Site Request and establish contact with potential sites to gauge interest in a partnership between the school and the site. The AFWC will work with the interested site to coordinate an affiliate agreement; however, students are not guaranteed placements at new sites they may identify. The AFWC and the Academic Support Services Administrative Assistant will maintain all communication with the potential new fieldwork site. The student will not communicate with a new site without the permission of the AFWC. To avoid any potential conflict of interest, students may not be placed at any site where a family member works or where a family member has arranged the site. All communication must be through the AFWC to establish a new site.

Note: International fieldwork experiences may be considered, but are very limited. Fieldwork at international locations is supervised by an occupational therapist approved/verified by the World Federation of Occupational Therapists and has at least one year of professional experience. Prospective fieldwork educators completie the Occupational Therapist Verification Form (Appendix P).

Fieldwork Educators Preparation for Fieldwork Experience

Information Provided by PC-OTD to Fieldwork Educators

The AFWC will notify the Fieldwork Educator of student placement with an email through EXXAT. This email will confirm the dates of the student rotation. Additionally, this email will provide the Fieldwork Educator access to all forms provided by the school. This includes a link to the PC-OTD Fieldwork Manual and the PC-OTD Program Bulletin.

The email will also contain a link to the student's EXXAT profile. This communication will provide the Fieldwork Educator necessary information about the student, including information for the student personal data sheet and responses to the Clinical Education Questionnaire. The student will contact the Fieldwork Educator at least 6 weeks prior to the start of a Level II clinical experience and one week before a Level I experience to introduce themselves and request any site-specific information prior to the start of the Fieldwork.

Additional Resources for Fieldwork Educators

There are many resources available through the American Occupational Therapy Association to help prepare the Fieldwork Educator for their upcoming student placements. These include:

- The American Occupational Therapy Association two-day CEU workshop entitled "Fieldwork Educators Certificate Workshop";

- The AOTA Self-Assessment Tool for the Fieldwork Educator Competency, a self-reflective tool to prepare the educator for supervision of Occupational Therapy Students; and

- The *Essential Guide to Occupational Therapy Fieldwork Education, 2nd Edition*. The guide provides the latest information, policies, and concepts affecting occupational therapy fieldwork education.
    Author: Donna Costa, DHS, OTR/L, FAOTA
    Edition: 2
    Publication date: 2015
    Publisher: AOTA Press
    ISBN 13: 978-1-56900-366-4

Fieldwork Professional Development and Continuing Education Units

Fieldwork educators will be provided a continuing education certificate with the dates they provided supervision for a Fieldwork Level I or Fieldwork Level II student.

Professional development days will be developed through the college and offered to all previous and current Fieldwork Educators for continuing education opportunities.

Student Preparation for Academic Fieldwork Experience

Essential Functions for Fieldwork Students

To complete their Fieldwork Education requirements, Occupational Therapy students must be able to:

Professionalism

- Demonstrate professionalism, safety, and ethical behavior in all aspects of academic requirements, including Fieldwork.

- Exhibit scholarship in all aspects of their work, as an emerging professional.

- Act and dress professionally, safely, and hygienically according to the standard of the setting. Fieldwork sites may decline a student's participation if they are not in compliance with the facility's dress code.

Evaluation and Assessment

- Evaluate and assess a client using critical thinking skills and selection of appropriate occupational therapy assessment tools, based on the needs of the setting.

- Provide safe intervention based on evidence-based practice, using appropriate occupational therapy theory.

- Use sound clinical judgment to select assessment tools and provide evaluations for creation of intervention plans, based on the needs of the setting.

- Direct assessment of client presentation including interpretation of somatosensory testing, tone vs rigidity, and manual muscle testing with or without reasonable accommodations.

- Interpret results of the assessment and provide appropriate goals for treatment.

Intervention

- Provide effective treatment with or without reasonable accommodations based on the needs of the setting.

- Demonstrate safe practices as appropriate to the setting. This includes safe use of equipment and following all guidelines set forth by the facility.

- Direct a safe transfer with or without reasonable accommodations.

- Safely monitor any changes in client presentation with or without reasonable accommodations.

- Assess, interpret, and direct changes in vital signs and direct necessary steps for potential intervention, with or without reasonable accommodations.

- Document treatment and evaluations clearly and effectively with or without reasonable accommodations.

- Provide client-centered, culturally, and spiritually appropriate interventions.

Communication

- The student must be able to suitably communicate with colleagues, clients, and their caregivers with or without reasonable accommodations.

- The student must demonstrate appropriate interpersonal skills for necessary interactions with colleagues, clients, and caregivers.

- The student must be able to maintain personal stressors in dynamic environments with or without reasonable accommodations.

Information Provided to the Student

Students will be notified of their placement through an email from EXXAT. This will outline the dates of their clinical rotation and indicate their clinical instructor for that site. The student will have access through EXXAT for forms required to be completed during their Fieldwork rotation. The student must acknowledge their placement through clicking the appropriate link on their EXXAT site placement page.

Students will complete onboarding and paperwork requirements from their Fieldwork site well in advance of their arrival for their first day of their Fieldwork. Details of this requirement are outlined by the individual facility.

Recommended Resources

Occupational Therapy Practice Framework: Domain and Process
Author: American Occupational Therapy Association
Edition: 4
Publication date: 2020
Publisher: American Journal of Occupational Therapy
ISBN- 10: 1569004889
ISBN-13: 978-1569004883

The Successful Occupational Therapy Fieldwork Student
Author: Karen Sladyk
Edition: 1
Publication date: 2002
Publisher: Slack, Incorporated
ISBN-10: 1556425627
ISBN- 13: 9781556425622

PC-OTD Expectations for Fieldwork Education Students

The Fieldwork Data Form

The student will assist with filling out an updated *AOTA Fieldwork Data Form* (Appendix A) when placed at a Fieldwork site. This will assist the PC-OTD program in ensuring diversity in Fieldwork placements.

This feedback allows the program and future students attending clinical Fieldwork sites to be informed about the different philosophies of the Fieldwork sites.

Fieldwork Orientation & Objectives

The student will be oriented to the facility during the first week at the Fieldwork site. At that time the student will review collaborative school and site objectives. The student will sign the collaborative objective form at this time, acknowledging their agreement to follow these objectives during the rotation and return to the school. A completed signed copy will be provided to the site, student, and school.

Dress Code

Students will abide by the dress code outlined by the school and wear program-provided scrubs with PC logo or PC polo with dress pants, unless indicated by the facility to follow a facility-specific dress code. Students clothing must allow for ease of movement without restriction.

Students will maintain a clean and neat appearance. Student's hair must be neat, combed, and worn away from the student's face and off the shoulders. Facial hair must be trimmed and clean. Students' nails must be clean. Students must follow facility-specific guidelines for use of artificial nails, piercings, and hair color.

Expenses

The student recognizes that the costs of their clinical Fieldwork experiences are the individual responsibility of the student. The student should anticipate that the costs for an Academic Fieldwork Rotation will include housing, transportation, and onboarding for the individual Fieldwork site, and should plan accordingly. Any additional requirements from the individual facility including additional background checks or drug screens are the responsibility of the individual student.

Attendance Policy

The student is expected to arrive early, prepared, and professionally dressed for all Fieldwork experiences. The student is expected to follow the schedule of the Fieldwork Educator. The student is not permitted any absences during their Fieldwork unless they have been deemed contagious by a physician's note or due to an unexpected death of a family member.

During these unexpected circumstances, the student will coordinate with their Fieldwork Educator, and notify the AWFC of their request for absence for the Fieldwork site.

After speaking with the Fieldwork Educator and the AWFC, the student will fill out the leave request form in their EXXAT profile.

The student will coordinate with the AFWC and the Fieldwork Educator if time needs to be made up due to student's absence.

Student Requirements for Participation in Fieldwork

Initial Requirements

Students are required to submit a Student Acknowledgement of Fieldwork Requirements form in EXXAT (Appendix F). Prior to the beginning of the students' initial fall semester each student must also complete the following:

1. Criminal Background Check (CBC) (Universal) (request through student EXXAT profile)

2. Complete 10-panel drug screen (Universal) (request through student EXXAT profile).

3. MMR Titer (booster required if negative)

4. Varicella Titer (booster required if negative)

5. Hep B Titer (booster required if negative)- **If you have not completed this series, please complete ASAP, this takes up to 6 months to complete if you have never started the series. You must have your first shot before beginning the program OR appropriate personal exemption form (Appendix G) or religious exemption form (Appendix H)

6. Tetanus/Tdap- Last shot must be after 1/1/2015

7. Annual Flu Shot OR appropriate religious exemption form (Appendix H)

8. COVID-19 vaccine, booster if appropriate OR appropriate exemption form (Appendix J) or religious exemption form (Appendix H)

9. Two-step TB test (must show proof of an annual negative test or negative chest x-ray if the two-step comes back positive)

10. Physical exam (Appendix J)

11. Current proof of health insurance (If a student is on covered on their parent's health insurance, the student will need a letter from the insurance company indicating that they are a covered dependent).

12. Color copy of ID Front and Back (.pdf file preferred)

Additional student information forms required to be signed and available in the student 's EXXAT profile include the PC-OTD Program Release Form for Fieldwork Communication – Family Education Rights and Privacy Act (Appendix D) and the Travel Release form (Appendix K)

Annual requirements

1. Two-step TB test (must show proof of an annual negative test or negative chest x-ray if the two-step comes back positive)

2. Annual Flu Shot OR appropriate religious exemption form (Appendix H)

3. COVID- 19 vaccine, booster if appropriate OR appropriate personal exemption form (Appendix I) religious exemption form (Appendix H)

4. Physical exam (Appendix J)

5. Maintain Personal Health Insurance throughout program

Criminal Background Checks/Drug Screenings

Students matriculating into the PC-OTD Program 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 reported until after an applicant is conditionally accepted to the program.

Based on their Fieldwork placements within the program, students may be required to have an additional CBC and/or meet additional requirements of that placement(s).

Health Insurance Policy

Students enrolled in the PC-OTD Program are required to have and must be able to demonstrate proof of active health insurance upon request by the school or experiential site. Students are responsible for the costs of their own health insurance. Failure to maintain health insurance may jeopardize completion of experiential education and progression within the program. Noncompliance may result in professional and/or academic disciplinary actions.

Professional Liability Insurance Policy Coverage

Students are provided malpractice liability coverage during the duration the Program. Coverage is limited to defined duration and expectations of Fieldwork/DEC experiences. Students must abide by the policies and practices of the Program, College, and clinical site. Accepting payment or gifts can result in the loss of malpractice liability coverage for the student. Student coverage is terminated upon graduation or dismissal from the program.

Mandatory trainings and certificates

Students will complete OSHA, HIPAA, BBP, HIV, and ACOTE® Standards and Scope of practice training in the first semester of the program during their Foundations class. The students will receive certificates as proof of their successfully completing this training program. All certificates will be uploaded to the individual student EXXAT profile as proof of training for all Fieldwork sites.

CPR training: Students will be provided with an American Heart Association Basic Life Support CPR training in the summer after their first year in the program. This cost is currently covered within tuition. All completion certificates will be uploaded to the individual student's EXXAT profile as proof of training for all Fieldwork sites.

Fieldwork Level I

Fieldwork Level I is an introduction to the Fieldwork process. This allows students to have opportunities to observe and participate in professional responsibilities of an occupational therapist through an active learning process. These Fieldwork experiences allow observation and hands on opportunities to apply didactic learning. Fieldwork Level I placements may or may not be under the direct supervision of an

occupational therapist, but under supervision of qualified personnel at the site, with an appropriate ratio of student to supervisor ratios, who understand and support the objectives of the program. Fieldwork Level IA experiences are integrated into the Summer Semester of the student's first year and Fieldwork Level IB in the fall semester of their second year in the program. Level IA and IB experiences are comparable in rigor but are not a substitute for nor comparable in rigor with Level II placements.

Fieldwork Selection Process

Students will be assigned their Fieldwork Level I experience by the AFWC. Students will be notified of their placement through their EXXAT student profile. Students are expected to acknowledge placement in EXXAT on the placement page and to review all required documents prior to initiating Level I rotation. Students are expected to initiate contact with their clinical instructor in advance of arriving at the Fieldwork site.

Fieldwork Level I has a flexible format to accommodate current healthcare restrictions with student placements. Fieldwork Level I can be completed in one or more instructional methods including a virtual simulated environment. This will be at the discretion of the AFWC. The student will be required to complete assignments in addition to the virtual placement. Additionally, students may be able to complete their Fieldwork Level I through use of standardized patients, faculty practice, faculty-led site visits, supervision by a Field Educator in a practice environment.

Establishing Objectives with Site

The school will create a collaborative objective sheet with the clinical site for each Level I placement. This will be reviewed and signed by the AFWC, the FWE, and the student prior to starting the clinical rotation. See Appendix B for an example of a collaborative objective sheet for Level I fieldwork. Collaborative objectives for Fieldwork Level I can be reviewed via e-mail or phone calls between the site the school and the student. This process ensures mutual understanding of objectives for the fieldwork session prior to the beginning of the rotation.

Student Evaluation of their Fieldwork experience

The Fieldwork Level I student is expected to complete the _AOTA Fieldwork Data Form_ (Appendix A) and fill out the _Student Evaluation of Fieldwork Experience (SEFWE)_ (Appendix L) as part of their grade for their Fieldwork Level II experience. The completed forms must be sent to the Fieldwork Educator for their review. The evaluation forms are available as assignments in the student's EXXAT profile.

Grading

Grading for both the Fieldwork Level I and Fieldwork Level II experiences is based on a Pass/Fail score. The FWE or other authorized representative of the fieldwork site will provide a Pass/Fail score for each student to PC-OTD based on the results of their site evaluations and completion of all required assignments.

Students must receive a "passing grade" (P) in both of their Fieldwork Level I experiences to advance in the program.

Upon completion of each Fieldwork Level I experience, the student and their Fieldwork Educator will complete the *Level I Fieldwork Competency Evaluation for OT and OTA Students* *(AOTA, 2017)*. This will be completed through a link sent to the Fieldwork Educator through EXXAT. Students are expected to review results with their Fieldwork Educator. Students must receive a "Meets Expectations or above" to pass their Fieldwork Level I and complete all assignments as outlined by the AFWC.

Students may receive an incomplete for a Fieldwork Level I education course only if there is an extenuating circumstance that prevents the student's successful completion of the Fieldwork I placement. Grades of Incomplete must be approved by the AFWC and the program director. Refer to the PC- OTD PC-OTD Program Bulletin for additional information regarding Grading, Student Standing, and Academic Probation.

Fieldwork Level II

Fieldwork Level II provides the opportunity for students to gain skills to become entry-level generalist therapists by the end of their second Level II experience. Students are eligible to complete their Fieldwork Level II experiences only after successful completion of all didactic work. The Fieldwork Level II experiences (2) are completed over 24 weeks; divided into 12-week Level II A and 12-week Level II B fieldwork placements.

The student may complete fieldwork on a part-time basis if it is in accordance with the fieldwork site's usual scheduling/personnel policies and is at least 50% FTE (C.1.10)   The student will complete these two rotations in two different clinical settings, with exposure to a variety of clients/ages.

Changes or alterations in the usual program/fieldwork scheduling may extend DCE and program completion/graduation.

Students may complete Fieldwork Level II in one practice setting if it reflects more than one practice area (1-4 practice areas) (C.1.10).

The student will be provided supervision by a licensed occupational therapist who will serve as their Fieldwork Educator with a minimum of one year practice/clinical experience. The Fieldwork Educator will provide supervision to demonstrate a continuum of learning to progress the student towards entry-level practice skills. Fieldwork Educators will enhance the student learning experience, progressing from direct supervision to less supervision as appropriate to the needs of the individual practice setting.

If a student is placed for a Level II rotation in a site where occupational therapy services do not exist, the school will work with the facility on outlining a plan for supervision for the OT fieldwork experience. The plan will include guaranteeing that supervision by an occupational therapist who has at least three years of professional experience. The occupational therapist will provide a minimum of 8 hours of direct supervision. The student will have access to the occupational therapist for the duration of the experience while on site. The facility will provide another supervisor for the experience when the occupational therapist is not available for onsite supervision. The individual plans for supervision will be created as these sites are developed.

Upon placement in a fieldwork site the AFWC will verify the licensure information from the assigned fieldwork educator and load the fieldwork educator information into the EXXAT system with a copy of their verified OT license. The student will edit Student Preceptor Details in EXXAT under their slot

placement during the first week of the rotation. In this site, the student will fill out the Fieldwork Educator education details, credentials/memberships, state of license, memberships, license number and expiration date, and site details. These data support verification of the years of experience for the Fieldwork Level II Educator. Additionally, during the FW Objective Collaboration Meeting, the FWE will have the opportunity to provide their License number, years of practice, and the school where they received their OT degree on the collaborative objective sheet. This will be stored in an excel file by the AFWC.

Student-Supervisor Ratio & Quality of Supervision (C.1.4)

The supervision of students during FW rotations is essential in establishing stdent learning, professional growth, and protection of the consumer. The student-supervisor (FWE) ratio, effective instructional approaches, consistent collaboration/communication, and effective feedback/assessment of student progress are essential components for student advancement towards entry-level competency. Prior to the start of FW, the AFWC will review FW Data forms/EXXAT platform information to verify contact information, license, , etc. and to confirm site supervisor-student ratio for placement. The FWE will demonstrate the ability, interest, and motivation to supervise students and will meet all credentialing and professional experience requirements. (C.1.8)

The quality of supervision will be monitored to support the success of both the FWE and the student by the AFWC. Regular communication is encouraged, along with site visits as needed and/or at midterm in-person or virtual. Site visits, the Student FW Evaluation Tool, the SEFWE, weekly student-supervisor meetings, and student discussion boards/forum during/after FW are documented methods to monitor FW/supervisory effectiveness/quality.

Fieldwork Selection Process

The PC-OTD Program intends to provide all students Fieldwork II placements of comparable rigor and quality. PT-OTD maintains detailed Information on all affiliated Fieldwork sites in the EXXAT portal which is accessible to all students.

PC-OTD uses the Wishlist function in EXXAT to inform students of available Level II sites to provide each student the opportunity to submit a list of preferred Fieldwork Level II placements, and to rank their top five sites. Through their EXXAT Wishlist, students can use the Map of Affiliation to search in areas where housing might easily be secured. Using the Wishlist function and the Map of Affiliation in EXXAT students can determine if they prefer a local or out of town Fieldwork rotation. PC-OTD defines a local rotation as a fieldwork site within 100 miles of the school. Students will also provide the AFWC a list of Fieldwork sites where they have previously volunteered or received their observation hours. This feedback to the AFWC will help the school and the student to avoid potential conflicts of interest and help ensure that all students in the cohort receive the best learning experience. This form is located in Appendix M.

The Wishlist will include start and end dates for the period of fieldwork site selection. Once the Wishlist closes, students are not permitted to make requests or changes to their preference list. After the Wishlist closes, the AFWC will select the 3 best placement opportunities from each student's rank list and contact the affiliate sites to request slots for student placement. If the student does not fill out the

Wishlist through EXXAT, this indicates that the student does not indicate a preference for fieldwork placements.

Students will be placed based on the availability of the Fieldwork placements, the needs of the individual student, and the setting or experience the site will offer experience in a variety of settings. The AFWC will make reasonable efforts to match available slot placements with student preferences, but this cannot be guaranteed. Final placements will be made by the AFWC.

Due consideration will begiven in the selection process only to students who have dependents or who are legal guardians.

Establishing Objectives with Site

The AFWC will draft a Fieldwork Objectives Collaboration Form in cooperation with the clinical site for each Fieldwork Level II student placement (see sample form in Appendix C). The collaborative objectives form addresses both course objectives and expected student learning outcomes and will include at least one psychosocial objective. The Fieldwork Educator may add objectives to the draft collaboration form. Reviews of the draft collaborative objectives form may be conducted via mail, e-mail or phone communication between the school and the Fieldwork Educator. The final collaborative objectives form will be reviewed and signed by the AFWC, the Fieldwork Educator, and the student prior to the student beginning the clinical rotation. This process ensures mutual understanding of objectives for the Fieldwork experience prior to the beginning of each rotation.

Interviews

Some Fieldwork sites require interviews prior to agreeing to placement at that site, to ensure success for the Fieldwork student. These interviews will be scheduled by the AFWC with the Fieldwork site. The number of students allowed to interview is based on the interview process as outlined by the Fieldwork site.

Fieldwork Site Cancellation

In the event that a Fieldwork site must cancel their placement due to unanticipated circumstances, the AFWC will coordinate selection of a new placement for the student.

If any remaining open slots remain from the initial slot requests, the student will be placed at one of those sites.

In the event there are no remaining slots, the AFWC will make a new request to affiliate sites.

The student must not independently locate or contact a new clinical site unless directed by the AFWC to search for a new site.

Student Evaluation of Their Fieldwork Experience

The Fieldwork Level II student is expected to complete the *AOTA Fieldwork Data Form* (Appendix A) and fill out the *Student Evaluation of Fieldwork Experience (SEFWE)* (Appendix L) as part of their grade for their Fieldwork experience. These must be sent to the Fieldwork Educator for their review. These are available as assignments in the student's EXXAT profile.

Grading

Students must receive a "passing grade" in both of their Fieldwork Level II experiences to graduate from the program.

Evaluations

Fieldwork Level I and Level II students will complete both midterm and final evaluations of their experience in cooperation with their Fieldwork Educator. The Fieldwork Experience Assessment Tool (FEAT) (Appendix N) and the Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Appendix O). The mid-term FEAT FWPE evaluation focuses on problem solving by simultaneously considering the student, the Field Educator and the fieldwork setting. The student and the Fieldwork educator can fill out the survey on their own of working together. The midterm FEAT tool has been found to help promote the best possible learning experience. The FEAT tool and FWPE worksheet are not in EXXAT. Fieldwork Level II Educators will be provided an electronic link to this evaluation form through Formstack during the 5th and 11th week of the student's rotation. Through completion of the midterm evaluation, students will have an opportunity to identify their progress. At this time, it is recommended that the student and their Fieldwork Educator identify any potential barriers to the student's successful completion of the Fieldwork rotation and strengths of the student.

The FEAT is also to be used by the student and the Fieldwork Educator for a final course evaluation. The student and Fieldwork Educator must complete all items for the final evaluation to receive a "Pass" on the FWPE. Students must receive a cumulative score of 111 or higher to pass their Fieldwork. Students, please note that you must receive a 3 or higher on all items under Fundamentals of Practice including: "adherence to ethics", "adheres to safety regulations", "uses judgment in safety". Failure to receive a 3 or higher in these areas results in an automatic failure on the FWPE.

Unsatisfactory Performance

The student will notify the AFWC of any unsatisfactory performance at any point during the rotation. The student will work first with their Fieldwork Educator on strategies to improve their performance towards passing the rotation. If improvements are not noted, the student, AFWC, and Fieldwork Educator will work together on a remediation plan. This plan will set goals and an action plan to provide solutions to help the student successfully improve their performance at the Fieldwork site.

This remediation plan could include placement with another Fieldwork Educator, relocating to another site within the facility, or placement at a new Fieldwork site. Any changes in site may delay the start of the next Fieldwork experience or DEC, or potentially delay the student's graduation from the program.

It is encouraged that multiple measures are taken to ensure student success in their original Fieldwork placement.

Extensions

Prior to receiving a "Fail" for the rotation, the student may have an option for an extension of their rotation if the following criteria are met:

1. The student has demonstrated sufficient knowledge and skills but is having difficulty grasping one area of the Fieldwork coursework

2. The Fieldwork Educator, AFWC agree that this improvement can be attained in no more than a two-week extended time frame.

3. The Fieldwork site agrees to extend the Fieldwork experience.

Any extension may delay the start of the next Fieldwork experience or DEC, or potentially delay the student's graduation from the program.

Failure

Students will automatically receive a *Fail* from their Fieldwork site under the following circumstances:

- The Fieldwork Educator requests for the student to be removed from the Fieldwork experience

- The student is deemed to be unsafe by the Fieldwork Educator or AFWC

- The student does not receive a 3 or higher on all items under Fundamentals of Practice including: *adherence to ethics*, *adheres to safety regulations*, *uses judgment in safety*. Failure to receive a 3 or higher in these areas results in an automatic failure on the FWPE.

In the event the student fails their rotation If the student fails their Level II rotation, they will have an opportunity to make up one Level II rotation at the discretion of the AFWC based on concerns that caused the student to fail the rotation. This may delay the student's graduation date.

- Failure on a second attempt of the Fieldwork Level II A or B will be considered as a second failure and in accordance with the Academic Promotion and Retention Policy, the student will be dismissed from the program.

- If the student passes on their 2nd attempt of Fieldwork Level II A or B they will be allowed to move forward in the program and/or graduate.

Refer to PC-OTD Program Bulletin for additional information regarding Grading, Student Standing, and Academic Probation.

Incomplete

Extenuating circumstances may arise that would prevent a student from completing their Fieldwork experience. If the student was progressing well up to this point, they can receive an "Incomplete" for their rotation. This must be pre-approved by the AFWC and program director, following a conversation with the student and the Fieldwork site.

Students who receive a grade of Incomplete must seek academic advisement with the AFWC and the Program Director. If an Incomplete is assigned during the rotation and the extenuating circumstances are resolved the AFWC may:

- Delay the student's graduation

- Restart the full-time Fieldwork with a different Fieldwork Educator, with permission from the site

- Be placed at a new Fieldwork site.

Accommodations

Presbyterian College supports and is compliant with the Americans with Disabilities Act. If students require accommodations due to disabilities, they must contact/bring the appropriate documentation to the Academic Success Office (https://www.presby.edu/academics/academic-resources-support/) no later than the first week of classes. Accommodations cannot be instituted retroactively and must be renewed each semester.

Ongoing accommodations can be submitted by establishing an online account (accommodations@presby.edu).The PC Coordinator for Disability Support Services, will continue to review documentation and recommend the approved accommodations as part of our internal processes.

Please submit all documentation for disabilities to accommodations.presby.edu OR to Presbyterian College, Academic Success Office/Accommodation, 503 S. Broad Street, Clinton, SC 29325

Accommodations for Fieldwork will be addressed on an individual basis to allow for reasonable accommodations to participate in the Fieldwork experience (AOTA, 2020). Students must be able to meet the basic objectives as outlined by the program.

Each Fieldwork site will be provided with the accommodations for the student prior to their Fieldwork rotation to ensure compliance with the student's accommodations.

Student Acknowledgement of Fieldwork Manual

The student will sign and date the Acknowledgement Form in Appendix P and return to the AFWC, upon completion of reading the Fieldwork Manual.

References

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Appendices

AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 4th Edition* (American Occupational Therapy Association [AOTA], 2020) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the academic program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2018). The standards are outlined in Section C of the 2018 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Academic Education (formerly Education) Special Interest Section Fieldwork Community of Practice with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date:
Name of Facility:
Address: Street: City: State: Zip:

FW I		**FW II**	
Contact Person:	**Credentials:**	**Contact Person:**	**Credentials:**
Phone: **Email:**		**Phone:** **Email:**	

Director: **Phone:** **Fax:** **Website address:**	**Initiation Source:** FW Office FW Site Student	**Corporate Status:** For Profit Nonprofit State Gov't Federal Gov't	**Preferred Sequence of FW:** *ACOTE Standards B.10.6* Any Second/Third only; First must be in: Full-time only Part-time option Prefer full-time

OT Fieldwork Practice Settings (Check all that apply):

Hospital-based settings	**Community-based settings**	**School-based settings**	**Age Groups:**	**Number of Staff:**
Inpatient Acute Inpatient Rehab SNF/Sub-Acute/Acute Long-Term Care General Rehab Outpatient Outpatient Hands Pediatric Hospital/Unit Pediatric Hospital Outpatient Inpatient Psychiatric	Pediatric Community Behavioral Health Community Older Adult Community Living Older Adult Day Program Outpatient/hand private practice Adult Day Program for DD Home Health Pediatric Outpatient Clinic	Early Intervention School **Other area(s)** Please specify:	0–5 6–12 13–21 22–64 65+	OTs/OTRs: OTAs/COTAs: Aides: PT: Speech: Resource Teacher: Counselor/Psychologist: Other:

Student Prerequisites (check all that apply)   Health requirements:

Medicare/Medicaid fraud check	CPR	HepB	Physical Check up
Criminal background check	First aid	MMR	Varicella
Child protection/abuse check	HIPAA training	Tetanus	Influenza
Adult abuse check	Prof. liability ins.	Chest x-ray	Please list any other
Fingerprinting	Own transportation	Drug screening	requirements:
Infection control training	Interview	TB/Mantoux	

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting:

Student work schedule and outside study expected:	**Other**	**Describe level of structure for student?**	**Describe level of supervisory support for student?**
Schedule hrs./week/day:	Room provided yes no	High	High
Do students work weekends? yes no	Meals yes no	Moderate	Moderate
Do students work evenings? yes no	Stipend amount:	Low	Low

Describe the FW environment/atmosphere for student learning:
Describe available public transportation:

Types of OT interventions addressed in this setting (check all that apply):

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):

ACOTE Standards C.1.1: C.1.2: C.1.7)

Activities of Daily Living (ADL)
 Bathing/showering
 Toileting and toilet hygiene
 Dressing
 Swallowing/eating
 Feeding
 Functional mobility
 Personal device care
 Personal hygiene and grooming
 Sexual activity

Rest and Sleep
 Rest
 Sleep preparation
 Sleep participation

Play
 Play exploration
 Play participation

Instrumental Activities of Daily Living (IADL)
 Care of others/pets
 Care of pets
 Child rearing
 Communication management
 Driving and community mobility
 Financial management
 Health management and maintenance
 Home establishment and management
 Meal preparation and clean up
 Religious / spiritual activities and expression
 Safety and emergency maintenance
 Shopping

Leisure

 Leisure exploration
 Leisure participation

Education

 Formal education participation
 Informal personal education needs or interests' exploration
 Informal personal education participation

Work
 Employment interests and pursuits
 Employment seeking and acquisition
 Job performance
 Retirement preparation and adjustment
 Volunteer exploration
 Volunteer participation

Social Participation

 Community
 Family
 Peer/friend

Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement
 Practicing an activity
 Simulation of activity
 Role play
Examples:

Preparatory Methods and Tasks: **Methods, adaptations and techniques that prepare the client for occupational performance**
 Preparatory tasks
 Exercises
 Physical agent modalities
 Splinting
 Assistive technology
 Wheelchair mobility
 Examples:

Education: describe

Training: describe

Advocacy: describe

Group Interventions: describe

Method of Intervention **Direct Services/Caseload for entry-level OT**	Outcomes of Intervention	OT Intervention Approaches
One-to-one: Small group(s): Large group: **Discharge/Outcomes of Clients (% clients)** Home Another medical facility Home health	Occupational performance improvement and/or enhancement Health and Wellness Prevention Quality of life Role competence Participation	Create, promote health/habits Establish, restore, remediate Maintain Modify, facilitate compensation, adaptation Prevent disability

Please list the most common screenings and evaluations used in your setting:

Identify safety precautions important at your FW site

Medications	Swallowing/choking risks
Postsurgical (list procedures)	Behavioral system/ privilege level (locked areas, grounds)
Contact guard for ambulation	Sharps count
Fall risk	1 to 1 safety/suicide precautions
Other (describe):	

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): *ACOTE Standard C.1.1*

Performance Skills:	**Client Factors:**	**Context(s):**
Motor skills Process skills Social interaction skills **Performance Patterns:** **Person:** Habits Routines Rituals Roles **Group or Population:** Habits Routines Rituals Roles	Values Beliefs Spirituality Mental functions (affective, cognitive, perceptual) Sensory functions Neuromusculoskeletal and movement-related functions Muscle functions Movement functions Cardiovascular, hematological, immunological, and respiratory system functions Voice and speech functions; digestive, metabolic, and endocrine system functions Skin and related-structure functions	Cultural Personal Temporal Virtual **Environment:** Physical Social

---

Most common services priorities (check all that apply):

Direct service	Meetings (team, department, family)	Consultation	Billing
Discharge planning	Client education	In-service training	Documentation
Evaluation	Intervention		

Target caseload/productivity for fieldwork students:	Documentation: Frequency/Format (briefly describe):
Productivity (%) per 40-hour work week: Caseload expectation at end of FW: Productivity (%) per 8-hour day: Number groups per day expected at end of FW:	Handwritten documentation: Computerized medical records: Time frame requirements to complete documentation:

Administrative/Management Duties or Responsibilities of the OT/OTA Student:	Student Assignments. Students will be expected to successfully complete:
Schedule own clients Supervision of others (Level I students, aides, OTA, volunteers) Budgeting Procuring supplies (shopping for cooking groups, client/intervention-related items) Participating in supply or environmental maintenance Other:	Research/EBP/Literature review In-service Case study In-service participation/grand rounds Fieldwork project (describe): Field visits/rotations to other areas of service Observation of other units/disciplines Other assignments (please list):

OPTIONAL DATA COLLECTION:

1. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9*

2. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19*

3. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*

   Supervisory models

   Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)

   Clinical reasoning

   Reflective practice

   Comments:

4. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10*

   Supervisory Patterns–Description (respond to all that apply)
   1:1 Supervision model:
   Multiple students supervised by one supervisor:
   Collaborative supervision model:
   Multiple supervisors share supervision of one student; number of supervisors per student:
   Non-OT supervisors:

5. Describe funding and reimbursement sources and their impact on student supervision.

PRESBYTERIAN COLLEGE

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

FIELDWORK LEVEL I A&B OBJECTIVES COLLABORATION FORM

COURSE OBJECTIVES/LEARNING OUTCOMES

At the completion of this experience, students will be able to:

1. Demonstrate therapeutic use of self, with professional insights, perceptions, and judgements to better understand their impact within individual and group interactions/processes.

2. Demonstrate consistent awareness of professional behaviors/conduct, such as prompt attendance, time management, motivation, and documentation requirements.

3. Observe how occupational therapy is/could be represented in traditional, non-traditional and emerging practice areas.

4. Explore/demonstrate how OT practitioners identify occupational need through effective communication with clients/families/interprofessional team members, to promote health and wellness.

5. Complete a SOAPE note on an observed client session, identifying emotional/psycho-social factors that could impact   participation/benefit.

6. Complete an activity analysis to determine modification/adaptation or interventions to improve client participation/benefit.

7. Demonstrate consistent awareness/safe practices as appropriate to the setting.

8. Facilitate professional communication with Fieldwork Supervisor, utilizing/updating *AOTA Fieldwork forms to ensure objective/effective evaluation of student, Fieldwork site, and supervision of Fieldwork Supervisor.*

9. Analyze/evaluate the interaction of occupation, performance skills, performance patterns, context, environment, and client factors.

PC- OTD program would like to ensure collaboration between fieldwork site and school objectives. We have outlined our objectives above, but want to ensure an agreement for those listed. (C.1.3). Please take the time to review the objectives and select the appropriate box accordingly. Communication with the school and site is encouraged. Please reach out by phone or email to discuss further collaboration for goals. After this, please sign, date and return to the Academic Fieldwork Coordinator. Thank you!

☐ I have read the document above and agree to use these objectives for this placement.

☐ I have read the document above and would like to add the following objectives:

_____

_____

_____

_____

_____

_____

_____

☐ I have read the document above and decline using the stated objectives, I prefer to address the attached site- specific objectives.

By: _____   By: _____

    Fieldwork Educator   Academic Fieldwork Coordinator

Date: _____   Date: _____

I have discussed and read the objectives between the school and the site and agree to follow/address these objectives during my clinical fieldwork experience.

By: _____

      OTD Student

Date: _____

PRESBYTERIAN COLLEGE

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

FIELDWORK LEVEL II A & B OBJECTIVES COLLABORATION FORM

COURSE OBJECTIVES/LEARNING OUTCOMES

At the completion of this experience, students will be able to:

1. Collaborate with school and fieldwork site on learning objectives for the clinical fieldwork rotation, reflective of progression towards entry-level practice skills.

2. Complete two twelve-week, level II fieldwork experiences (24 total full-time weeks) under the direct supervision of an occupational therapist with at least one year of clinical experience.

3. Develop professional skills to manage a caseload to perform treatments, progress notes, and evaluations using occupation-based intervention strategies in a variety of practice settings including engagement in emotional and psychosocial factors.

4. Demonstrate competency utilizing assessment tools and evaluation procedures in the assigned fieldwork sites.

5. Demonstrate proficiency in the analysis, adaptation, grading, and application of therapeutic interventions in the evaluation and treatment of patients in a variety of treatment settings, using evidence-based practice and occupational therapy theory.

6. Demonstrate ability to identify and provide therapeutic treatment of client factors, physical and psychosocial components that may hinder a client's occupational performance.

7. Provide safe treatment using evidence-based practice, using appropriate occupational therapy theory.

8. Use sound clinical judgment to select assessment tools and provide evaluations for creation of intervention plans, based on the needs of the setting.

9. Demonstrate effective oral and written communication skills as demonstrated by their documentation of service provision, interactions with clients/patients, caregivers and family members. This includes clear dissemination of information to all members of the inter-professional team.

10. Accept and employ the responsibility for self- reflection, independence, and professionalism with exploring new learning opportunities for the improvement of competency.

11. Demonstrate safe and ethical practices as appropriate to the setting. This includes safe use of equipment and following all guidelines set forth by the facility.

12. Uphold the privacy and confidentiality of consumers and other healthcare professionals at the fieldwork site.

13. Facilitate professional communication with Fieldwork Supervisor, utilizing/updating *AOTA Fieldwork forms to ensure objective/effective evaluation of student, Fieldwork site, and supervision of Fieldwork Supervisor.*

14. Make recommendations for appropriate adaptive equipment, durable medical equipment, home modifications and justifications of services based on the needs of the client.

15. Demonstrate awareness of fieldwork requirements and performance will be measured utilizing the Fieldwork site will be measured using the *AOTA Level II Fieldwork Performance Evaluation*.

16. Demonstrate consistent awareness of professional behaviors/conduct, such as prompt attendance, time management, motivation, and documentation requirements.

17. Fulfill the role and responsibility of an OT practitioner as defined by the fieldwork site, including maintaining a caseload, effective and timely completion of reports and documentation, effective supervision of COTAs, and program implementation by the end of the fieldwork experience.

18. Demonstrate entry level competency by the end of the fieldwork experience, as evidenced by the documentation and evaluation of their performance, self-reflection from the fieldwork placement, and feedback from the fieldwork educator. This additionally evidenced by student progression and competency with skills.

19. Demonstrate understanding of evidence -based practice through completion of a project or presentation that reflects the needs of a client or population at the fieldwork site.

The PC- OTD program would like to ensure collaboration between fieldwork site and school objectives. We have outlined our objectives above but want to ensure an agreement for those listed. (C.1.3). Please take the time to review the objectives above and select the appropriate box accordingly. Communication with the school and site is encouraged. Please reach out by phone or email to discuss further collaboration for goals. After this, please sign, date and return to the Academic Fieldwork Coordinator. Thank you!

☐ I have read the document above and agree to use these objectives for this rotation.

☐ I have read the document above and would like to additionally use the following objectives. Please list below

_____
_____
_____
_____
_____
_____

_____
_____

☐ I have read the document above and decline using these objectives and will use our site-specific objectives. (Please attach if using your own objectives)

By: _____   By: _____

    Fieldwork Educator   Academic Fieldwork Coordinator

Date: _____   Date: _____

I have discussed and read the objectives between the school and the site and agree to follow these objectives during my clinical fieldwork experience.

By: _____

      Student

Date: _____

PRESBYTERIAN COLLEGE

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

PC- OTD Program Release Form for Fieldwork Communication
Family Education Rights and Privacy Act

I, _____, Student ID Number_____,
authorize the appropriate officials from Presbyterian College Occupational Therapy Doctoral Program to release the following personal records, upon my request, and communicate with the sites listed below, for the purpose of keeping them informed regarding my fieldwork experience. Appropriate officials including the Director of the Occupational Therapy Doctoral Program, The Academic Fieldwork Coordination, The Student Academic Advisor, and the Academic Support Services Administrative Assistant.

Please initial all that apply.

_____ Concerns about progress in the Fieldwork Experience

_____ Safety concerns during the Fieldwork Experience

_____ Grading on Mid-term and Final Evaluations

_____ Communication with the site for student progress with the Fieldwork Experience

Name: _____ Relationship: _____

Name: _____ Relationship: _____

I acknowledge that by my signature that I understand that, although I am not required to release my records or authorize communication, 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 revocation is received and processed by Presbyterian College.

_____

Student Signature   Date

_____

Student Printed Name   Student's ID Number

PRESBYTERIAN COLLEGE

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

Student Initiated New Fieldwork Site Request Form

Please fill out the following form for each potential fieldwork site you are interested in pursuing. The AFWC will manage all communication between the school and the site. Students are not permitted to initiate any contact between potential fieldwork sites.

Site Name: _____

Site Address: _____

Practice Setting: _____

Contact Person at Site (If known): _____

Student Who Initiated Request for Fieldwork Site:

Name: _____

E-mail: _____

Date of Request: _____

Contract Initiated (Please Circle): Yes or No

Date: _____

PRESBYTERIAN COLLEGE
OCCUPATIONAL THERAPY

Student Acknowledgement of Fieldwork Requirements

I acknowledge the following requirements for participation in experiential programs available to students of the PC- OTD Program. By selecting a response of "yes" to each question, I acknowledge, agree, and consent to the following and understand that all policies and requirements apply whether my rotation occurs on site or in a virtual environment:	Yes	No
1. Insurance & Medical Care:		
1. That the college has general liability insurance that – subject to the terms of that policy – may provide certain coverage to me for claims made concerning my conduct within the parameters of the curriculum and within the scope of practice for a student extern. However,...		
1. This coverage primarily protects the College;		
2. This coverage is subject to exceptions and is defined and limited by the policy terms;		
3. This coverage does not cover me while working outside of the program as a paid employee of any entity or as an intern (paid or unpaid);		
4. Some experiential sites require me to have my own, separate policy (in addition to the College's coverage); and		
2. That I must maintain medical insurance coverage at all times while a student in the PC-OTD program. This insurance must, at a minimum, provide coverage for injury and illness (i.e., a "major medical" policy).		
3. That, if I do receive medical services at the site, I will be responsible for all expenses of such health care services--including emergency care.		
2. Background Investigations:		
1. That I am required to undergo drug screening and criminal background reporting (CBR) and that these results will be transmitted to the AFWC which may in turn provide this information to the fieldwork site officials (preceptor, human resources, education office, etc.). I hereby consent to this drug screening and background reporting and to provision of those results to the fieldwork site. I am aware that, in addition to local, state, and federal criminal databases, the background investigation will also include the following:		
1. National Sex Offender Registry Database Search		
2. Check of the Office of Inspector General List of Excluded Individuals and Entities		
3. Check of the General Services Administration List of Excluded Individuals		
2. That I may be required to undergo additional drug screens--random or otherwise--during the course of a fieldwork rotation at the request of the site and that failing a drug screen (i.e., having any positive result) will likely cause immediate removal from that site and adversely affect my continued participation in the PC-OTD program. The cost of additional drug screens required by the site may be my responsibility.		
3. That I must report within seven (7) calendar days to the PC-OTD program any arrests and/or criminal charges or convictions filed subsequent to completion of the CBR and that failure to do so may result in dismissal from my participation in the PC -OTD Program.		
4. That I must cooperate in any inquiry or investigation conducted by the site relating to my activities during the rotation.		
3. Pre-Fieldwork Requirements:		
1. That I am required to keep all immunizations up to date. These immunizations include Hepatitis-B (series of 3 and/or titer), varicella (2 vaccines and/or titer), annual influenza vaccine, annual tuberculosis screening (PPD, chest x-ray, or lab test), Tdap and/or tetanus booster, and other immunizations that may be required by the PC-		

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OTD program and by law, or by an experiential site, including the Covid-19 vaccine/booster and or complete appropriate exemption forms. I further understand that I may be responsible for associated costs.

2. That I must undergo Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Act (OSHA) training to ensure understanding and compliance with laws and policies regarding the release of protected health information (PHI) of patients and those regarding exposure to bloodborne pathogens, respectively. I acknowledge that I will likely be required to undergo said training both at the PC-OTD program and at multiple sites throughout the year.

3. That I may be required to complete certain pre-rotation requirements of the school and/or the site and that failure to do so by the specified deadline may result in my removal from that rotation. Such removal may constitute a professionalism violation and/or may result in (1) reassignment to a site at or after the end of the semester or (2) a non-passing grade for that field-work experience.

4. That I may be required to undergo an annual physical examination, at my own expense.

5. That I may be required to participate in orientation at the experiential site in addition to completion of pre-rotation requirements as directed by the AFWC and that many of these orientation/pre-rotation requirements are duplicative but mandatory.

4. Fieldwork Site and PC-OTD Policies & Procedures:

1. That I must abide by each site's policies, procedures, rules, and regulations during my assignment to that site, including but not limited to the wearing of appropriate identification badges (provided by the PC-OTD program and/or by the site) in accordance with the Lewis Blackman Patient Safety Act of 2005.

2. That any ID badges issued by the site must be returned at the end of the rotation.

3. That I am not considered an employee or an agent of any experiential site nor will I be afforded any of the benefits of employees including, but not limited to, workers' compensation or liability insurance coverage, meals, and medical services.

4. That I must abide by the dress code policies of the PC-OTD Program as well as those of the site.

5. That I may not be employed at a site to which I am assigned during the dates of the rotation and that I am not allowed to receive any compensation for the activities at the site for which I receive academic credit.

6. That during each clinical rotation, I will be responsible for:

    1. Keeping confidential all medical and health information pertaining to patients/clients, including their physical presence of that site;

    2. Disclosing only the minimal PHI when necessary to perform functions of the rotation; and

    3. Not utilizing, disclosing, or reusing any information accessed via a site's electronic systems for any purpose other than the assigned rotation.

7. That I am responsible for reviewing the PC- OTD Fieldwork Manual and that my participation in the experiential program constitutes agreement to the terms therein.

8. That I consent to the sharing of certain educational information with my fieldwork educator as well as with other employees of an experiential site as part of the onboarding process for each experiential rotation. This information may include FERPA directory information, social security number, immunization records, criminal background reports, drug screens, and other information contained within my educational records. In addition, my fieldwork educator is required to complete evaluations regarding my performance on the experience and to submit these evaluations to the school; these evaluations typically result in grades that will become part of my official transcript and impact my academic progress through an electronic consent form in my EXXAT profile.

5. Completion of Rotation:

1. That I may be removed from a fieldwork experience site for any reason as determined by the site and that such removal will likely result in a failing grade for that fieldwork course.

2. That if I receive a non-passing grade for that fieldwork, I will receive a non-passing grade on the entire course and may have to make up the rotation and further, that Level I and Level II fieldwork courses are subject to the same academic criteria for progression, appeal, and remediation as didactic courses.

3. That, if I receive an unsatisfactory final grade on fieldwork experience, I will be follow the terms outlined in the fieldwork manual for next steps in progression for fieldwork.

6. <u>Personal Considerations:</u> 1. That I am responsible for arranging housing, lodging, and transportation for myself. 2. That I should not make personal plans (vacations, weddings, etc.) that will conflict with my fieldwork schedule 3. That I should consult with the AFWC first before asking my fieldwork educator to make any changes to my schedule. 4. That as a Level II Fieldwork Student, I should not expect to be granted time off from my fieldwork experience due to holidays and that I should--until told differently by my fieldwork educator--plan to report to my rotation on the days of the scheduled rotations.		

Student Signature: _____   Date: _____

Please sign and date this document and then return to Presbyterian College Occupational Therapy Doctoral Program. The document may also be uploaded to the student EXXAT profile.

PRESBYTERIAN COLLEGE
OCCUPATIONAL THERAPY

Hepatitis B Vaccination
Declination Form

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:

_____ **I DECLINE Hepatitis B vaccine inoculation.**

_____

Student's Name

_____

Student's Signature

_____   _____

Witness Signature   **Date**

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PRESBYTERIAN
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Immunization Waiver – Religious Exemption

Presbyterian College (PC) requires that all students taking courses in the College of Arts and Sciences submit proof of certain immunizations as set forth on Section B of PC's Medical Records form. Students may request a waiver from these immunization requirements, however, on the basis of a sincerely held religious belief. Students requesting such waiver must review and execute this form and provide it with other documents required for enrollment. If you have previously received any immunizations, please provide that information in the Medical Records form, as well as submitting this form. This form does not apply to students seeking enrollment in the School of Pharmacy.

BY SUBMITTING THIS FORM, I AFFIRM AS FOLLOWS:

- I understand that vaccine-preventable diseases continue to exist, and that the consequences of contracting such diseases could be serious and even life-threatening.
- I understand that healthcare professionals and organizations, including the Centers for Disease Control and Prevention, recommend that students receive the vaccinations listed below.
- On the basis of a sincerely held religious belief, I decline to receive the vaccinations checked below.
- I understand that by declining to receive these vaccinations, I may continue to be at risk of contracting these diseases, suffering serious injury or death from these diseases, and exposing others to these diseases and the serious health consequences that may result.
- I understand that if I exhibit symptoms of one of these diseases, test positive for one of these diseases, or have close contact with a person who is symptomatic or tests positive, or if an outbreak of one of these diseases occurs, PC may remove me from all campus activities and require that I quarantine away from campus at my own expense until PC determines that I may return.
- I understand that if I am required to quarantine or self-isolate, PC does not guarantee remote access to academic courses and/or any other offerings, and PC will not reduce or refund my tuition or costs of room and board.
- I understand that I may be excluded from or ineligible to participate in certain programs or activities that may be open only to vaccinated persons, and that this ineligibility and related consequences may have an impact upon my academic progress, as well as future career choices and educational opportunities beyond PC.
- I understand that if I decline the COVID-19 vaccination, in addition to the forgoing (a) I may be required to submit the results of COVID-19 testing and will be responsible for paying any costs of such tests and/or reimbursing PC for such costs; and (b) I will be required to comply with all PC rules and/or CDC guidance for unvaccinated persons, which may include the wearing of face masks and other PPE, and social distancing.

I DECLINE TO RECEIVE THE FOLLOWING IMMUNIZATIONS (please check each vaccination declined):

____ Hepatitis B

____ Flu Shot

____ COVID-19

_____ _____
_____ PRINT Student Name Student Signature Date

This student is under 18 (or otherwise not a legal adult) and I am signing this as the student's parent or guardian.

_____ _____
_____ PRINT Parent Name if Student is under 18 Parent Signature Date

COVID-19 Vaccination
Declination Form

Presbyterian College Occupational Therapy Program has recommended that I receive the COVID-19 vaccination to protect myself, other students, and residents I reside with.

I acknowledge that I am aware of the following facts:

- COVID-19 is a serious respiratory disease that has killed over 841,000 US citizens since the beginning of 2020.

- COVID-19 vaccination is recommended for me and everyone to prevent COVID-19 disease and its complications, including death.

- If I contract COVID-19, I will shed the virus for 24-48 hours before COVID-19 symptoms appear. My shedding the virus can spread COVID-19 infection to others in this facility.

- If I become infected with COVID-19, even when my symptoms are mild, I can spread the severe illness to others.

- I cannot get the COVID-19 disease from the vaccine.

The consequences of my refusing to be vaccinated could endanger my health and the health of those with whom I have contact, including:

- Other students, faculty and staff in this institution of higher- learning.

- My Family and my community.

Despite these facts, I am choosing to decline COVID-19 vaccination right now.

I understand that I may change my mind at any time and accept the COVID vaccination if the vaccine is available. I have read and fully understand the information on this declination form.

_____ _____ _____

Student's Name   Student's Name Printed   Date

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PRESBYTERIAN COLLEGE
OCCUPATIONAL THERAPY

Occupational Therapy Doctoral Student Physical Examination Form

Please have this form completed by a physician, or qualified medical personnel under supervision from a licensed physician. Although a more comprehensive form may be filled out by the facility, this is all that is required for this program. Please attach the hospital/facility form if appropriate. (**Please Print**)

Last Name: _____ First Name: _____ Middle Initial: _____ Date of Birth: _____

M ___ F ____ Other _____ Prefer not to disclose ____ Age: _____ Height: _____
Weight: _____ Pulse: _____ Blood Pressure: _____ Allergies: _____

Medication(s) taken for any condition(s): _____

Illnesses or Injuries that have required any physician restriction for activity: **Y/N**:

If yes, please attach a letter indicating any physician guided limitations or restrictions and additionally physician recommendations for participation, if needed. This is to guide safe participation on Fieldwork.

Disabilities: _____
Please submit all documentation for disabilities to accommodations.presby.edu OR to Presbyterian College, Academic Success Office/Accommodation, 503 S. Broad Street, Clinton, SC 29325

Please examine the items below and annotate beside the item if there are any abnormal findings that would impede the student from participating in their academic fieldwork rotations.

Mouth, Teeth, Tongue Throat	Y/N	
Vision	Y/N	
Head, Neck, Abdomen	Y/N	
Thyroid	Y/N	
Abdomen	Y/N	
Reflexes	Y/N	
Muscle Tone	Y/N	
Skin	Y/N	
Varicosities	Y/N	
Heart	Y/N	
Lungs	Y/N	

I certify that I have examined this student and found him/her medically sound. I certify that to the best of my knowledge that the student is in good mental and physical health to participate in their occupational therapy clinical fieldwork rotations.

Physician's Signature: _____ Date: _____

Physician's Address: _____

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Appendix K: Travel Release

PRESBYTERIAN COLLEGE
OCCUPATIONAL THERAPY

Travel Release

I, _____, recognize that Presbyterian College Occupational Therapy Doctoral Program Certificate of Liability Insurance does not extend to vehicle coverage.

If the student rides with the Fieldwork Educator in their personal vehicle, the student will not be held responsible for any expenses related to use and care of the vehicle.

Additionally, the student waives all liability to Presbyterian College Occupational Therapy Doctoral Program for any medical or related expenses and any injuries that could result in an accident.

Student Signature: _____   Date: _____

Fieldwork Educator Signature: _____   Date: _____

Please sign and date this document and return to Presbyterian College Occupational Therapy Doctoral Program. Students may also upload this on the EXXAT placement profile under "required documents for site".

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STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s).
Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.
The SEFWE is signed by both the fieldwork educator(s) and the student.
Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

AOTA SEFWE Task Force, 2016

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

_____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: [ ] First   [ ] Second   [ ] Third   [ ] Fourth

Student work schedule:
Hours required: _____ per week
Weekends required Evenings required
Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork

Experience report on _____.
                    (date)

_____   _____
Student's Signature   FW Educator's Signature

_____   _____
Student's Name (Please Print)   FW Educator's Name and credentials (Please Print)

                                         FW Educator's years of experience _____

ORIENTATION—WEEK 1
Indicate the adequacy of the orientation by checking "Yes" (Y) or "Needs Improvement" (I).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

CLIENT PROFILE

Check age groups worked with

List most commonly seen occupational performance issues in this setting

Age	
0–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

_____

_____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others—specify:		

There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): _____

_____

DOCUMENTATION AND CASE LOAD

Documentation Format:

Narrative   SOAP   Checklist   Other:_____
Hand-written documentation   Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

_____

Ending student caseload expectation: _____ # of clients per week or day
Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)
 one fieldwork educator : one student
 one fieldwork educator : group of students
 two fieldwork educators : one student
 one fieldwork educator : two students
 distant supervision (primarily off-site)
 three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

_____
_____
_____ _____ __

General comments on supervision: _____

_____

_____

SUMMARY of FIELDWORK EXPERIENCE	1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

_____
_____

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

_____
_____

Study the following intervention methods:

_____
_____

Read up on the following in advance:

_____
_____

Overall, what changes would you recommend in this Level II fieldwork experience?

_____
_____
_____

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

_____
_____
_____
_____

Would you recommend this fieldwork site to other students? Yes or No ___

Why or why not? _____
_____

AOTA SEFWE Task Force, 2016

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area

FIELDWORK EDUCATOR NAME:

_____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: _____

_____
_____
_____
_____
_____
_____

AOTA SEFWE Task Force, 2016

PRESBYTERIAN COLLEGE
OCCUPATIONAL THERAPY

Potential Conflict of Interest Form

Name:

Facilities where you have been for Level I rotations:

Level I A: _____

Level I B: _____

Places where you did your observation hours:

_____
_____
_____
_____
_____
_____
_____
_____

Places where you have potential conflicts of interest (Please be honest)

_____
_____
_____
_____
_____
_____

Top 5 cities where you could easily secure housing (This is not a guarantee)

1._____
2._____
3._____
4._____
5._____

MID-TERM
FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)

Student's name:	Supervisor(s) names:		
Facility name:			
Type of fieldwork experience (setting, population, level):		Date:	Week #:

Context:
The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data was collected from fieldwork students and fieldwork educators. In their interviews, students and fieldwork educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

Purpose:
The FEAT identifies essential characteristics of the three key components. By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at anytime throughout fieldwork as the need for problem solving emerges.

Directions:
In the Assessment Section, the FEAT is organized according to the three key components: environment, fieldwork educator, and student. Under each component, essential characteristics and examples are listed. These examples are not all-inclusive; new descriptors may be added to individualize the tool for different settings.   The fieldwork educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited → just right challenge → excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

Use of the FEAT at the end of the fieldwork experience is different than at midterm. At the end of the fieldwork the FEAT is completed exclusively by the student to provide "student-to-student" feedback based upon what characteristics the ideal student in this setting should possess to make the most of this fieldwork experience. This final FEAT is sent directly to CSU by the student.

A. Assessment Section

ENVIRONMENT	
I. VARIETY OF EXPERIENCES	**Descriptions** (Limited ⟷ Just right challenge ⟷ Excessive)
A. Patients/Clients/Diagnoses -Different diagnoses -Range of abilities for given diagnosis (complexity, function-dysfunction) -Diversity of clients, including socioeconomic & lifestyle	
B. Therapy approaches -Engage in the entire therapy process (evaluation, planning, intervention, documentation) -Learn about different roles of therapist (direct service, consultation, education and administration) -Use variety of activities with clients -Observe and use different frames of reference/theoretical approaches -Use occupation vs. exercise	
C. Setting characteristics -Pace (setting demands; caseload quantity) -Delivery system	
II. RESOURCES	**Descriptions** (Limited ⟷ Just right challenge ⟷ Excessive)
A. OT Staff -See others' strengths and styles -Have multiple role models, resources and support	
B. Professional Staff -Observe and hear a different perspective on clients -See/experience co-treatments and team work to get whole person perspective -Have others to share ideas and frustrations	
C. OT Students -Able to compare observations & experiences -Exchange ideas	
FIELDWORK EDUCATOR	
I. ATTITUDE	**Descriptions** (Limited ⟷ Just right challenge ⟷ Excessive)
A. Likes Teaching/Supervising Students -Devote time, invests in students -Enjoy mental workout, student enthusiasm	
B. Available/Accessible -Take time	

FIELDWORK EDUCATOR (continued)	
C. Supportive -Patient -Positive and caring -Encourages questions -Encourages development of individual style	
D. Open -Accepting -Alternative methods -To student requests -Communication	
E. Mutual Respect	
II. TEACHING STRATEGIES	Descriptions (Limited ←→ Just right challenge ←→ Excessive)
A. Structure -Organize information (set learning objectives, regular meetings) -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
B. Graded Learning -Expose to practice (observe, model) -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
C. Feedback/ Processing -Timely, confirming -Positive & constructive (balance) -Guide thinking -Promote clinical reasoning	
D. Teaching -Share resources and knowledge	
E. Team Skills -Include student as part of team	
III. PROFESSIONAL ATTRIBUTES	Descriptions (Limited ←→ Just right challenge ←→ Excessive)
A. Role Model -Set good example -Enthusiasm for OT -Real person -Life long learning	

B. Teacher -Able to share resources and knowledge	

FIELDWORK STUDENT	
I. ATTITUDE	**Descriptions** (Limited ⟵⟶ Just right challenge ⟵⟶ Excessive)
A. Responsible for Learning -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
B. Open/Flexible -Sensitive to diversity (non-judgmental) -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternate approaches)	

C. Confident
-Comfort in knowledge and abilities
-Comfort with making and learning from mistakes
   (take risks, branch out)
-Comfort with independent practice (take
   responsibility)
-Comfort in receiving feedback	

D. Responsive to Supervision -Receptive to feedback (open-minded, accept criticism) -Open communication (two-way)	
II. LEARNING BEHAVIORS	**Descriptions** (Limited ⟵⟶ Just right challenge ⟵⟶ Excessive)
A. Independent –Have and use knowledge and skills –Assume responsibility of OT without needing direction –Incorporate feedback into behavioral changes -Use "down time" productively -Become part of team	
B. Reflection –Self (processes feelings, actions and feedback) -With others (supervisor, peers, others)	

C. Active in Supervision
–Communicate needs to supervisor (seek
   supervision for guidance and processing; express
   needs)
-Ask questions	

B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

Common perspectives between student and fieldwork educator	Different perspectives between student and fieldwork educator
Environment Fieldwork Educator Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting

Environment
  Experiences
 	
  Resources	

Fieldwork Educator
  Attitudes
 	
  Behaviors
 	
  Professional attributes	

Student
  Attitudes
  Behaviors	

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

	FUNDAMENTALS OF PRACTICE
1	**Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.** Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	**Adheres to safety regulations and reports/documents incidents appropriately.** Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	**Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.** Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
	BASIC TENETS
4	**Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
5	**Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
6	**Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
	SCREENING AND EVALUATION
7	**Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.**
8	**Obtains sufficient and necessary information from relevant sources throughout the evaluation process.** Examples: record or chart review, client, family, caregivers, service providers
9	**Selects relevant screening and assessment tools based on various factors.** Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	**Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.** **Occupational profile**: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs. **Occupational performance**: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

| 11 | **Evaluates and analyzes client factors and contexts that support or hinder occupational performance.**

Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.

Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.

Includes the consideration of all client centered components including psychosocial factors |
|---|---|
| 12 | **Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.**
Examples: follows assessment protocols, adheres to time guidelines |
| 13 | **Modifies evaluation procedures based on client factors and contexts.**
Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions |
| 14 | **Interprets evaluation results to determine the client's occupational performance strengths and challenges.** |
| 15 | **Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.** |
| | **INTERVENTION** |
| 16 | **Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.** |
| 17 | **Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.**
Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals |
| 18 | **Uses evidence from research and relevant resources to make informed intervention decisions.** |
| 19 | **Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.**

Includes the consideration of all client centered components including psychosocial factors |
| 20 | **Implements client-centered and occupation-based intervention plans.**

Includes the consideration of all client centered components including psychosocial factors |
| 21 | **Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.**
Examples: prevention, restoration, maintenance, promotion |
| 22 | **Modifies task and/or environment to maximize the client's performance.**
Examples: upgrades/downgrades task; arranges client's workspace for optimal performance |
| 23 | **Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.** |
| 24 | **Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.** |

	MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES
25	**Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.** Examples: paraprofessionals, nurses' aides, volunteers
26	**Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.** Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	**Demonstrates knowledge about the organization.** Examples: mission and vision, accreditation status, licensing, specialty certifications
28	**Meets productivity standards or volume of work expected of occupational therapy students.**
	COMMUNICATION AND PROFESSIONAL BEHAVIORS
29	**Communicates clearly and effectively, both verbally and nonverbally.** Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	**Produces clear and accurate documentation.** Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	**Collaborates with fieldwork educator(s) to maximize the learning experience.** Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	**Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.**
33	**Responds constructively to feedback in a timely manner.**
34	**Demonstrates consistent and acceptable work behaviors.** Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	**Demonstrates effective time management.** Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	**Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.**
37	**Demonstrates respect for diversity factors of others.** Examples: culture, socioeconomic status, beliefs, identity

PRESBYTERIAN COLLEGE
OCCUPATIONAL THERAPY

Occupational Therapist Verification Form
World Federation of Occupational Therapists

Please fill out the following form, and provide the following as an attachment to this form. Return to the Academic Fieldwork Coordinator:

Allie Turner
503 South Broad Street
Clinton, SC 29325
axturner@presby.edu

1. **A copy of diploma from the institution where OT Degree was received.**
2. **A copy of CV demonstrating work experience as an OT.**
3. **An attestation form from place of employment verifying years of work experience as an OT.**

To Be completed by the Fieldwork Educator:

Name: _____

License Number: _____

Years of Experience: _____

School where OT degree was received: _____Year_____

To Be completed by the School:

FWE OT School attended verified on WFOT website (Please Circle): Yes or No

Date: _____

Verified By: _____

Fieldwork Acknowledgment Form

I acknowledge my responsibility and have read and become familiar with the information and policies in the PC-OTD Fieldwork Manual.

_____

Student Signature   Date

(The PC-OTD DCP/DCE `Manual intentionally begins on the next page)

Presbyterian College
Occupational Therapy Doctoral Program

Doctoral Capstone Project -
Doctoral Capstone Experience Manual
2023

Contents

Introduction

The Doctoral Capstone Project (DCP)/Doctoral Capstone Experience (DCE) is an integral part of the Presbyterian College - Occupational Therapy Doctoral Program (PC-OTD) curriculum content and design, it denotes a synthesis of knowledge and program outcomes, incorporating principles of evidence-based and occupation-based practice. The DCP/DCE is a faculty-guided scholarly experience that provides opportunity/evidence of critical thinking, and the ability to apply research principles through problem identification, proposal development, implementation, and evaluation. The goal of the doctoral capstone project/process is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts:

1) Doctoral Capstone Project (DCP)

2) Doctoral Capstone Experience (DCE)

Contacts

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864-833-8158

Presbyterian College Occupational Therapy Doctoral Program
Offices are located on the 1st floor of Bailey Hall
Department Address: 503 S. Broad Street, Clinton, SC 29325
Office Hours: 8:00- 5:00PM, Monday through Friday
Presbyterian College - Occupational Therapy Doctoral Program
Website: https://www.presby.edu/academics/graduate-professional/occupational-therapy-doctoral-program/

ACOTE Doctoral Capstone Standards 2018

D.1.1. Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.

D.1.2. Ensure that the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.

D.1.3. Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the start of the 14-week doctoral capstone experience/DCE.

D.1.4. A Memo of Understanding (MOU) is required for the DCE. The MOU includes individualized specific objectives of the experience, plans for supervision or mentoring, and responsibilities of all parties (including signatures).

D.1.5. Indicates the doctoral capstone experience/DCE length, intensity, flexibility, and concentration. The length of the DCE must be a minimum of 14 weeks (560 hours), scheduling flexibility can be considered per site, however, to ensure a concentrated experience in the designated area of interest, no more than 20% of the 560 hours can be completed off site from the mentored practice setting(s). Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be used for/substituted for the DCE.

D.1.6. Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

D.1.7. Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience/DCE.

D.1.8. Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience/DCE and demonstrates synthesis of in-depth knowledge in the focused area of study.

PC-OTD Program Mission Statement

The mission of the Doctor of Occupational Therapy program at Presbyterian College is to emulate the principles and values of the college, profession, and community to educate, mentor, and prepare skilled occupational therapists, servant leaders, and innovative researchers who promote evidence-based practice, advocacy, diversity, and scholarship.

PC-OTD Program Vision Statement

To be integral in community and professional advancement through innovative excellence and leadership in education, clinical preparation, service, and scholarship:

The Doctor of Occupational Therapy program at Presbyterian College will effectively impact occupational therapy education through innovative, interprofessional, evidence-based curriculum and teaching
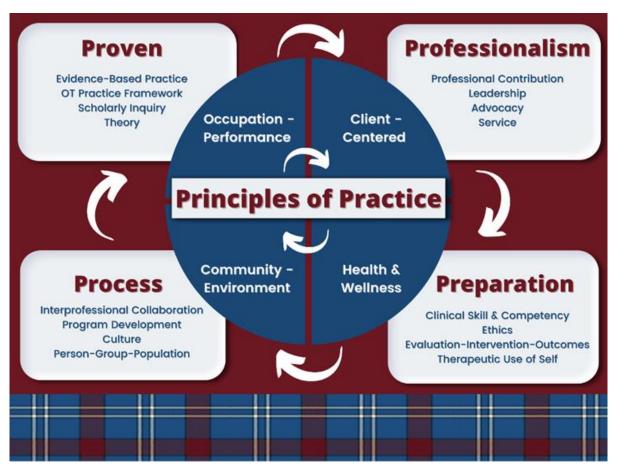
strategies that foster life-long learning, clinical excellence, ethical conduct, premier research, continued competence, and the fortitude to lead through service within our students, college, community, and profession.

PC-OTD Program Curriculum Design

The Occupational Therapy Doctoral Program at Presbyterian College fosters diverse, culturally sensitive and evidence-based clinical competence through active engagement in a collaborative process between student, client, community, and educator.

The diagram depiction developed for our curriculum design was deliberate; it reflects both the concept of parts of a whole, but also the concept of interaction and interdependence. The theoretical, evidence-base premise of the curriculum interfaces with and supports the cyclical phases of the occupational therapy process of evaluation and intervention for predictable, functional outcomes. Faculty embrace the constructs of effective teaching and educational methods, clinical skills, leadership, advocacy, and scholarly pursuits to effectively impact and direct students and the profession of occupational therapy.

Presbyterian College Occupational Therapy Doctoral Program Curriculum Design

The dynamic implication of student growth through didactic and experiential learning opportunities represents the transition from student to entry-level skilled clinician based on the integrated balance between foundational, applied, clinical, and behavioral sciences.   Learning is interdependent on relationships and intrinsically requires dynamic collaboration between community, faculty, and students. The curriculum progression also represents student professional growth and engagement in leadership opportunities, advocacy, specialty, program development, and scholarly inquiry towards entry into the profession which values and anticipates their contribution and commitment to direct the future of the profession.

PC-OTD Program Curriculum Themes

The OTD program curriculum design is defined by the foundational knowledge and basic theoretical tenets of the OT profession, using the Occupational Therapy Practice Framework (OTPF-4, 2020) to guide and direct content that supports its distinct value. Consistent with the AOTA philosophical basis for OT education, the curriculum of the OTD program provides the student with a broad-based foundation for entry-level clinical practice (AOTA, 2018). The original constructs of Bloom's Taxonomy compliment the principles of OT practice, indicating a progression from knowledge and understanding to application and further revision by Fink expanded the concept of *significant learning* to also include the impact made on student learning (Fink, 2013). Interprofessional learning opportunities throughout the curriculum further recognizes the dynamic process that occurs through education, experience, and training to gain insight, skill, and the ability to effectively apply that knowledge in clinical practice and diverse professional roles, leadership, and contribution.

Principles of Practice

Proven - Knowledge

-theoretical foundation

-occupation-based practice

-evidence/scholarly inquiry

Foundational learning is the science and theory of occupational therapy. Dynamic learning environments are created to foster self-directed learning, creative problem-solving, and critical inquiry.

Preparation - Application

-evaluation/intervention/outcome

-clinical skill/competencies

-therapeutic use of self

Experiential learning opportunities develop clinical competency to effectively address client-centered need within diverse settings. Multimodal learning experiences foster intrinsic understanding, application, and life-long learning.

Process - Analysis

      -interprofessional collaboration

      -person/group/population

      -culture/diversity/inclusivity

Significant learning is not limited to external knowledge. Interprofessional learning opportunities promote awareness and self-reflection to develop social consideration, cultural awareness, and community engagement.

Professionalism - Synthesis

      -professional development

      -professional contribution

      -leadership/advocacy/service

Collaborative learning experiences recognize the dynamic process of education, experience, and training to develop and advance professional insight, skill, and application of knowledge in clinical and community practice and diverse professional roles, leadership, and contribution.

These threads are represented throughout the curriculum and within each course through a variety of formats (lectures, assignments, labs, service-learning, multimedia platforms, resources, exams, etc.).

Program Goals:

Goal 1: The OTD program will provide effective learning opportunities for students to acquire the theoretical knowledge, applicable skills, and professional attributes necessary to embrace their future role(s) as an entry level occupational therapist (OTD). Proven, Preparation

Goal 2: The OTD Program will impart a sense of responsibility and commitment to the core values and ethical guidelines of the profession, adopting a servant-leadership identity in community service, research, and clinical practice. Proven, Professionalism, Process

Goal 3: The OTD program will support the integrative, interdisciplinary, and collaborative nature of practice areas to facilitate contemporary critical thinking for client-centered care that incorporates occupation/evidenced-based decision-making in occupational therapy practice, documentation of outcomes, and the generation of new knowledge. Preparation, Proven

Goal 4: The OTD program will provide a learning environment that engages students in critical thinking, intellectual curiosity, reflection, and personal/professional growth, with sensitivity to contextual and cultural factors that impact occupational performance.   Professionalism, Process

Goal 5: The OTD program will support student and faculty professional participation/development; including continuing education, clinical specialty, academic advancement, leadership opportunities, and research to advocate for and advance the scope and scholarship of the occupational therapy profession. Preparation, Proven

Doctoral Capstone Project (DCP)/Doctoral Capstone Experience (DCE)

Progression

The DCP/DCE project process allows students the opportunity to thoroughly explore an area/topic that interests them within the field of occupational therapy. The DCP must relate to the DCE and demonstrate synthesis of in-depth knowledge in the concentrated area of study/interest.

These courses are an integral part of the PC-OTD program DCP/DCE curriculum progression and synthesis of knowledge in one of the following designated areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.   This course progression reflects the curriculum design from *development* of a topic/area of focus through *research methodology* and understanding of evidence-based implications for OT practice. The *synthesis* of *knowledge, planning, mentorship,* and *experiential* implementation exude professional preparedness for practice.

OTH751 Research Design & Methods in OT

OTH842 OT Doctoral Capstone Development

OTH847 OT Doctoral Capstone Comprehensive

OTH941 Doctoral Capstone Experience (DCE) (14 weeks)

These courses are designed to provide foundational skills for the development of individual student capstone projects. Students will learn research methodology related to evidence-based practice and capstone topic selection within the occupational therapy profession. Students will be introduced to/implement the capstone process, role of student, faculty, and mentors, timeline, and e-portfolio development. Students will engage in comprehensive and in-depth scholarly activities by developing a capstone project in collaboration with faculty and capstone mentor(s). The project will enable students to synthesize and apply knowledge gained in previous courses throughout the curriculum, while addressing important issues and research needs of the profession to advance knowledge, clinical or interprofessional practices and service delivery models or address academic, program, and/or policy change/advancement.

Topic → Problem → Proposal → Research → Defense/Dissemination → Fieldwork → DCE

Prerequisites

Prerequisites for the DCP/DCE courses are successful completion of all didactic courses and Level I and Level II fieldwork experiences.

Doctoral Capstone Project/Doctoral Capstone Experience Expectations

The PC-OTD Program curriculum progression reflects the dynamic process of collaborative learning in developing the knowledge, application, analysis, and synthesis needed to advance professional insight, roles, leadership, and contribution. These important threads represent student growth and professional preparedness for practice and their important roles in leadership, scholarship, research, and academics.

OTH751 Research Design & Methods in OT

Critical analysis and interpretation of professional scientific literature are essential for evidence-based practice. This course is designed to provide foundational knowledge and understanding of basic research methods; including topic selection, research proposal, theory and hypothesis development, research design and methodology, literature search/review, and data collection/statistical analysis.   Within the constructs of this course, students will disseminate, design, and implement a scholarly project that aligns with current OT practice areas of interest.   This course reflects the curriculum design from development of a topic/area of focus through research methodology and understanding of evidence-based implications for OT practice.

Capstone Components:

-class activities/discussion to introduce capstone process and potential topics/student areas of interest

-faculty research interests/projects in-process will be presented to further provide students with future capstone ideas/topics

-initial introduction to literature search strategies

-explore Capstone Question-Problem-potential Topic

OTH842 OT Doctoral Capstone Development

This course is designed to provide foundational skills for the development of individual student capstone projects. Students will learn research methodology related to evidence-based practice and capstone topic selection within the occupational therapy profession. Students will be introduced to/implement the capstone process, role of student, faculty, mentors, timeline, e-portfolio development, and project plan commitment. Students will engage in comprehensive and in-depth scholarly activities by developing a capstone project in collaboration with faculty and capstone mentor(s).

Capstone Components:

Step 1: Identify Capstone Question-Problem-Topic

-class activities/discussion to identify student interests and determine topics/issues around it

-complete a SWOT and/or GAP Analysis

-extensive literature search/select database(s)/PRISMA/P-Q-R-S

-background exploration of topic, interview, tour, etc. to begin to frame idea/ project design/purpose

-research topic forum/discussion about topic ideas with OTD faculty and community therapists to identify/develop idea further-assist student in formulating a more comprehensive idea appropriate for capstone/DCE development

-completion of Doctoral Capstone Project (DCP) Initial Proposal Form

Step 2: Draft Capstone Proposal (Paper) Submission

-PICO Question/Statement

-Abstract: completion of initial Abstract portion of paper

-Introduction: completion of initial introduction portion of paper

-Background: completion of initial background portion of paper

-Methods: formation of survey (measurement tool) of capstone project

-written submission identifying problem/solution/objectives

-identifies potential DCE location

-upon approval from DCC, student will be assigned a faculty capstone/research mentor, and will begin Step 3

OTH847 OT Doctoral Capstone Comprehensive

This course is designed to provide foundational skills for the development of individual student capstone projects. Students will learn research methodology related to evidence-based practice and capstone topic selection within the occupational therapy profession. Students will be introduced to/implement the capstone process, role of student, faculty, and mentors, timeline, e-portfolio development, and project plan commitment. Students will engage in comprehensive and in-depth scholarly activities by developing a capstone project in collaboration with faculty and capstone mentor(s).

Capstone Components:

Step 3: Doctoral Capstone Project (Paper)

-finalize survey/determine platform/distribution

-IRB submission/approval

-continue to develop capstone proposal (paper), reflecting extensive research and topic development, indicating DCE setting for implementation

-extensive literature review/APA-7 format

-update SWOT or GAP Analysis as indicators of DCE

Step 4: Doctoral Capstone Experience (DCE) Preparation

-identify potential DCE site/Site Mentor

-confer with DCC/complete initial DCE Needs Assessment and DCE Site Mentor Forms

-schedule/attend student, DCC, and DCE Site Mentor meeting(s)

-establish MOU, DCE initial schedule, etc.

Step 5: Dissemination of Doctoral Capstone Project (Research Symposium)

-present summary of DCP (paper)/projected DCE

-final feedback, clarification, encouragement given by peers, faculty, family, mentor(s)

*Final Grade for OTH847 is issued upon successful completion of Doctoral Capstone Proposal (paper) per content guidelines/rubric, remediation requirements/schedule is determined by DCC and OTD Program Director.

OTH850 Fieldwork Level IIA (12 weeks) & OTH940 Fieldwork Level IIB (12 weeks)

-placements occur between didactic completion of curriculum and before the start of DCE-no direct relationship/connection will exist between FW Level II placements and DCE

*students may/will complete data collection/analysis/writing of capstone project summaries during months on FW Level II and/or weeks in between placements

OTD941 Doctoral Capstone Experience (DCE)

The DCE course is an integral part of the program's curriculum design, progression, and synthesis of learning - incorporating an in-depth experiential component/experience related to individual student capstone projects in one or more of the following occupational therapy scope of practice areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. This is the culminating practical experience in the Doctor of Occupational Therapy Program.

Students are expected to achieve site-specific goals established by the student, their capstone/research mentor, and the DCE Site Mentor/Supervisor.

Capstone Components:

Step 6: DCE (14-weeks)

(following successful Fieldwork Level II experiences, students will begin their DCE)

-confer with DCC/complete/finalize DCE Needs Assessment with DCE Site Mentor

-initiate/implement project

-complete all requirements, assignments, discussion boards, etc.

-complete DCP (paper)/written summation-professional e-portfolio

Step 7: Professional Poster Presentation

-create professional poster (per template/rubric requirements) to be presented/displayed at graduation events

Capstone Team/Roles

The DCP/DCE and preparation, under the direction of the DCC, reflects professional collaboration, growth, and advancement of students, faculty, and community.

Doctoral Capstone Coordinator (DCC)

The DCC is responsible for the organization, implementation, and compliance of the DCP/DCE progression within the PC-OTD Program (ACOTE D-Standards). The DCC will provide information, resources, and support as students progress from capstone development to completion, dissemination, and commencement. The DCC will collaborate with faculty, students, and community occupational therapists and other professionals to establish, plan, and execute diverse DCE sites/experiences. The DCC will ensure the quality, standard and evidence-based focus of student capstone/DCE projects to facilitate professional accomplishment, scholarly dissemination and impact to the profession.

OTD Student

Professional engagement and commitment to didactic course completion for scholarly advancement toward development of DCP/DCE. Initiate and collaborate with faculty and community experiential mentors and team members to ensure capstone development and effective DCE implementation prior to graduation.

Students successfully completing the didactic/experiential portions of the curriculum, including both the Doctoral Capstone Development and Comprehensive courses (OTH842 & OTH847) will complete their Fieldwork Level II placements (2) prior to their Doctoral Capstone Experience (DCE) in order to graduate from the PC-OTD Program.

OTD Faculty Capstone Mentor (Research Mentor)

As students begin to formulate ideas for their capstone project within OTH842 & OTH847, a faculty member will be assigned to assist them in understanding the process, explore resources, and adhere to the course/capstone schedule. This faculty member will provide additional 1:1 mentorship and guidance outside of class to develop their capstone topics/ideas within the research process towards an impactful DCE experience.

*Collaboration, support, and guidance may be elicited from additional faculty member(s) if the student capstone project is within an area of specialty/expertise.

DCE Site Mentor/Supervisor

As students begin to formulate a plan for their DCE experience, they will initiate contacts with potential sites and establish relationships with a potential DCE Site Mentor/Supervisor. The DCC will establish initial contact, confirm interest, and review qualifications of potential site/Site Mentor. Upon consensual approval, DCC, student, and Site Mentor will meet to establish/complete the Memorandum of Understanding (MOU), outline roles, responsibilities, and DCE outcomes. The DCE Site Mentor will provide evidence of skills and understanding in the identified area of expertise to guide and assess performance effectiveness of the student, and ensure the quality and significance of the DCE. (D.1.6)

Academic Fieldwork Coordinator (AFWC)

The AFWC will provide support, community collaboration/awareness of capstone/DCE process, involvement and participation with student projects. The AFWC will help promote, seek experiential mentors, and confirm existing contractual agreement with potential DCE sites.

(Academic Faculty Advisor – Each student will be assigned an Academic Faculty Advisor upon admission to the OTD program, outside of/independent of the Capstone Team Members. The Academic Faculty Advisor seeks to establish a trusting relationship to provide support throughout the progression of the program, complete professional development assessments, ensure contributions to professional e-portfolio, provide advocacy if needed, and guide student personal and professional development.)

DCP/DCE Policies & Procedures

The DCP/DCE connects theory to practice by synthesizing evidence-based information/research into an area of practice which reflects/impacts the profession.

The length of the DCE must be a minimum of 14 weeks (560 hours), scheduling flexibility can be considered per site, however, to ensure a concentrated experience in the designated area of interest, no more than 20% of the 560 hours can be completed off site from the mentored practice setting(s). Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be used for/substituted for the DCE.

Memorandum of Understanding (MOU)

A Memorandum of Understanding (MOU) will serve as a key document during the planning process and during the implementation of the DCP and DCE. This document will include individualized specific objectives, plans for supervision and mentoring, and responsibilities and signatures of all parties. Documentation/Job Description, CV or resume will also be submitted/included with the MOU to indicate Site Mentor/Supervisor experience/expertise in the focus area of the project. The MOU will also contribute significantly to the midterm and final evaluation for the DCE. (D.1.4, D.1.6)

Relationship to Level I and Level II Fieldwork

Prerequisites for the DCE include successful completion of Level I and Level II fieldwork experiences. No part of fieldwork (or work experience) may be counted towards the DCE requirements. (D.1.5)

DCE Site Decision/Communication

Students are provided with multiple resources to assist them in determining/selecting their DCE location/site, including discussions, materials sent from the site/available on websites, and information obtained from site visits by the DCC.

Sites will be approved/assigned on an individual basis as students identify an area of interest during the Doctoral Capstone Development/Comprehensive courses/process. Capstone team members will collaborate to help determine the DCE site/location. Each OTD student will explore/pursue their own DCE site/Site Mentor/Supervisor. Upon initial agreement/intention to serve as Site Mentor/Supervisor, the DCC will explore the identified site, request qualification verification information/verification from site/Site Mentor, and set-up a virtual/onsite meeting with the OTD student, site/Site Mentor, and DCC. During this meeting, DCE expectations, schedule, intent/objectives, etc. will be discussed and a facility agreement/MOU will be completed/signed. No more than one student will be placed at each DCE site/location. The DCE Site Mentor/Supervisor does not need to be an occupational therapist. (D.1.6)

Evaluation and Grading Procedures

Within the curriculum, students receive a letter grade for completion of all the Research/Doctoral Capstone Development/Comprehensive courses (OTH751, OTH842, OTH847). Course schedule/grading rubrics for assignments are posted on BrightSpace.

A formal evaluation mechanism for objective assessment of the student's performance during (midterm)and at the completion/end (final) of the DCE is documented per program form (Appendix   ) and meeting between OTD student and DCE Site Mentor. (D.1.7)

Students receive a letter grade for final written completion/submission of their Doctoral Capstone Project within the constructs of OTH941 DCE, allowing time for final data analysis and written summation per the DCE experience, time for final grading by Capstone/DCE Coordinator, and time for student to develop their professional poster for presentation at DCE site during week 14 and formal dissemination/defense during graduation celebration on campus (required).

OTH941 DCE course (10 credits) hour course requires implementation and oral dissemination of an individual culminating project that allows the student to demonstrate synthesis and application of advanced knowledge in a designated area of interest. The specific topics and learning opportunities will

be documented between the OTD student, DCE Site Mentor, and OTD Faculty Research Mentor in preparation for formal dissemination and professional poster presentation at commencement. (D.1.8)

Student Accommodation/Attendance

Accommodation

Presbyterian College Occupational Therapy Doctoral Program supports and is compliant with the Americans with Disabilities Act. If a student requires accommodation due to disabilities, **the student must initiate**/contact/bring the appropriate documentation to the Academic Success Office **before signing MOU for DCE experience**. https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/accommodations-initial-intake-form/

Accommodations cannot be instituted retroactively and must be renewed each semester. Ongoing accommodations can be submitted by establishing an online account. The PC Coordinator for Disability Support Services Accommodations@presby.edu, will continue to review documentation and recommend the approved accommodations as part of the internal processes.

Attendance

The DCE must be a minimum of 560 hours/14 weeks, of which no more than 20% can be *offsite*. Working at home due to an absence is not included in the 20%. Any time missed due to illness or other unexpected events will need to be made-up. The DCE experience is intended/expected to be completed on a full-time basis over the course of one semester. Requests for exceptions need to be approved by the OTD Program Director, Provost, Capstone/DCE Coordinator, and DCE Site Mentor/Supervisor and may affect graduation date. (D.1.5)

Holidays

Students at clinical sites or community sites for their DCE that are open on holidays will be expected to follow the schedule set by their site, which may mean being on site on holidays. Religious holidays need prior disclosure/approval from the DCC and Site Mentor/Supervisor **PRIOR** to the start of the DCE. Presbyterian College Occupational Therapy Doctoral Program OTD program and faculty acknowledge/respect student participation in religious celebrations.

Institutional Review Board (IRB)

Doctoral Capstone Projects that involve research will need: (1) prior collaboration/approval from the DCC and/or their Capstone Mentor, (2) IRB initial submission and (3) obtain IRB approval prior to the start of survey/measurement tool implementation, start of DCE, etc. The PC-IRB Committee will make the decision if an IRB is required and what type would be appropriate for the project. Students should familiarize themselves with PC-IRB processes and forms:
Institutional Review Board | Presbyterian College Occupational Therapy Doctoral Program | Clinton SC

Authorship

Dissemination of the Capstone Project is an important part of doctoral level work. The PC-OTD Program encourages students to submit their work for publication and/or presentation. Submitting a manuscript is often dependent upon contributions of a group of individuals, including advisors, committee

members, and external experts. Contribution and authorship should be discussed throughout the project and the Authorship Consent Form completed/updated/signed.

PC-OTD DCP/DCE Documents

I. Doctoral Capstone Project Initial Proposal Form

The purpose of this proposal form is to outline and compile initial capstone/research ideas/interests.

PROPOSED TITLE:

Circle the ACOTE Area(s) of Focus you will be using in your proposal:

Research skills

Clinical practice skills

Administration

Advocacy

Leadership

Program and policy development

Theory development

Education

List your proposed objectives:

1.

2.

3.

4.

5.

Mentorship

List potential expert mentors that could assist you with your capstone project/DCE:

1.

2.

3.

4.

5.

Planning/Implementation

Provide a brief description of your Doctoral Capstone Project and its potential implications on determining DCE application and site location:

Synthesis of Knowledge

Describe the advanced knowledge, skills required to pursue your DCE:

II. Background/Qualifications: DCE Site Mentor

Name: **Title:**

Site/Organization/Address: **Phone:**

                                                             Email:

Area of Focus:

Qualifications/Experience:

Supporting Documents

- [ ] **Resume**

- [ ] **Job Description**

- [ ] **Other _____**

III. DCE Needs Assessment

Title of Doctoral Capstone Project:

Statement of Purpose/Intent of Project	Need/Problem:
	Area of Practice:
	Population/Audience (Internal/External):
SWOT	
Strengths	**Weaknesses**
Opportunities	**Threats (Challenges)**
Scope/Topics	Expected Change(s)/Result(s):
	How will change be measured?
Special Considerations/Requirements	Initials/Date: Initials/Update: Initials/Update: Initials/Update:

IV. DCE Progression Form

*The purpose of this form is to assist the PC-OTD student in planning for their DCE, which is a <u>14-week</u>, <u>560-hour</u> experience in which the student is to complete <u>80% of the experience on site</u>. This form requires the student to document the DCE **objectives**, the **activities** which will be carried out to meet the objectives, the **evidence** for the activity, the **time frame** for the activity to be carried out, and the **date(s)** the activity is completed. The student is to go over this form with their site mentor and the site mentor will sign off on the objectives as they are completed.*

_____

STUDENT NAME: **DATE:**

PROJECT TITLE:

PRIMARY FOCUS OF THE DCE:

ALTERNATIVE FOCUS/ADDITIONAL CONSIDERATIONS:

Preliminary Objectives of DCE – determined by OTD student in response to capstone project/research results/implications. To be discussed with potential DCE Site Mentor and DCC when determining DCE placement.

1	
2	
3	
4	
5	

Projected Activities/Interventions   **Evidence to support effectiveness/desired outcomes**

1		
2		
3		
4		
5		

Describe how learning objectives connect with the PC-OTD Program/Educational Philosophy:

Projected DCE Schedule

W1	-Tour/orientation, etc. -DCE Site Needs Assessment Updated per team focus group, interviews, etc. -Final determination of DCE activities/approaches/interventions per team responses. *weekly student/site mentor mtg*	**W8**	 *weekly student/site mentor mtg*
W2	-DCE Site Needs Assessment Updated per team focus group, interviews, etc. -Final determination of DCE activities/approaches/interventions per team responses. *weekly student/site mentor mtg*	**W9**	 *weekly student/site mentor mtg*
W3		**W10**	 *weekly student/site mentor mtg*

	weekly student/site mentor mtg		
W4	*weekly student/site mentor mtg*	**W11**	*weekly student/site mentor mtg*
W5	*weekly student/site mentor mtg*	**W12**	*weekly student/site mentor mtg*
W6	*weekly student/site mentor mtg*	**W13**	*weekly student/site mentor mtg*
W7	**Midterm Student Evaluation**	**W14**	**Final Student Evaluation**

DCE Timesheet: Posted electronically on Brightspace

OTD Student:					PC-OTD Supervision	Site Supervision	Notes
Week	Start Date	End Date	Hours On-site	Hours Off-site	Hours of Supervision PC-OTD DCC	Hours of Supervision DCE Site Mentor	
1					___ direct/___ indirect	___ direct/___ indirect	
2					___ direct/___ indirect	___ direct/___ indirect	
3					___ direct/___ indirect	___ direct/___ indirect	
4					___ direct/___ indirect	___ direct/___ indirect	
5					___ direct/___ indirect	___ direct/___ indirect	
6					___ direct/___ indirect	___ direct/___ indirect	
(Mid)7					___ direct/___ indirect	___ direct/___ indirect	
		Subtotal Hrs			**___ direct/___ indirect**	**___ direct/___ indirect**	
OTD Student Signature/Date:							
Site Mentor Signature/Date:							
DCC Signature/Date:							
8					___ direct/___ indirect	___ direct/___ indirect	
9					___ direct/___ indirect	___ direct/___ indirect	
10					___ direct/___ indirect	___ direct/___ indirect	
11					___ direct/___ indirect	___ direct/___ indirect	
12					___ direct/___ indirect	___ direct/___ indirect	
13					___ direct/___ indirect	___ direct/___ indirect	
(Final)14					___ direct/___ indirect	___ direct/___ indirect	
		Subtotal Hrs			**___ direct/___ indirect**	**___ direct/___ indirect**	
		Total Hrs			**___ direct/___ indirect**	**___ direct/___ indirect**	
OTD Student Signature/Date:							
Site MentorSignature/Date:							
DCC Signature/Date:							

V. DCP/DCE Agreement - MOU

Occupational Therapy Doctoral Program

Doctoral Capstone Experience Memorandum of Understanding (MOU)

This learning-based Memorandum of Understanding is agreed upon by and between Presbyterian College Occupational Therapy Doctoral Program (PC-OTD Program)/Doctoral Capstone Coordinator (DCC); _____, the PC-OTD Student (Student); _____, and the Doctoral Capstone Experience (DCE) Site Mentor (Site Mentor); _____. Hereinafter, all those named above shall be collectively referred to as the *parties*.

1. **PURPOSE:** the purpose of this agreement is to ensure all parties are aware and in agreement with the expectations of the learning experience. The student is responsible for the development and implementation of the DCE as a requirement of the PC-OTD Program and accreditation body (ACOTE), under the mentorship of PC-OTD DCC and Faculty. Practical or ideological outcomes from the Doctoral Capstone Projects or research may be beneficial to any or all parties as they contribute to the successful completion of the DCE.

2. **DUTIES OF THE PC-OTD DCC/Faculty Research Mentor/Advisor:** The PC-OTD DCC/Faculty Research Mentor/Advisor will assist the student as they plan for and execute their individualized DCE.
   - will oversee student development of measurable learning objectives
   - will mentor student as they develop the DCE plan
   - will supervise student implementation of DCE plan
   - will complete a midterm assessment and final assessment of student performance and progress in their chosen DCE

3. **DUTIES OF THE PC-OTD STUDENT:** The OTD Student shall assume full responsibility for the completion of the Doctoral Capstone Experience (DCE) while satisfying all demands of the PC- OTD curriculum. The Student will collaborate with the OTD Faculty/Research Mentor(s) and/or their respective DCE Site Mentor(s) to:
   - develop measurable Learning Objectives for their chosen DCE.
   - Develop an executable Plan for their chosen DCE.
   - Implement the Plan for their chosen DCE.
   - Collaborate with/complete both a midterm and final evaluation of student performance/progress in their DCE.

4. **DUTIES OF THE DCE SITE MENTOR/SUPERVISOR:** The DCE Site Expert Mentor(s) provide access to facilities and/or professional expertise within the chosen area of practice/occupational therapy practice to enable skill development beyond that of a generalist. The DCE Site Expert Mentor(s) agree to work collaboratively to advance the knowledge, skills, application of the student, per the DCE objectives in a focused area of study.

5. **NON-FUND OBLIGATING DOCUMENT:** Each party shall be fiscally responsible for their own portion of work performed in the Memorandum of Understanding (MOU). This agreement is not a pecuniary-obligating document, and affords no such authority.

6. **HIPPA COMPLIANCE:** The Parties agree to comply with the requirements of the Health insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191 ("HIPPA") and the privacy standards adopted by the U.S. Department of Health and Human Services ("HHS") as they may be amended from time to time, as well as any State laws/regulations addressing patient confidentiality.

7. **NON-DISCRIMINATION:** the parties agree to continue their respective policies of nondiscrimination based on Title 11 of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, and national origin, Title9 of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.

8. **DURATION/EXPIRATION DATE:** This agreement is executed as of the date of the last signature and is effective through _____ at which time it will expire unless extended by the Parties, in writing.

9. **TERMINATION:** Any Party may terminate or modify this agreement for any reason by providing thirty (30) days written notice to all Parties. This agreement may also be terminated in the event of a substantial breach by any party. Should this agreement be terminated or modified prior to the completion of the Doctoral Capstone (14 weeks &/or 560 hours), the OTD Student and DCC will determine other learning experiences in order to accomplish the stated learning objectives in a timely manner.

10. **LIABILITIES:** No Party shall assume any liabilities of any other Party. The Parties do not waive any defense regarding the potential injury, death, or damages to property, as a resu.t of entering into this contract. This provision shall not be construed to limited PC's OTD's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract.

The mutual understanding between all parties involved in the DCP/DCE is indicated by the signatures below for a duration of 14-weeks or 560 hours. Dates of the DCE are _____.

Signatures

PC-OTD Student:

My signature represents my understanding and commitment to initiate, pursue, participate, and complete my DCP/DCE through PC-OTD Program and in collaboration with my DCE site/Site Mentor. I agree to negotiate, collaborate, and consistently/effectively communicate with the PC-OTD DCC, my

faculty research mentor, and my DCE Site Mentor. I will demonstrate professional behaviors and conduct and assume responsibility for the content, organization, and outcome of my DCE. I am aware of all DCE objectives, expectations, and processes.

PC-OTD Student Print Name	Date: _____
OTD Student Signature	

PC-OTD Faculty Research Mentor:

My signature represents my willingness to serve as PC-OTD Faculty Research Mentor for this PC-OTD student DCP/DCE. I agree to support, collaborate, and provide available resources as needed/able to ensure student success.

PC-OTD Faculty Print Name	Date: _____
PC-OTD Faculty Signature	

DCE Site Mentor:

My signature represents my willingness and ability to serve as the community DCE Site Mentor/Supervisor for this PC-OTD student DCP/DCE. I agree to support, collaborate, and communicate with this OTD Student, PC-OTD DCC, and PC-OTD Faculty to ensure student success. I will provide mentoring/guidance/supervision according to the specifications/ expectations of the PC-OTD DCE requirements/MOU.
`

DCE Site Mentor Print Name	Date: _____
Community Agency Mentor's Signature/Date	

PC-OTD Doctoral Capstone Coordinator:

My signature represents my knowledge and understanding of the PC-OTD DCP/DCE and my willingness and ability to facilitate its processes. I agree to support, collaborate, and communicate with this OTD Student, DCE Site Mentor, and PC-OTD Faculty to ensure student success. I will provide mentoring/guidance/supervision according to the specifications/ expectations of the PC-OTD DCE requirements/MOU.
`

PC-OTD DCC Print Name	Date: _____
PC-OTD DCC Signature	

Presbyterian College

Occupational Therapy Doctoral Program

OTH847 Doctoral Capstone

Project Instructions and Rubric

The purpose of this assignment is to research, develop, and complete a Doctoral Capstone paper written in a scholarly fashion, worthy of publication. The DCP is to be written using APA-7 format. Below you will find the required contents of the DCP along with a description of the requirements for each.

DOCTORAL CAPSTONE PROJECT	Points	Score/Comments
1. TITLE PAGE • APA-7 format		
2. TABLE OF CONTENTS • APA-7 format		
3. ABSTRACT • Question/purpose of your research as well as the design/methods of the research are clearly stated. • Key results/ findings of question stated. • Summary/ conclusion is clear and definitive.		
4. INTRODUCTION • Keywords discussing and identifying what is being addressed are clearly stated • What is known prior to research is clearly summarized • The intent/purpose of the research/study is clearly stated		
5. BACKGROUND/LITERATURE REVIEW • The writer clearly compares, contrasts, and synthesizes the evidence of the articles used in the writings • Consideration of internal and external validity of the evidence is discussed • A skilled assessment of the evidence is clearly stated		

6. METHODS • The research process is clearly described, and the design of the study is clearly stated • The participants are clearly described by stating how they were selected, the inclusion/exclusion criteria, and human subject consent • Measures and any other instruments or materials are clearly described. • The validity and reliability of these measures are clearly described.		
7. DISCUSSION • The writer clearly states if the results of the studies answer the hypothesis. If the answer is yes, the writer clearly describes how it was accomplished • Do the results agree with past known data? The writer clearly explains why the results DO or DO NOT agree with past known data. • The writer clearly communicates an understanding of the problem initially sought to answer in the introduction		
8. HYPOTHETICAL CONCLUSION • The topic is reiterated in one sentence and the hypothesis and main points are restated in a clear manner • The main points are synthesized and presented in a clear, concise, and organized manner • The writer clearly indicates if further research or efforts need to go into this area of interest.		
9. REFERENCES • APA-7 format		
10. APPENDICES • APA-7 format		
11. APA-7 FORMATTING		

VII. Doctoral Capstone Project Dissemination/Presentation

Presbyterian College

Occupational Therapy Doctoral Program

OTH 847 Doctoral Capstone Comprehensive - Research Symposium Presentation

Capstone Project Dissemination/Presentation – Rubric

Required Elements	Points	Score/Comments
APPEARANCE/PROFESSIONALISM • Professionally dressed • Presented research findings with confidence • Presentation: 15 minutes/plus Q&A • Directed Discussion	20	
CONTENT/ORGANIZATION • Content is scholarly and clearly identifies a need for the Capstone with supporting data • Needs Assessment clearly explained • Capstone Project to DCE justified	20	
DATA ANALYSIS • Survey Explained/Variables • Survey results/type of data collected/to be collected explained per implications to DCP/DCE • Potential Significance of Data Explained	20	
PRESENTATION/DELIVERY • Type of study identified • Objectives of Capstone clearly stated • Purpose/Objectives of DCE clear	20	
RELEVANCE • Population Benefit • Concept of the Capstone is unique • Impact on Profession of OT described/evident	20	
	100	

VIII. DCE Professional Poster Presentation

Presbyterian College

Occupational Therapy Doctoral Program

DCE Professional Poster Presentation
Rubric – Final Dissemination

Required Elements	Points	Score/Comments
APPEARANCE /PROFESSIONALISM Student is professionally dressed Student was confident and professional Interacted with Audience/Q&A	50	
CONTENT/ORGANIZATION *-Clearly conveyed the research problem, methods, conclusions, and implications* *-Abstract* • *Problem Statement/Purpose* • *Brief Methodology/Results* • *Discussion/Conclusion* *-Background Information* *--Program Methodology* • *Design* • *Participants* • *Instruments* • *Procedures* *-Program Outcomes/Results* • *Include main findings* • *Tables and Figures* *-Discussion* • *Interpretations of the Results* • *Concise comparison with the literature review* *-Conclusion* • *Summary of findings and implications* • *Identify future lines of inquiries or research* *-Implications for OT* *-References* – APA-7 The poster followed template, was visually appealing and effective for presentation	250	
TOTAL	300	

IX. IRB Process

Presbyterian College

Occupational Therapy Doctoral Program

Institutional Review Board

An IRB or Institutional Review Board is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution with which it is affiliated.

Establishment of an IRB provides the opportunity to formalize protection of the rights and welfare of those who volunteer to participate in research at Presbyterian College Occupational Therapy Doctoral Program. The IRB also provides an avenue to evaluate research conducted on our campus by other institutions or individuals. And finally, IRBs are required for institutions that receive federal funding for research and other purposes.

Presbyterian College Occupational Therapy Doctoral Program requires IRB review and approval of all activities which involve using human subjects in research. Approval of the IRB must be obtained prior to involvement of human subjects. Failure to have human subjects research reviewed by the IRB, including those protocols believed to be exempt, is in violation of College policy and will be reported to the Provost of Arts and Sciences. Possible sanctions include loss of faculty development funding, participation in the Summer Fellows program, and/or other research grant opportunities. Disciplinary action is ultimately at the discretion of the Provost of Arts and Sciences. In general, IRB approval is valid for a period of one year from the date that the approval is issued. If your research project extends for more than one year, you will need to apply for an extension.

Presbyterian College Occupational Therapy Doctoral Program requires that all individuals involved in research involving human subjects obtain certification of training through the Collaborative Institutional Research Initiative (CITI) program. CITI training must be completed by all investigators listed in the IRB proposal before the IRB committee will provide final approval of the proposed research involving human subjects. All faculty, staff, and students involved in research including human subjects should complete CITI training prior to initiating any work on the project. For instructions on CITI training, refer to the link below.

REFER TO THE FOLLOWING LINK TO FIND THE FORMS REQUIRED FOR Presbyterian College Occupational Therapy Doctoral Program IRB REVIEW:

https://www.presby.edu/about/offices-services/institutional-review-board/

X. Doctoral Capstone Experience Evaluation Form

Student Name	
Site Mentor Name	
Site / Setting	
DCE Dates	

Select the Focus of the DCE:

- Research
- Advanced Clinical Practice
- Advanced Community Practice
- Administration
- Leadership
- Advocacy
- Teaching
- Theory Development
- Other: please describe: _____

Instructions:

The Site Mentor will complete this Evaluation form at midterm (approximately 7 weeks), and final (14 weeks). The Site Mentor and the OTD Student will review the evaluation collectively and sign that they agree on the evaluation. The OTD Student is encouraged to complete a self-assessment to guide discussion and the learning process. Learning objectives 1-11 are derived from the Curriculum Philosophy of the OTD Program and DCE Behavioral Objectives.

Note that there is space provided (potential objectives 12-14) for both the fieldwork student and the site supervisor to add three Student-specific objectives, mutually decided upon by the OTD Student and the Site Mentor based on what the student wants/needs to know, and what skills the student needs to develop. All objectives must be: (1) Relevant to the DCE setting and project; (2) understandable to the Student, Site Mentor, and Capstone Coordinator; (3) measurable; (4) behavioral/observable; and (5) achievable within the specified time frame.

Midterm and Final DCE Evaluation Report

Date of Midterm Review	
Midterm Score	
Student Signature	
Site Mentor Signature	
Midterm Summary Statement	

Date of Final Review	
Final Score	
Student Signature	
Site Mentor Signature	
Final Summary Statement	

	S	NI	U	N A		S	NI	U	N A	Comments / Suggestions
Planning		**Midterm**					**Final**			
OTD Objective 1: The student will demonstrate effective communication skills and work interprofessionally with those who receive and provide care.										
OTD Objective 2: The student will demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition, strengths, and areas of improvement.										
OTD Objective 3: The student will demonstrate the ability to practice educative roles for clients, peers, students, interprofessional, and others.										
OTD Objective 4: The student will develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.										
OTD Objective 5: The student will apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.										
OTD Objective 6: The student will apply principles and constructs of ethics to individual, institutional and societal issues, and articulate justifiable resolutions to these issues, and act in an ethical manner.										
OTD Objective 7: The student will perform tasks in a safe and ethical manner and adhere to the site's policies and procedures, including those related to human subject research, when relevant.										
OTD Objective 8: The student will demonstrate competence in following program methods, quality improvement, and/or research procedures utilized at the site.										
OTD Objective 9: The student will learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences, with simultaneous guidance from Site Mentor and OTD Faculty.										
OTD Objective 10: The student will utilize appropriate theory to guide practice and										

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demonstrate the synthesis of advanced knowledge in a specialized practice area through the completion of the doctoral capstone experience and the capstone project.										
OTD Objective 11: Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.										
OTD Student - Selected Objective #1										
OTD Student - Selected Objective #2										
OTD Student - Selected Objective #3										

DCE Evaluation Score Sheet

Please respond to all items by placing checks in the satisfactory (S), needs improvement (NI), or unsatisfactory (U) columns. Designate N/A if the item is not applicable. Please add clarifying comments and/or examples in the comments section. (S) = 2 points, (NI) = 1 point, (U) = 0 points. There are a total of **28 points** if there are no (NA) ratings. **For the final evaluation, students must achieve a total score of 80% to pass with no more than one item rated as unsatisfactory.**

The PC-OTD program is interested in obtaining an accurate profile of the OTD Student's capacity for the profession, therefore the program would appreciate additional comments regarding the areas in regarding student ratings on the previous pages.

Overall Strengths:

Areas for Growth:

Please check one of the following:

- All of the learning objectives have been accomplished and I recommend that the student pass the Doctoral Capstone Experience.

- The student has NOT fulfilled the objectives for the Doctoral Capstone Experience and is NOT recommended to Pass.

Student Signature: _____ Date: _____

Site Mentor PRINT NAME: _____

Phone: _____

Email Address: _____

Site Mentor's Signature _____ Date: _____

XI. Capstone Student Evaluation of the Doctoral Capstone Experience and Site Mentor

Student Name	
Site Mentor Name	
Site/Setting	
DCE Dates	

Select the Focus of the DCE:

___ Research

___ Advanced Clinical Practice

___ Advanced Community Practice

___ Administration

___ Leadership

___ Advocacy

___ Teaching

___Theory Development

___ Other: please describe: _____

Instructions:

The OTD student will complete this evaluation form at completion of the 14-week experience. The Site Men tor and OTD student will review the evaluation collectively and sign that they have discussed. The OTD student t will submit the completed form to the Capstone Coordinator, according to the due date in the course syllabus.

Please respond to all items by circling the number which best reflect your answer with (1), Strongly Disagree, (2) Disagree, (3) neither disagree/agree (neutral), (4) Agree, (5) Strongly Agree.

Objective	Rating					Comments
1. My site mentor was accessible and available.	1	2	3	4	5	
2. My site mentor communicated regularly with me.	1	2	3	4	5	
3. My site mentor was professional.	1	2	3	4	5	
4. Supervision with my site mentor was ongoing throughout the 14-week DCE.	1	2	3	4	5	
5. My site mentor provided feedback in a timely manner.	1	2	3	4	5	
6. My site mentor demonstrated interest in my DCE.	1	2	3	4	5	
7. My site mentor provided recommendations to expand my DCE.	1	2	3	4	5	
8. Clear performance expectations were made clear by my site mentor.	1	2	3	4	5	
9. My site mentor provided me with resources to enhance my DCE.	1	2	3	4	5	
10. My site mentor demonstrated critical thinking skills.	1	2	3	4	5	
11. My site mentor facilitated my critical thinking skills.	1	2	3	4	5	
12. Increased self-awareness, as it relates to personal and professional	1	2	3	4	5	

growth, occurred during the DCE.		
13. The DCE provided me with the experience I envisioned and worked to implement.	1 2 3 4 5	
14. My site mentor fulfilled his/her role as the "expert" in their field.	1 2 3 4 5	
15. I am satisfied with the overall DCE experience and consider it to be a valuable learning opportunity.	1 2 3 4 5	

Capstone Student Reflections:

1. What courses played a role in preparing you for your Doctoral Capstone Experience?

2. What strategies were used in locating and securing your Capstone site?

3. What was the most valuable tool in preparing you for the beginning of your DCE?

4. The most rewarding part of the DCE was:

5. The most challenging part of the DCE was:

6. Reflect on the DCE as a whole. How is/did your Doctoral Capstone going to change the profession of Occupational Therapy? What findings from your research are indicative of moving the profession forward?

Site Mentor Signature: _____ Date:_____

Student Signature: _____ Date:_____