# Table of Contents

**Quick Reference for Students**...........................................................................................................3
**Links of Interest**................................................................................................................................3
**List of Frequently Needed Phone Numbers**..................................................................................3
**List of Faculty and Staff E-Mail Addresses**.................................................................................4
**Department Mailing Addresses and Telephone Numbers**......................................................4

**Georgia Regents University**...........................................................................................................5
**Mission, Vision and Values**...........................................................................................................5
- **Mission**......................................................................................................................................5
- **Vision**.........................................................................................................................................5
- **Our Values**.................................................................................................................................5

**College of Allied Health Science**....................................................................................................6
- **Mission**......................................................................................................................................6
- **Vision**.........................................................................................................................................6
- **Values:**.......................................................................................................................................6

**Department of Occupational Therapy**..........................................................................................6
- **Mission:**.....................................................................................................................................7
- **Vision:**.........................................................................................................................................7
- **Values:**.......................................................................................................................................7

**Historical Overview**.......................................................................................................................9
**Department of Occupational Therapy Philosophy:**.................................................................11
**Department of Occupational Therapy Program Competencies**............................................11
**Reasonable Accommodation for Students with Disabilities**....................................................16
**Technical Standards** ....................................................................................................................17
**Disclaimer of Certification and Licensure:**....................................................................................21
**GRU Criminal Conviction Disclosure**.......................................................................................21
**Disclaimer of Certification and Licensure**....................................................................................22
**Disclaimer of Department of Occupational Therapy**.................................................................22

**Course Descriptions**......................................................................................................................31
**Enrollment Information**................................................................................................................36
**Documents Every OT Student Must Read**..................................................................................39
**Registration Information**..............................................................................................................40
**Awards and Scholarships**..............................................................................................................42
**Policies and Procedures**.................................................................................................................46
Quick Reference for Students

Links of Interest

GRU Academic Calendar ..................................................http://www.gru.edu/registrar/calendar.php
GRU Catalog .................................................................http://catalog.gru.edu/
American Occupational Therapy Association (AOTA)............. www.aota.org
Georgia Occupational Therapy Association (GOTA)............... www.gaota.com
National Board for Certification in Occupational Therapy (NBCOT) www.nbcot.org
American Occupational Therapy Foundation..................................http://www.aotf.org
World Federation of Occupational Therapy .............................http://www.wfot.org/
GRU Home Page ...............................................................www.gru.edu
GRU Student Handbook ..................................................http://gru.edu/students/conduct/documents/studentmanual.pdf
CAHS Policies .................................................................http://www.gru.edu/alliedhealth/current-students.php
GRU Library .................................................................http://www.gru.edu/library/greenblatt/

List of Frequently Needed Phone Numbers

Dr. Andrew Balas, Dean, College of Allied Health..................706-721-2621
Admission’s Office ............................................................706-721-2725
Bookstore ............................................................................706-721-3581
Cashier’s Office .................................................................706-721-2926
Financial Aid Office ...........................................................706-721-4901
Housing .............................................................................706-729-2300
Greenblatt Library ..............................................................706-721-3441
Public Safety .....................................................................706-721-2914
Parking ...............................................................................706-721-2953
Student Handbook  2015-2016
List of Faculty and Staff E-Mail Addresses

Michael Iwama, PdD OT(c), Department Chair                 miwama@gru.edu
Pamalyn Kearney, EdD, OTR/L, CAPS, Program Director         pkearney@gru.edu
Sharon Swift, EdD, OTR/L, ATP, Director of Student Affairs   sswift@gru.edu
Sharon Cosper MHS OTR/L, Assistant Professor                scosper@gru.edu
Jason Hughes, MS OTR/L, Assistant Professor                 jahughes@gru.edu
Stephanie Johnson, MHS, OTR/L, Fieldwork Coordinator       sjohnson8@gru.edu
Mallory Lanier, MHS OTR/L, Assistant Professor              malanier@gru.edu
Marlene Moore, Educational Specialist                      mmoore@gru.edu
Phoebe Prestridge, Office Manager                           pprestridge@gru.edu
Crystal Allen, Administrative/Fieldwork Assistant           crallen@gru.edu

Faculty Office Hours:

Faculty do not keep formal office hours. They are willing to meet with you as needed by appointment. Please contact the faculty member directly to make appointments.

While most faculty have an open door policy, please be respectful by asking the faculty member you need to speak with if they are available to discuss needs currently.

Departmental Mailing Addresses and Telephone Numbers

Department of Occupational Therapy
Georgia Regents University
College of Allied Health Sciences
987 St. Sebastian Way, EC-2304
Augusta, GA 30912-0700
(706) 721-3641 phone
(706) 721-9718 fax
Georgia Regents University

Mission, Vision and Values

Mission
Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health centered with a wide range of programs from learning assistance through postdoctoral studies.

Vision
Our vision is to be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

Our Values

Collegiality – reflected in collaboration, partnership, sense of community, and teamwork.

Compassion – reflected in caring, empathy, and social responsibility.

Excellence – reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.

Inclusivity – reflected in diversity, equality, fairness, impartiality, and respect.

Integrity – reflected in accountability, ethical behavior, honesty, and reliability.

Leadership – reflected in courage, honor, professionalism, transparency, and vision.

College of Allied Health Science

Mission
The mission of the GRU College of Allied Health Sciences is to provide excellence in applied health sciences teaching, discovery, clinical care and service.

Vision
To be a nationally and internationally recognized leader in applied health sciences education, research, innovation, and service.

Values:
Collaboration – partnership, collegiality, sense of community, and teamwork
Compassion – caring, empathy, and social responsibility
Excellence – distinction, effectiveness, efficiency, enthusiasm, passion, and quality
Inclusivity – diversity, equality, fairness, impartiality, and respect
Integrity – accountability, ethical behavior, honesty, and reliability
Leadership – courage, honor, professionalism, transparency, and vision

**Mission:**
Georgia Regents University’s Department of Occupational Therapy supports the mission of the University and the College of Allied Health Sciences. The mission of the GRU Occupational Therapy Department is to develop occupational therapists who change the world through exemplary service, innovative practice, and excellence in scholarship (12/11/14).

**Vision:**
Our vision is to be an occupational therapy program of excellence renown for our global impact in addressing with dignity, integrity, compassion and a commitment to social justice, the needs and well-being of individuals and collective societies. (12/17/14)

**Values:**
The Department of Occupational Therapy supports the values of GRU and GRU CAHS. In addition, the department places great value on professionalism within all interactions.

Professionalism can be defined “constituting those attitudes and behavior that serve to maintain patient interest above [physician] self-interest.” It can also be defined as “displaying values, beliefs, and attitudes that put the needs of another above your personal needs” (1, 2). Overall, it can be stated professionalism is the character and spirit of how a person conducts themselves in a professional environment. Here at Georgia Regents University, professionalism can be defined as those who possess integrity, leadership, excellence, compassion, inclusivity, and respect for others in all situations, as well as the aforementioned definitions. While here at GRU, you are expected to not only maintain professionalism at all times, but to consistently grow in this area. Terms often used in association with professionalism include:

- Respect
- Courtesy
- Empathy
- Excellence
- Accountability
- Duty
- Altruism
- Donor
- Integrity
- Team player
- Reliable
- Competent
- Resilient

Student Handbook 2015-2016
• Ethical

Each class coming into this program will collaboratively write a professionalism statement for their class that encompasses the aforementioned definitions and words. Faculty have the right to amend the statement as needed. Each member of the class will then sign the Professionalism Statement and abide by it the duration of their enrollment in the program. If at any time, unprofessional behavior is exhibited by the student, the student will be brought before the Departmental Review Body to determine the student’s penalty and plan of action.

1- American Board of Internal Medicine, Project Professionalism, ABIM Committee on Evaluation of Clinical Competence, Philadelphia PA (1995).

Historical Overview

Augusta is Georgia’s second oldest city and was founded in 1736 along the banks of the Savannah River bordering the South Carolina state line. Home of the famous Augusta National Golf Club and the prestigious Masters’ Golf Tournament, Augusta is rich in historic tradition and is the second largest metropolitan area in Georgia. Augusta is a city with charm and a vision for the future.

The undergraduate occupational therapy curriculum was established in July 1971 under the direction of Nancy D. Prendergast, Ed.D, OTR/L, FAOTA in Augusta, Georgia. This program was the first occupational therapy program in the state of Georgia and was originally granted accreditation in 1973. The maximum student enrollment in the first years was held at twenty-five to thirty students per class because of limited classroom and laboratory space.

In response to increased availability of space on campus, class sizes and faculty numbers were gradually increased to a maximum enrollment of fifty-four students by 1977. Shortly thereafter another building was acquired for extensive renovation. This new space was ready for occupancy in early 1980 and was known as the Walter L. Shepherd Building. This building housed the occupational therapy program until the new Health Sciences building was opened in 2006. In addition to occupational therapy, the building houses physical therapy, respiratory therapy, nursing, physician assistant programs, as well as bioradiological sciences.

In 1997, a proposal was submitted to the University System of Georgia’s Board of Regents to offer the baccalaureate program via distance at Columbus State University, Columbus, GA. The intent of the external degree program was to assist in providing occupational therapists for an under-served southwestern region of the state. The external degree program was approved with the goal for implementation and admission of the first class in summer of 1999. The Columbus based program was developed to fulfill a critical need in the southwest portion of the state and graduated over sixty clinicians during its tenure. The occupational therapy department halted admissions to the Columbus based campus beginning fall 2007 and graduated the last Columbus based class in 2008.

In 2001, a transition curriculum was approved to initiate a fall, instead of summer starting date, and begin transition of the program from Bachelor of Science entry level to a Master of Health Science professional entry level. In May 2003, the Board of Regents of the University System of Georgia approved the Master of Health Science (MHS) in Occupational Therapy to be initiated in the fall semester of 2003. With the MHS, the program’s maximum enrollment per class was changed to forty students among both the Augusta and Columbus campuses.

In September, 2010, the Masters of Health Science in Occupational Therapy program in Augusta received a full 10-year accreditation. The occupational therapy program continues to embrace its historical past in Augusta, and while looking forward to new advances in health care during the new millennium.
In February 2011, MCG underwent a name change to become Georgia Health Sciences University. Simultaneously, the School of Allied Health became the College of Allied Health. In 2012, the Board of Regents announced the consolidation of Augusta State University and Georgia Health Sciences University, which became officially known as Georgia Regents University in February 2013.
Georgia Regents University’s
Department of Occupational Therapy Philosophy:

The philosophy of the Department of Occupational Therapy is consistent with the philosophical statements adopted by the American Occupational Therapy Association as well as the mission of Georgia Regents University. The GRU OT program is committed to provision of innovative teaching-learning experiences that address current and emerging practice needs. Students learn to apply the OT reasoning process by considering evidence based practice needs, respect diversity and different cultures, focus on client and family centered care, and promote occupation based evaluation and intervention strategies. The program fosters development of graduates who become lifelong learners with the ability to make significant contributions within various healthcare communities and organizations. The GRU OT Philosophy statement is divided into beliefs about people, health and occupational therapy, as well as education and learning.

Beliefs about People:

1. Each person is a unique and complex organism made up of integrated and interacting systems. The influence of these systems allows for change through interaction with their personal, social, cultural, and environmental experiences.
2. The individual has the capacity to interact and change throughout a lifespan by active involvement in purposeful activity and occupation. These interactions create change that promotes survival, adaptation, and self-actualization.
3. Each individual possesses unique personal characteristics (e.g. interests, values, beliefs, goals, abilities, skills, needs, and cultural experiences). All people have needs and develop unique patterns to meet these needs.
4. Function and role fulfillment is influenced by physical and psychosocial abilities to integrate and interpret meaningful input. Client and family centered care; occupation, purposeful activity, and quality of life are central to the fulfillment of valued roles and needs.
5. Active involvement in purposeful activity and occupation is necessary to acquire the capacities to be functional and to allow for adaptation.
6. The adequacy of a person’s functional capacities is influenced by their demands, experiences, and the resources available to support and promote development.
7. Successful experiences in problem sensing, posing, and resolution facilitates the ability to adequately function.
8. Each person has the right to participate in a society that allows for personal choices and removes environmental barriers. Personal characteristics, societal, cultural, and environmental influences impact the quality of one’s life and the ability to engage in meaningful occupations.
Beliefs about Health and Occupational Therapy

1. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 1948)
   http://www.who.int/hac/about/definitions/en/. Through the recognition of a balance in the internal and external environments, factors may disrupt healthy adaptation at any time throughout the life cycle.

2. The function-dysfunction continuum equates to a health-illness state. Occupational therapy is based on the belief that occupation, meaningful and enabling activities may be used to promote health, prevent illness, or mediate dysfunction through using healthy habits and adaptation activities.

3. The individual, through developmentally and culturally appropriate evidence based strategies, is actively engaged in activities of daily living, work and productivity, play and leisure, and social participation to improve one’s health and performance.

4. Activities and occupations that are purposeful, motivating, and meaningful serve both intrinsic and therapeutic purposes that lead to appropriate adaptation and integration.

5. The Department of OT’s philosophy is consistent with the American Occupational Therapy Association’s Vision Statement, Mission Statement, and Centennial Vision as well as the mission of the university. The focus of the GRU Department of OT’s philosophy is to:
   a. Use Evidence Based Strategies to promote the individual’s optimal health and productivity.
   b. Focus on Client and Family Centered Care in collaborative planning of effective and valued services.
   c. Recognize the importance of the individual by demonstrating Cultural Awareness and Competence in all interactions.
   d. Provide educational experiences that promote health, productivity, and the quality of life of individuals and society through the therapeutic application of Occupation.

Beliefs about Education and Learning

The Department of OT’s education philosophy, adopted by the faculty of the Department of Occupational Therapy, is based on the concepts and principles articulated by John Dewey (1916). The philosophy statements are consistent with GRU’s mission to discover, disseminate, and apply knowledge to improve health and reduce the burden of illness on society.

1. Concepts of knowledge are initially provided to allow for exploration throughout the curriculum. OT Educators strive to show how abstract concepts are applied in everyday life.

2. The learner is challenged to use critical inquiry to seek out evidence to support ideas and interventions. This inquiry process involves the investigation of evidence based resources.

3. Classroom knowledge is enhanced with laboratory and fieldwork experiences to expand the OT students’ educational and professional development.
4. The role of the educational program is to present inspirational teaching-learning methods that promote evidence based decisions within diverse cultures. The learning process involves collaboration with the client and the family and other healthcare team members.

5. Students are to be inspired to expand their experiences and use critical thinking processes by assessing and applying meaningful occupation and activity to promote viable solutions to actual problems.

6. The learners will have the opportunity to apply ideas in order to clarify concepts and test their validity in current and emerging practice settings.

7. Basic to learning is the development of reasoning skills. The GRU OT curriculum offers sequential and evolving experiences that require problem sensing, problem posing, and problem resolution.

8. Through the use of critical reasoning methods, OT students experience genuine situations to establish an innate professional drive for pursuing information for its own sake, to advocate for others, and participate in leadership roles to promote the needs of their clients and the OT profession.

References


Georgia Regents University

Department of Occupational Therapy Program

Competencies

The program competencies for graduates of the professional program reflect the Department’s commitment to meeting the health care needs of the state of Georgia and the mission of Georgia Regents University. The statements delineate the expectations for an entry-level OT practitioner and the need for continuation of professional development through participation in lifelong learning activities. Graduates are expected to have acquired a solid foundation in the arts and sciences of occupational therapy as well as the humanitarian skills necessary to provide quality services with diverse populations that will be encountered in a variety of practice settings. Upon graduation, each student is expected to be able to:

1. Provide evidence based occupational therapy services in a variety of service delivery models, health care settings, education settings, and community-based systems. These services include procedures related to documentation, screening, making appropriate referrals, assessment, intervention, discharge planning, and outcome measurement that foster continuous improvement efforts. Services will be provided within a client and family centered orientation using occupation based theoretical foundation to consider underlying factors such as culture, values, and contexts that influence the individual’s ability to engage in meaningful roles.

2. Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore or enhance function through the selection and application of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations.

3. Initiate and participate in collaborative and cooperative interactions with interdisciplinary professionals, clients, family members, significant others, and caregivers to achieve the desired occupational therapy outcomes.

4. Within the guidelines of the OT profession, demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel.

5. Assume responsibility for personal and professional growth needed for professional practice, cultural competence, ethical actions, and lifelong learning.
6. Demonstrate basic understanding of scientific inquiry, research methodology, and dissemination of new knowledge supporting future validation and development of occupational therapy theory and practice.

7. Advocate for individuals to have access to healthcare and education services as well as opportunities to participate in the community.

8. Advocate for the profession of occupational therapy to promote awareness of the benefits and value of occupational therapy and to influence legislation and policy-making decisions that impact upon the profession and those we serve.

9. Demonstrate professional behavior that incorporates lifelong learning, professional values and attitudes that are consistent with the current Code of Ethics and Standards of Practice of the American Occupational Therapy Association, Inc. and the appropriate credentialing and regulatory agencies.

10. Demonstrate awareness of the influence of social determinants on health and wellbeing of individuals, groups and populations.

11. Demonstrate skills in program development.

12. Demonstrate skills in leadership to assume roles within healthcare, education or community-based teams.

Approved 7/6/15
Reasonable Accommodation for Students with Disabilities

Students having knowledge or concerns about their ability to meet the Department of Occupational Therapy’s Technical Standards for successful completion of the Master of Health Science in Occupational Therapy and subsequent professional practice should follow the guidance provided by Georgia Regents University Campus Life Services.

Georgia Regents University believes academically qualified individuals with disabilities should have equal opportunity and access to a quality education. We have been actively involved in fostering an environment that encourages full participation by students with disabilities in every segment of the University. The Office of Disability Services was established to help ensure an accessible and positive college experience for the students with disabilities. Retrieved August 14, 2014 from http://www.gru.edu/admin/tds/disabilityservices.php

Students are encouraged to identify their disability to assist in determining what reasonable accommodation may be made. Accommodation procedures for students is located at http://www.gru.edu/admin/tds/accommodation.php

The Department of Occupational Therapy will provide reasonable accommodations upon the recommendation of the Director of Testing and Disability Services.

Students should review the GRU Student Manual if they need additional information, or if they have specific concerns regarding their rights under the ADA. The manual may be accessed via the following link: http://www.gru.edu/students/conduct/documents/studentmanual.pdf
Technical Standards for the Master of Health Science in Occupational Therapy

The mission of Georgia Regents University is to improve health and reduce the burden of illness in society by discovering, disseminating, and applying knowledge of human health and disease. The Department of Occupational Therapy (OT) provides graduate professional education to prepare a quality health professional who represents this mission and the entry level standards established by the Accreditation Council of Occupational Therapy Education of the American Occupational Therapy Association. Students should be able to promote health practices and apply effective interventions to reduce the burden of illness and disability. OT students should be able to meet academic standards; display appropriate behaviors, interpersonal skills and professionalism; use effective communication; apply competent therapeutic skills, and advocate for optimal health promotion practices. Occupational therapy students need a realistic understanding of the profession within varied settings. Students should understand the role distinction between the occupational therapist and the occupational therapy assistant. Students should be able to work effectively with a variety of populations across the age span with a respectful understanding of diverse ranges of impairments or disabilities, cultures, socioeconomic status, spirituality, and race.

The OT curriculum requires the graduate student to be able to perform the following technical standard areas:

**ACADEMIC SKILLS:**
- In a timely manner, employ logical thinking, critical analysis, problem solving, and creativity in a variety of settings.
- Perform evidenced based reviews of the literature to guide informed decision making.
- Perform critical reasoning 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.
- Gather and measure relevant data and synthesize results.
- Pose relevant questions and seek out appropriate responses in a timely manner.
- Demonstrate the ability to multi-task and address complex needs or solve dynamic problems.
- Generate graduate level papers, meet competency levels on exams, and replicate demonstrations.
- Prioritize and organize multiple workload needs.
- Demonstrate scholarly research skills appropriate for a graduate level program.

**COMMUNICATION SKILLS:**
- Demonstrate effective oral and written communication skills.
- Document scholarly work for external reviewers.
• Demonstrate computer competence in the use of word processing, computerized simulators, media software, databases and search engines.
• Articulate effectively to consumers, supervisors, peers, reimbursement sources, other health care professionals, clients and their families, as well as general audiences to meet clients’ needs.
• Demonstrate the ability to teach others prevention, health maintenance restorative and compensation skills.
• Appropriately use non-verbal skills to analyze and communicate needs in a professionally acceptable manner.

THERAPEUTIC SKILLS:
• Possess sufficient motor function to elicit essential data from the manipulation of assessment materials and therapeutic technologies and equipment.
• Safely move, handle, and transfer various clients independently (up to 150 pounds).
• Perform manual dexterity tasks sufficient to fabricate orthotic devices, adapt equipment, and fabricate splints.
• Use sufficient sensory systems to safely utilize thermal, auditory, and electrical modalities.
• Safely perceive and navigate varied environments and communities.
• Adjust personal posture, mobility, coordination, strength, and energy for the therapeutic process.
• Modify environments for the well-being of others.
• Provide recommendations and training in techniques to enhance mobility, including physical transfers, wheelchair management, community mobility, and driver rehabilitation issues.
• Perform psychomotor skills in a timely manner for safety and competency considerations.

BEHAVIORAL-INTERPERSONAL AND PROFESSIONAL ABILITIES:
• Ability to effectively work with others who may have a range of impairments or disabilities.
• Ability to place personal needs secondary to the needs of others
• Ability to respond and adjust actions or behaviors in response to supervision and client needs.
• Ability to demonstrate empathy, integrity and sincere concern for others.
• Ability to display appropriate social and interpersonal skills within a variety of settings and cultures.
• Be motivated to seek out professional self-development opportunities.
• Display flexibility and adaptation appropriate to the demands and the needs of clients and their families.
• Value the importance of the use of self to motivate and assist others.
• Display appropriate language, attire, and mannerisms in all professional environments including the classroom.
• Articulate personal needs in an appropriate and professional manner.
• Use sound judgment in regard to the safety of self and others and adhere to safety
guidelines within a variety of settings.
• Value the role of sociocultural, socioeconomic, spirituality, diversity factors, and
lifestyle choices when interacting with others.
• Demonstrate an awareness of the use of self, including personality, insights,
perceptions, and judgments, as a part of individual and group interactions.
• Demonstrate the ability to work well with others.
• Accept lifelong learning and competence expectations as a personal value.
• Display honesty and integrity and personal responsibilities for behavior
consistent of ethical professional occupational therapists.

HEALTH PROMOTION PRACTICES:
• Display good health practices and hygiene for safe interaction with others
• Update immunization records for safety.
• Update certifications in CPR and First Aid within appropriate timelines.
• Understand the importance of personal health, habits, and the prevention of
disease/infection.
• Display an awareness of personal issues and report issues that would interfere
with the ability to perform therapeutic skills competently.

Graduate applicants or students are encouraged to ask questions regarding the Technical
Standards for any needed clarification. The Department of OT complies with Section
504 of the Rehabilitation Act of 1973 and the American with Disabilities Act; it is the
policy of Georgia Regents University to ensure that all students with disabilities are
afforded equal opportunity and access to programs and facilities. Students are
encouraged to identify their disability so GRU can determine what reasonable
accommodation may be made. Please contact the Office of Testing and Disability
Services to self-identify.

If you have knowledge or concerns about the ability to meet the above Standards, do not
sign this document at this time. Please follow the policy identified in the previous
paragraph.

You are asked to confirm you have reviewed Georgia Regents University’s
Department of Occupational Therapy’s Technical Standards for the Master of
Health Science in Occupational Therapy and, if appropriate, sign the document
attesting to your ability to perform the items identified in the standards.
I have read Georgia Regents University’s Department of Occupational Therapy’s Technical Standards for the Master of Health Science in Occupational Therapy and attest that I am not aware of any impairment and/or disability that would interfere with my ability to comply with each and every requirement outlined in the document. If any such impairment should occur during my educational program, I agree to immediately notify the Office of Testing and Disability Services according to the policy established by the university system.

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Accreditation Statement

The Masters of Health Science in Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The certificate of accreditation was awarded in August 2010, for a maximum time period of ten years. The ACOTE identified 9 major strengths, with no suggestions, and there were no areas of noncompliance. The next re-accreditation is scheduled for 2020.

ACOTE requires all occupational therapy students to complete Level II fieldwork within the time frame established by the program. Georgia Regents University time frame is specified as within two years of completion of academic course work.

Graduates of accredited programs can sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successfully completing this exam, the individual is an Occupational Therapist, Registered (OTR). All states require licensure to practice; and state licenses are usually based on the result of the NBCOT Certification Examination.

ACOTE

c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Phone: 301-652-6611
Fax: 301-652-1417
http://www.aota.org/Education-Careers/Accreditation.aspx

National Board for Certification in Occupational Therapy, Inc.
12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877
(301) 990-7979
Fax (301) 869-8492
www.nbcot.org

Disclaimer of Certification and Licensure:
GRU Criminal Conviction Disclosure

Students are continually required to disclose in writing to their dean and/or the director of Campus Life Services criminal convictions occurring since completing the application for admission. (Preapplication for admission criminal record disclosure is required on the application for admission.) Criminal convictions include adjudication of guilt by a judge.
or jury for any crime. This does not include minor traffic offenses, but it does include "no contest" pleas, first-offender treatment, convictions under appeal and convictions which have since been pardoned. Minor traffic offenses are those which do not involve driving while under the influence of alcohol and other drugs, which did not result in imprisonment and for which a fine of less than $250 was imposed. Disclosures should be made within 30 days of conviction. Retrieved July 18th, 2013, from: GRU Student Handbook 2013

Disclaimer of Certification and Licensure
The National Board for Certification for Occupational Therapy (NBCOT) will require applicants to answer questions concerning felony history. This information is then available to states with Licensure. Georgia Regents University’s Department of Occupational Therapy Program assumes no responsibility for ineligibility for sitting for the NBCOT certification examination or the denial of licensure in states in which there are such requirements. For further information please contact the:

**National Board for Certification of Occupational Therapy, Inc.**
12 South Summit Avenue, Suite 100
Gaithersburg, Maryland 20877
Telephone: (301) 990-7979

**Georgia State Board of Occupational Therapy**
237 Coliseum Drive
Macon, Georgia 31217-3858
Telephone: (478) 207-1620

Disclaimer of Department of Occupational Therapy

An integral part of the OT curriculum is successful completion of fieldwork experiences throughout the program. All OT students must consent to a criminal background check in order to have access to our fieldwork sites. Any prior criminal history may impact the student’s ability to be cleared for client contact, thus jeopardizing successful completion of the program. This includes DUI and DWI charges.

You will be asked to confirm that you have reviewed Georgia Regents University’s Department of Occupational Therapy disclaimer of certification and licensure, and the Department’s disclaimer regarding a student’s ability to be cleared for client contact during fieldwork(s).
Department of Occupational Therapy Curriculum Design

The Department of Occupational Therapy’s curriculum design represents the integration of the occupational therapy profession’s foundational knowledge requirements, its basic theoretical tenets and perspectives, as well as the ability to screen, evaluate, and refer for the formation and implementation of an evidence based intervention plan. The curriculum is designed to include the context of service delivery contexts in which occupational therapy services are provided. GRU’s OT curriculum includes exposure to settings that represent current and contemporary or emerging practice. The curriculum fosters leaders that are able to apply principles of supervision, management and systems in providing OT to individuals and organizations. Application of evidence and research fosters the ability to interpret current research that guides practice and the provision of OT services. Students are provided learning experiences that foster competence professional ethics, values, and responsibilities. Fieldwork experiences are provided as a critical part of the GRU OT curriculum and are included throughout the program to provide students the opportunities to carry out supervised professional responsibilities, to participate in intra and interdisciplinary healthcare and community teams, and to learn from professional role models.

The curriculum design is comprised of the development of 4 central themes 1) development of Evidence Based Practice, 2) using professional reasoning in the promotion of client and family centered care, 3) applying evaluation and intervention procedures that focus on meaningful occupations and activities, and 4) development of the graduate that works well with diverse populations and has developed cultural competency.

In each of the 4 themes, core concepts are integrated with increasing complexity through the curriculum levels. Students’ progress from comprehension, analysis, integration, and synthesis levels of content knowledge, values, and skills. Teaching-learning activities enhance the students’ integration of the presented content and available experiences. This process is illustrated in the GRU OT Curriculum Design Model that includes levels of learning that facilitate higher level student responsibilities. Foundational knowledge, values, and skills are presented in the first level of the model, and then progress to the second level with decision making regarding process for assessment and intervention responsibilities. Content is sequential and evolving to allow for higher level application and syntheses of knowledge, values, and skills. Students are also exposed to current and emerging practice settings. Experiential learning is provided throughout the curriculum. The students develop the ability to be able to synthesize the OT process.

Level I FW experiences and Level II Fieldwork experiences are provided to help guide the professional development process and exposure to diverse populations. This process includes the development of professional roles related to ethics, professionalism, and the management, leadership, and professional development skills that enable continuous professional growth and lifelong professional learning and competencies.

Student Handbook 2015-2016
OT Curriculum Model:
Developing Life Long Professional Competence

Client and Family Centered Care

Evidence Based Practice

Leadership, Ethics, and Advocacy

Contemporary Practices

Adult Assessment & Intervention

Pediatric Assessment & Intervention

Cultural Competence

Fieldwork I and II

Occupation Focus

Scientific Based Knowledge and Application

Theory Wellness-Illness Physical-Psychosocial Client Needs

Evidence Based Practice and Research

Professional Reasoning & Cultural Competency

Assistive Technology, Orthotics, Modalities & Environmental Modifications

Student Handbook 2015-2016
## Curriculum Design

<table>
<thead>
<tr>
<th>Curriculum Themes</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Integration</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Based Practice</td>
<td>Understand the body’s structures, function, and conditions (Well-Illness)</td>
<td>Critique the validity of research studies and practice outcomes (qualitative and quantitative).</td>
<td>Formulate research questions based on practice concerns.</td>
<td>Synthesize evidence for OT services in a variety of practice settings.</td>
</tr>
<tr>
<td></td>
<td>Identify concepts of growth and development across the lifespan</td>
<td>Use evidence to develop problem solving skills</td>
<td>Critique evidence to aid in decision making for evaluation and intervention choices.</td>
<td>Pose new questions or studies that will advance the OT profession.</td>
</tr>
<tr>
<td></td>
<td>Understand requirements of professional verbal and written communication</td>
<td>Analyze regulatory, documentation, and reimbursement expectations for a variety of systems.</td>
<td>Formalize evidence based practice plans to foster performance within context.</td>
<td>Evaluate the effectiveness of developed plans and the evidence that supports the selected strategies.</td>
</tr>
<tr>
<td></td>
<td>Display competence in computer use, search engines, word processing and PowerPoint.</td>
<td>Analyze the validity of OT practice by participating in scholarly activities and research</td>
<td>Design a research proposal/project</td>
<td>Using research outcomes, determine the implications for OT</td>
</tr>
<tr>
<td></td>
<td>Identify national and international resources in determining assessment and intervention choices.</td>
<td>Record data in an Excel document and conduct an analysis of the data</td>
<td>Implement components of a research methodology.</td>
<td>Conduct audits of documentation and provided services to determine appropriateness and professional development needs for various levels of staff (COTAs, Aides, and others).</td>
</tr>
<tr>
<td></td>
<td>Understand key research statistics.</td>
<td>Analyze the value of evidence based practice and related research for continued development of OT.</td>
<td>Within guidelines, document evaluation findings, goals, and provided services that are appropriate for clients’ needs and the reimbursement structure.</td>
<td>Based on research findings, pose future questions for evolving the OT profession and practice</td>
</tr>
<tr>
<td></td>
<td>Understand the process of locating and securing grants for research and practice.</td>
<td></td>
<td>Determine implications for OT based on analyzed data.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Themes</td>
<td>Comprehension</td>
<td>Analysis</td>
<td>Integration</td>
<td>Synthesis</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>----------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Occupation Based Assessment and Intervention</td>
<td>Know history, basic tenets of OT, and its theories for problem sensing and posing occupational needs.</td>
<td>Select appropriate theories and frames of reference for OT evaluation, goal setting, and intervention plans.</td>
<td>Implement strategies to enhance homeostasis and occupational needs within one’s own environment.</td>
<td>Evaluate the effectiveness of OT services.</td>
</tr>
<tr>
<td></td>
<td>Understand lifespan concepts of behavior and development</td>
<td>Analyze factors and tasks that interfere with roles/occupations.</td>
<td>Interpret assessment data for evidence based strategies.</td>
<td>Determine ethical solutions to posed practiced and professional dilemmas.</td>
</tr>
<tr>
<td></td>
<td>Explain occupation and activity for quality of life</td>
<td>Critically analyze activities and problem solving in creative ways.</td>
<td>Based on client needs, implement occupation based plans.</td>
<td>Articulate the uniqueness of OT to consumers, potential employers, colleagues, third party payers, regulatory boards, and policy makers.</td>
</tr>
<tr>
<td></td>
<td>Employ logical reasoning skills for the use of occupation to promote health, prevent disease and understand disease, impairments, and disabilities.</td>
<td>Interpret evaluation data and select appropriate occupation based intervention plans.</td>
<td>Determine programmatic goals and benchmarks to measure effectiveness.</td>
<td>Use advocacy and leadership skills for others and effective healthcare team membership.</td>
</tr>
<tr>
<td></td>
<td>Promote health and the prevent of disease and disabilities</td>
<td>Conduct needs assessments to determine goals and plans for new and existing OT programs.</td>
<td>Fabricate and education clients for assistive technologies, devices, orthosis.</td>
<td>Promote the role of OT in leadership and existing and emerging practices.</td>
</tr>
<tr>
<td></td>
<td>Within a variety of settings, identify the needs for OT.</td>
<td></td>
<td>Appropriate use modalities as an adjunctive method to occupation.</td>
<td>Use analyzed benchmark data to design improvement plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide recommendations for driving, mobility, feeding and eating and community programming.</td>
<td>Use supervisory skills appropriate for COTAs and others within professional guidelines and regulations.</td>
</tr>
<tr>
<td>Curriculum Themes</td>
<td>Comprehension</td>
<td>Analysis</td>
<td>Integration</td>
<td>Synthesis</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td>----------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Client and Family Centered Care</strong></td>
<td>Use tenets and foundational knowledge when working with clients.</td>
<td>Analyze how history, theory, and the sociopolitical climate influence practice.</td>
<td>Integrate theory to collaboratively determine the client’s needs within school, work, and community environments in preparation for discharge.</td>
<td>In collaboration with the client reassess the OT plan and the need for continued or modified services.</td>
</tr>
<tr>
<td></td>
<td>Collaborate with the client and family when selecting assessments.</td>
<td>Collaborate with the client and healthcare team to make decisions</td>
<td>Provide therapeutic use of occupation and activities including training in self-care, self-management, and community and work integration.</td>
<td>Appropriately use consultative processes</td>
</tr>
<tr>
<td></td>
<td>Demonstrate safety, universal precautions, and legal considerations</td>
<td>Analyze the environments and tasks relative to abilities</td>
<td>Collaborate with the client and relevant others to appropriately terminate OT services</td>
<td>Develop and market OT services for effective service provision.</td>
</tr>
<tr>
<td></td>
<td>Know the principles of the teaching learning process.</td>
<td>Analyze the influence of impairment and disability on the individual, occupation and the context of family and society.</td>
<td>Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory, neuromuscular, and behavioral skills.</td>
<td>Apply for national credentialing and licensure.</td>
</tr>
<tr>
<td></td>
<td>Articulate the role of the OT to address changes in service delivery policies</td>
<td>Compare and contrast the role of the OT and COTA and other disciplines.</td>
<td>Grade and adapt environments to reflect the changing needs of the client.</td>
<td>Evaluate the client’s satisfaction with delivered services and plan improvements</td>
</tr>
<tr>
<td></td>
<td>Know the professions Code of Ethics and Standards of Practice.</td>
<td>Interpret evaluation data</td>
<td>Develop and adapt environments to reflect the changing needs of the client.</td>
<td>Describe the ongoing responsibility to provide fieldwork experiences and the criteria for becoming a fieldwork educator.</td>
</tr>
<tr>
<td></td>
<td>Discuss responsibilities related to liability issues.</td>
<td>Demonstrate the ability to select intervention methods and develop educational plans</td>
<td>Integrate the ability to plan, develop, organize, and market the delivery of OT services.</td>
<td>Develop an OT promotional event that educates others.</td>
</tr>
<tr>
<td></td>
<td>Understand conflict management guidelines and the role of the individual</td>
<td>Select client centered interventions to enhance the client’s safety, wellness and performance in ADLs, IADLs, education, work, play, leisure, and</td>
<td>Describe strategies for the consumer to gain access to OT services.</td>
<td>Synthesize resources needed for realization of the developed professional development plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Analysis</td>
<td>Integration</td>
<td>Synthesis</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------</td>
<td>-------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Competency</strong></td>
<td>Recognize the global, diverse population and development needs for effective interactions</td>
<td>Analyze the effects of physical and mental health, heritable diseases, and predisposing genetic conditions, disability, disease processes, and traumatic injury within cultural context.</td>
<td>Provide therapeutic use of self as a part of the OT process in all interactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe current social, economic, political, geographic, and demographic factor influencing healthcare</td>
<td>Consider factors that might bias assessment results, such as culture, disability status, and other variables.</td>
<td>Plan interventions that are respectful of diverse populations and their needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify trends in models of service delivery including medical, educational, community and social models</td>
<td>Analyze the role of socioculture, socioeconomic, and diversity factors and lifestyle choices in contemporary society</td>
<td>In developing interventions, understand the influence of social conditions and ethical context in which people choose and engage in occupations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differentiate among the contexts of healthcare, education, community, and social systems as they relate to OT.</td>
<td>Knowledge of global social</td>
<td>Design prevention plans that impact the health and welfare of communities and society.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade and adapt environments and interventions that reflect the needs of the client and the sociocultural context.</td>
<td>Advocate for a client, a group of individuals, a cause, a health care change, reimbursement etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote policy changes that positively influence OT practice</td>
<td>Identify opportunities for diverse populations and emerging practice areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocate for the role and responsibility of the OT to effect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **issues and prevailing health and welfare needs.**  
Understand the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. | **Analyze payer sources and access to OT**  
Consider client factors in selecting intervention choices | **Inculcate professional behaviors that project values and skills for cultural competency**  
Implement plans that educate the client, family, caregiver, and others in areas of prevention, health maintenance, and safety.  
Professionally Communicate effectively through written, oral, and nonverbal methods | **change in the system.**  
Plan programs and models of delivery for medical, educational, community and social models. |
### 90+ Prerequisites + 6 semesters - Master of Health Sciences in O.T.

**3+6 graduate semesters: Amended 2014**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHP6103 Professional Foundations and</td>
<td>OTHP6203 Occupational Adapts and Assistive</td>
<td>OTHP 6343 Adult Models of Practice (2-2-0--3)</td>
</tr>
<tr>
<td>Therapeutic Occupation (2-0-0-2)</td>
<td>Technology (2-2-0-3)</td>
<td></td>
</tr>
<tr>
<td>CAHS7705 Neuroscience</td>
<td>OTHP6205 Applied Kinesiology (3-2-0-4)</td>
<td>ANAT 7300 Human Gross Anatomy (4-12-0-6)</td>
</tr>
<tr>
<td>Applications (3-0-0-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHP6104 OT Models of Reasoning (2-2-0-3)</td>
<td>OTHP 6204 Movement Analysis (2-2-0-3)</td>
<td></td>
</tr>
<tr>
<td>CAHS6501 Evidence Based Practice (1-2-0-2)</td>
<td>OTHP6304 Applied Concepts of Wellness &amp; Illness (3-0-0-3)</td>
<td>CAHS6503 Research Process (2-2-0-3)</td>
</tr>
<tr>
<td>OTHP6106 Dev't of Lifespan Occupations</td>
<td>OTHP6313 Mental Health Programming (2-2-0-3)</td>
<td></td>
</tr>
<tr>
<td>(3-2-0-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHP6000 Fieldwork IA: (0-0-3-1)</td>
<td>OTHP6001 Fieldwork IB: (0-0-3-1)</td>
<td>OTHP6002 Fieldwork IC: (0-0-6-2)</td>
</tr>
<tr>
<td>Credit Hours 14</td>
<td>Credit Hours 17</td>
<td>Credit Hours 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAL</th>
<th>SPR</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
<td>149</td>
<td>149</td>
</tr>
</tbody>
</table>

### Master's Hours 89 minimum
Course Descriptions

OTHP 6103 Professional Foundations in Occupational Therapy 2-0-0-2
Foundational knowledge and skills of occupational therapy related to the history of the profession and current global health trends. Includes the delineation of roles, use of theory and evidence, the function of professional organizations, the practice framework, use of health care terminology, application of critical reasoning within varied models of practice and settings.
Prerequisite: Admission into the graduate MHS OT program.

CAHS 7705 Neuroscience Application 3-0-0-3
A study of neuroanatomy, neurophysiology, and applied neuroscience principles in the promotion of health and wellness and the recovery of illness and/or injury.
Prerequisite: Admission into the graduate MHS OT program.

OTHP 6106 Development of Lifespan Occupations 2-2-0-3
Analysis of developmental theories and occupations across the lifespan. The development of roles, habits, values, and skills are included. The influence of cultural diversity and the environment across the lifespan are analyzed. Emphasis is placed on analysis and synthesis of interrelationships of occupation and development.
Prerequisite: Admission to the graduate MHS OT program.

OTHP 6501 Evidenced Based Practice 1-2-0-2
Identification of a research project including the literature evaluation and review of current evidence in the profession. Resources to conduct a course of scholarly investigation is initiated. Examination of findings and the significance for practice is included.
Prerequisite: Admission to the graduate MHS OT program.

OTHP 6104 OT Models of Reasoning 2-2-0-3
Developing OT critical reasoning including problem screening and identification, referral, assessment, goal setting, intervention planning, reassessment, discontinuation for client and family centered care. Emphasis is placed on planning assessments and providing justification of care within a variety of settings.
Prerequisites: Admission to the graduate MHS OT program

OTHP 6000 Fieldwork IA 0-0-3-1
Application of the knowledge and skills learned in first semester graduate OT coursework.
Prerequisite: Admission to the graduate MHS OT program.

OTHP 6205 Applied Kinesiology 3-2-0-4
Study of movement emphasizing biomechanical analysis of foundational structures and skills that provide the basis for normal movement patterns. Application of the

Student Handbook 2015-2016
biomechanical frame of reference as utilized by occupational therapists to evaluate range of motion, strength, endurance, sensation, and edema.
Prerequisite: Successful completion of 1st semester MHS OT courses

**OTHP 6313 Mental Health Programming** 2-2-0-3
Application of critical reasoning and selected theories and intervention approaches for mental health. Includes principles of health promotion, occupationally based intervention models and the application of selected individual and/or group programming within health and community based settings. Therapeutic use of self, conflict management and an understanding of cultural diversity are emphasized.
Prerequisite: Successful completion of 1st semester MHS OT courses

**OTHP 6304 Applied Concepts of Wellness and Illness** 3-0-0-3
A critical analysis of the promotion of health and wellness and the body’s response to stress, illness or injury across the life span. Physiological concepts, systems and processes related to systems, maturation and healing pertaining to rehabilitation models of practice are included. Includes current health care trends, coding, pharmacological practices and evidence for evaluation and intervention. Examines the World Health Organization classifications and the implications on occupation.
Prerequisite: Successful completion of 1st semester MHS OT courses

**OTHP 6203 Assistive Technology and Therapeutic Adaptations** 2-2-0-3
Analysis of occupation as a therapeutic method including the adaptation of the person, task, environment and/or context to promote optimal health and occupational performance. Includes assessment, design and implementation of assistive technology.
Prerequisite: Successful completion of 1st semester MHS OT courses

**OTHP 6204 Movement Analysis** 2-2-0-3
Integration of motor control and motor learning approaches related to occupational therapy interventions includes the analysis of posture, balance, quality of movement, and the impact on occupational performance. Promotion of client centered health, analysis of impairments, and methods to positively influence movement for occupational performance.
Prerequisites: Successful completion of 1st semester MHS OT courses

**OTHP 6001 Fieldwork IB** 0-0-3-1
Application of the knowledge and skills learned in first and second semester graduate occupational therapy coursework.
Prerequisite: Successful completion of 1st semester MHS OT courses

**OTHP 6343 Adult Models of Practice** 2-2-0-3
Promotion of occupational performance using a variety of adult models of practice. Special emphasis is placed on prevention, health promotion and wellness concepts; sports/leisure related services; low vision; vestibular rehabilitation; driver rehabilitation and cognitive care. Special emphasis is placed on older adult health trends. Various
reimbursement systems and settings are examined including the community, private contracting, skilled nursing facilities and home health.
Prerequisite: Successful completion of 2nd semester MHS OT courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANAT 7300 Human Gross Anatomy</strong></td>
<td>4-12-0-6</td>
<td></td>
<td>Successful completion of 2nd semester MHS OT courses</td>
</tr>
<tr>
<td>Introduction to specialized areas of the macroscopic structures of the human body through the use of lectures, laboratory dissection, and demonstrations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAHS 6503 Research Process</strong></td>
<td>2-2-0-3</td>
<td></td>
<td>Successful completion of 2nd semester MHS OT courses</td>
</tr>
<tr>
<td>Investigation of qualitative, quantitative, and applied statistical methods for clinical and professional studies or projects. Application of evidence based research and completion of HAC proposals and approval processes. Emphasis is placed on ethical and procedural requirements for responsible research/scholarship.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTHP 6002 Fieldwork IC</strong></td>
<td>0-0-6-20</td>
<td></td>
<td>Successful completion of the 2nd semester MHS OT courses</td>
</tr>
<tr>
<td>Application of the knowledge and skills learned through the 3rd semester of graduate OT coursework.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTHP 6606 Adult Evaluation and Intervention</strong></td>
<td>3-4-0-5</td>
<td></td>
<td>Successful completion of 3rd semester MHS OT courses</td>
</tr>
<tr>
<td>Occupationally based theories and evidence based approaches for the selection and application of family and client centered care. Use of appropriate assessments and interventions for impairments, illnesses, or injuries related to adult health conditions. Synthesis and application of outcomes related care for clients with orthopedic, neurological, and general medical and health related conditions. Application of adaptive equipment, assistive technology, fabrication of orthoses, and adjunctive intervention methods are included. Various reimbursement systems, settings, and the continuum of care are addressed.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTHP 6604 Pediatric Evaluation and Intervention</strong></td>
<td>3-2-0-4</td>
<td></td>
<td>Successful completion of 3rd semester MHS OT courses</td>
</tr>
<tr>
<td>Selection and application of the appropriate assessments and interventions of the occupational therapy process with the 0-21 client population. Emphasis is placed on analyzing atypical development, acquisition of the occupational therapy roles and pediatric approaches. Use of client and family centered care is implemented in a variety of settings and reimbursement models. Collaboration and advocacy within interdisciplinary teams are included.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTPH 6612 Community Practice</strong></td>
<td>1-4-0-3</td>
<td></td>
<td>Successful completion of 3rd semester MHS OT courses</td>
</tr>
<tr>
<td>In this course, the Occupational Therapy Student will use a collaborative process involving the identification of a problem, creation of possible solutions, and assessment of their effectiveness in a community-based practice setting. Learners will assess client/family or community based health needs and design, develop and implement an</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
evidence based program to address the identified needs. This includes the examination of issues and trends influencing community based practice, proposal creation, contractual agreement as necessary, identification of possible funding sources, outcome benchmarks, and promotional/marketing strategies for a community based setting. The course addresses community based and emerging practice settings across the life span.

Prerequisite: Successful completion of the 3rd semester MHS OT courses

CAHS 6524 Project Development 0-4-0-2
Development of a scholarly research process including the HAC approvals. Engagement in an active scholarly pursuit. Research methods and applications are included.

Prerequisite: Successful completion of 3rd semester MHS OT courses

OTHP 6003 Fieldwork 1D 0-0-6-2
Application of the knowledge and skills learned through the 4th semester of graduate occupational therapy coursework.

Prerequisite: Successful completion of the 3rd semester MHS OT courses

OTHP 6854 School Systems 2-2-0-3
Advance studies in school based settings emphasizing regulatory guidelines, roles, IEPs, and delivery of services within an intra and interdisciplinary delineation, equipment and accessibility considerations, documentation, client and family centered care and consulting are included.

Prerequisite: Successful completion of 4th semester MHS OT courses

OTHP 6708 Professional Issues and Service Management 3-0-0-3
Application of administrative and professional leadership processes including standards of practice and competencies; needs assessments, program development, outcome management, reimbursement, ethics, policy and trends in health care. Includes management process, advocacy and promotion. Personal professional development and competencies are included.

Prerequisite: Successful completion of 4th semester MHS OT courses

OTHP 6710: Professional Development and Competencies 1-0-0-1
The course uses critical analyses of professional entry competencies for the occupational therapists including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted. Experiences include critical appraisal of components of a professional evaluation including educational, employment, certification results, fieldwork, research/scholarship success, and service/community outreach outcomes. Evaluation data will be critically examined with developed improvement plans captured in a strategic planning process. Ethics, supervision, liability, and advanced professional developmental planning are included.

Prerequisites: Successful completion of 5th semester MHS OT courses
CAHS 7523 Research Project 1-4-0-3
Completion of scholarly work that includes the application of research that affects practice and the provision of occupational therapy services.
Prerequisite: Successful completion of the 5th semester MHS OT courses

OTHP 7009 Fieldwork II Experience A 0-0-40-9
Intensive practicum to address the development of competent, entry-level, generalist occupational therapist. Level II Fieldwork experiences are assigned based on the program curriculum design, and includes in-depth experience in delivering occupational therapy services to clients. The fieldwork experiences focus on the application of purposeful and meaningful occupation and research, administration, and management of occupational services.
Prerequisite: Successful completion of 4th semester MHS OT courses

OTHP 7010 Fieldwork II Experience B 0-0-40-9
Intensive practicum to address the development of competent, entry-level, generalist occupational therapist. Level II Fieldwork experiences are assigned based on the program curriculum design, and includes in-depth experience in delivering occupational therapy services to clients. The fieldwork experiences focus on the application of purposeful and meaningful occupation and research, administration, and management of occupational services. Full-time fieldwork experience applying clinical reasoning in a practice environment.
Prerequisite: Successful completion fieldwork II A or permission of Academic Fieldwork Coordinator.

OTHP7600 Elective Fieldwork 0-0-6-3
Full-time fieldwork experience in an identified practice area. Rotation duration is variable and negotiated with the Academic Fieldwork Coordinator and the identified fieldwork site.
Prerequisite: Successful completion of OTHP 7009 and 7010.
Enrollment Information

New Student Orientation
The Department of Occupational Therapy recognizes that the transition to a professional level of study may be difficult and cause anxiety for new students. It is for this reason that the Department initiates the new student orientation process upon official acceptance of a student into any academic program within the Department of Occupational Therapy. Orientation of the new students begins with electronic mailings of specific information to insure that students meet the requirements for successful registration and culminates with a mandatory full day of orientation which takes place on the first official day of class during the initial fall semester.

After the student has officially accepted the acceptance offer for the Master of Health Science in Occupational Therapy, she/he will be contacted by GRU’s Department of Admissions with the following information. Be sure to note all deadlines in your packet.

GRU Mobile
Students are invited to access campus services such as maps, directories, events, and course listings from their mobile device. This may be downloaded from http://www.georgiahealth.edu/mobile/georgiahealthmobile.html

Online Student Checklist
Students are encouraged to complete online checklist at http://www.gru.edu/em/checklist.php/ to learn about getting your GRU Net ID, email Outlook account, POUNCE and online login information.

GRU JagID Account Log In
Student must go to the following website: http://www.gru.edu/jagcard/ to obtain their JagID, initial password, and Outlook email account

Verification of Lawful Presence
The Board of Regents of the University System of Georgia, which is the governing body over the 35 public higher education institutions in Georgia including the Georgia Regents University, requires all applicants provide Georgia Regents University with specific documentation verifying his/her lawful presence in the United States. Additional information, including acceptable documentation, is provided at: http://www.gru.edu/admissions/lawful.php.

All students must also provide documentation to verify state residency for tuition purposes.
Apply for Financial Aid
All students wishing to receive financial assistance must submit an application electronically with the Office of Student Financial Aid located at: 1459 Laney-Walker Boulevard, AA-2013, Augusta, GA 30912. The telephone number is (706) 721-4901. The link for Student Financial Aid is: http://www.gru.edu/finaid/

Apply for Housing - Complete as soon as possible
Housing applications are available to students along with their official letter of acceptance to Georgia Regents University (GRU) by the appropriate academic admissions office. If you wish to apply for housing, you may complete the application and submit to Residence Life. The telephone number is (706) 729-2300. Additional information can be found at: http://www.gru.edu/housing/. Students with diagnosed disabilities who may need some form of disability-related housing consideration (accessible housing, strobe alarm, etc.) should contact Testing and Disability Services

Immunizations Documentation
In order to meet the immunization requirements of the University System of Georgia, students must have their immunizations documented and verified on the Certificate of Immunization Form found on the website at: http://www.gru.edu/shs/
This form must be returned to the GRU Student Health Office. If the immunization forms are not completed prior to registration, a HOLD will be placed on the student account preventing fall registration.
Students are responsible for maintaining current immunizations specifically relating to those necessary for participation in fieldwork experiences. All entering GRU students must provide the GRU Student Health Service with sufficient evidence that they are fully immunized or have proof of immunity with serological titer against mumps, rubella (German measles), rubeola (red measles), polio, tetanus, diphtheria, hepatitis B and varicella (chicken pox). Students are also required to have had a tuberculin test (PPD) within three months prior to first enrollment at GRU and annually thereafter. Clearance to enroll from the Student Health Service must be received in the registrar's office by the first enrollment date or the entering student may not register. The student immunization form can be found at http://gru.edu/shs/immunizationformalliedhealth.pdf

Verification of immunization is necessary for all fieldwork experiences. Students have secure access to their health records throught the Student Health webpage.

In order to meet the requirements for fieldwork experience, it is the responsibility of the student to update and obtain any additional immunizations required. At a minimum, each student is expected to obtain an annual tuberculosis screening; this is offered by Student Health. Upon receipt of the annual TB screening, the student will be provided with a copy of the results, which should then be provided to the Department of Occupational Therapy. It is the students’ responsibility to follow any deadlines for boosters, titer, etc. Failure to have immunizations current, and documented, may impact attendance at class as well as at fieldwork rotations.
Proof of Health Insurance
All GRU students enrolled in a full-time degree or certificate program are required to carry comprehensive health insurance coverage that meets the minimum benefit standards defined by the university. All students are charged a health insurance premium each semester. If a student already has a comprehensive coverage that meets the university standards they may wish to complete a waiver application. If the waiver is approved, a credit will be posted on the student’s account. Students should go to http://www.gru.edu/shs/insurance-faqs.php for more information or questions.

Students must check the website for deadline dates to submit the waiver. Students who do not complete the online waiver process will be assessed a health insurance premium (approximately $700 + per semester), which will be added to their invoice for semester tuition and fees. Students who do not have insurance may purchase it to meet this requirement.

Prepare for Registration
Please note your courses identified for the initial fall semester. The Registrar will send an email to each student’s GRU Outlook account in early June giving them instructions for registering, reviewing their schedule, and viewing their invoice for tuition and fees. During the scheduled registration time, log in to POUNCE. This is where students will register for their classes. If there are any problems with registration during this time, please contact the Registrar's office at 706-721-2201.

Note: the last day to pay for tuition and fees

Finalize Financial Aid
If you have received a financial aid award and need to make adjustments to your award refer to the Office of Student Financial Aid website at: http://www.gru.edu/finaid/
For more information, please click the Financial Aid Status link in POUNCE and the Student Financial Aid website

Have Student ID Photo Taken
Starting Fall 2013, students will receive a JagID card. The Jag card office will be located inside the Harper Street HCCU credit union location.

Return Wellness Center Activation Form
All Georgia Regents University students enrolled for six or more credit hours per semester are automatically charged the Wellness Center fee, established by the institution. ALL GRU students are required to complete the Wellness Center Student Membership Activation form. The form must include the student’s signature as well as that of a witness. The form can be downloaded at: http://www.gru.edu/wellness/
The activation form must be completed and returned to the Wellness Center prior to first visit.
Complete Parking Registration
Please go to Parking and Transportation and complete the parking registration form and return it to the GRU Parking Office.

Information for Non-US Citizens Only
The Board of Regents of the University System of Georgia, which is the governing body over the 35 public higher education institutions in Georgia including Georgia Regents University, requires all non-U.S. citizens to provide the attending institution with original documents verifying their legal entrance into the United States. In an effort to expedite the student registration process, Non-US Citizens are asked to present these original documents to Beverly Tarver, Director of the Office of Student Diversity, for review. Please make arrangements to stop by her office, located in the Student Center room DA 237, between 9:00 a.m. and 4:30 p.m. prior to registration prevent delays on registration day or contact the Office of Student Diversity at (706) 721-2821 for an appointment.

Student Communication = Outlook Email
Now that you are a student at Georgia Regents University, we will be using your student email account (Outlook) for official communication. As a student, you will be responsible for checking your Outlook email account on a regular basis. Your Outlook email will be used to send you notifications regarding orientation, registration, financial aid, and billing. Please note, all electronic correspondence from this point forward will be sent to your Outlook account (see setup instructions on previous page). Should you have any trouble accessing your email account, please contact our IT help desk at 706-721-4000.

*Non-Smoking Policy

The Georgia Regents University promotes a tobacco free environment. Effective November 15, 2007, the campus officially became tobacco-free. All use of tobacco products and/or smoking on campus (inside and outside) is prohibited.

Documents Every OT Student Must Read

- Standards of Practice for Occupational Therapy: (AOTA, 2014)
- Scope of Practice (AOTA, 2009).
- The Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010)
- Guidelines for Documentation of Occupational Therapy (AOTA, 2013).
- Standards for Continuing Competence (AOTA, 2010).
- Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (AOTA, 2014)
Registration Information

Preregistration & Registration
Registration for courses must be completed on the dates identified in the GRU Academic Calendar. Student may access the Academic Calendar by going to the following website: GRU Academic Calendar
All registration procedures are determined and are the responsibility of the GRU Registrar. The Registrar’s office will notify students of current procedures and any changes in the academic calendar by email to their student Outlook address. Students are asked to pre-register as early as possible as this will give time for the student to control drop and add actions should they experience problems or make pre-registration mistakes. If you have any problems with registration during this time, please contact the Registrar's office at 706-446-1430.

The fall classes for your initial year in the MHS-OT program are listed in the previous curriculum table. Students may register for the block of courses identified by the Department of Occupational Therapy using the PULSE Website. The Registrar will send an email to your GRU Outlook account in early June giving you instructions for registering, reviewing your schedule, and viewing your invoice for tuition and fees.

During your scheduled registration time, log in to POUNCE at: http://gru.edu/paws.php Registration for Fall starts in mid-June. Preregistration dates are determined by the GRU Office of the Registrar and will be announced via your GRU Outlook account. These dates are also available on the GRU Academic Calendar.

**If fees are not paid on time the student will be unable to attend classes or start fieldwork, which may delay completion of the program.

Continuing Enrollment during Breaks in the Academic Calendar
All students are considered to be enrolled and in good standing from the time they register for a semester: (1) until they register for the next semester; or (2) through the last day for late registration for the next semester as shown on the official academic calendar, whichever occurs first.

Adding and Dropping Courses
Students in the MHS in Occupational Therapy program are not allowed to drop a mandatory course. An exception may be made when a student is enrolled in an elective Fieldwork Level II. In such a case the student must drop this course according to the following GRU Registrar policy:
“Courses cannot be added to a student’s course schedule after the Drop/Add dates posted in the Academic Calendar. Courses may be dropped without penalty up to the midterm date as set forth in the Academic Calendar. Courses dropped
from a student’s schedule after the Drop/Add date will receive a grade of W. Courses dropped after the midterm date will receive a grade of WF (Withdrawn Failing), except in cases of hardship as determined by the appropriate academic dean. WF grades will be treated as F grades for grade point calculations.”

**Late Registration Policy**
Please note procedures for late registration as designated by the Office of the Registrar:

**Late Registration Policy**

**Class Attendance**
Occupational therapy students are considered professional students. Class attendance is mandatory. Each student is responsible for all assignments, information and hand-outs presented in all classes. Since much of the content is experiential, non-attendance may prevent successful completion of a course. If illness prevents attendance, the course instructors must be notified prior to class. Professional behavior is expected in class at all times. Students are referred to the Attendance Policy Section of this manual for details.

**Fieldwork Experience and Hospital Activities**
Attendance at assigned clinics, rounds, conferences, field assignments and related activities is mandatory. The student is expected to be appropriately dressed* and on time. A fieldwork site has the right to refuse a student due to improper attire.

If illness prevents participation, the faculty member who gave the assignment and/or the appropriate designated individual must be notified as early in the day as possible.

* Students are not permitted to have facial jewelry, exposed tattoos, or unnaturally colored hair. Most health care sites do not permit fake nails. Long hair must be tied up or back; no halters, midriff tops, shorts, jeans or excessive jewelry. Clothing with logos or slogans, including but not limited to alcohol, sex, sorority/fraternity parties, are not professional attire and are not permitted. Shoes should be closed toe and flat heeled for safety. Additional dress code may be required in a particular clinic. It is the student's responsibility to check with the clinic on dress code requirements before attending. GRU name tag should be worn at all times.
Awards and Scholarships

GRU Financial Aid Services
Students needing financial aid are encouraged to contact the Department of Student Financial aid early during their application process to ensure adequate time to submit all necessary documentation and for all forms to be processed. The financial aid department’s website can be accessed at http://www.gru.edu/finaid/

GRU AWARDS AND HONORS
John F. Beard Award for Compassionate Care
This award is given to one graduating student who has unselfishly given to patients, the patient’s family, and demonstrated compassion in the GRU Community. The award is intended to honor the highest ideals and achievements in compassionate health care service to GRU, to foster and encourage habits of compassion and kindness, and to identify someone who has unselfishly given to patients, the patient's family, and demonstrated compassion.

Alpha Upsilon Phi
Alpha Upsilon Phi was established to bridge the gap between community service providers and the volunteers seeking to make a difference. By increasing accessibility to community service information and activities, AUP fosters an increased awareness and participation in volunteer efforts amongst the health professionals of tomorrow.

AUP seeks to recognize individuals who contribute to the campus and community. Service and Leadership activities exist at the campus and community level, so there are opportunities for just about everyone. As a reward and incentive for continued community service leadership and participation, AUP offers three Service Award Levels: Meritorious, Distinguished and Outstanding. The efforts of active AUP members are celebrated annually at an awards ceremony held on campus. Supreme recognition is reserved for graduating members with an Outstanding attainment level (those who have far exceeded reasonable expectations of community service and volunteerism), in the form of an intimate banquet with local community leaders at an off campus location.

COLLEGE OF ALLIED HEALTH SCIENCES AWARDS AND HONORS
Biagio J. Vericella Scholarship/Achievement Award
The College of Allied Health Sciences, Georgia Regents University, established a scholarship or an award named in recognition of Biagio J. Vericella. This award is presented to a graduating student who epitomizes the qualities of compassion, optimism, mentoring, leadership and service within the College, GRU, and the community. This award is given annually based on the following set of CAHS guidelines:

Each Department within the College of Allied Health Sciences will submit one (1) nominee to the Alpha Eta Committee based on the following:
  • The nominee will have earned at least a cumulative GPA of 3.0 as recorded on the applicant’s most recent transcript (GRU coursework).
• The nominee has demonstrated compassion, optimism, mentoring, leadership and service.
• The nominee will be a graduating student.

Raymond C. Bard Scholarship Award
Dr. Raymond C. Bard was the founding Dean of the College of Allied Health Sciences at Georgia Regents University from 1968-1988. This award was created in honor of Dr. Bard and is presented to a student entering their final year of study who demonstrates academic success, leadership, and service to the institution and community.

Faculty Spouse Club Scholarship
The Faculty and Spouse Club yearly awards scholarships in the $2000 range to one outstanding student in each of the GRU Colleges. The Alpha Eta Society is designated as the organization to select five (5) students from the College of Allied Health Sciences who are entering their final year of study. The selection is based on the following:
• Financial Need
• Academic Promise
• Service to Others (including outside of GRU service)

Alpha Eta Leadership and Service Scholarship
The GRU Chapter of the Alpha Eta Society has established the “Alpha Eta Leadership and Service Scholarship.” The scholarship will be awarded to graduating students in the College of Allied Health Sciences in accordance with the guidelines below. Applicants who are considered, but not selected, for one of the following awards:
• Biagio J. Vericella Scholarship Award
• Raymond C. Bard Scholarship Award
• Faculty and Spouse Club Scholarship
Additionally, applicants will be selected based on Service to the community and leadership while attending GRU. The scholarship recipients will be selected by the executive board and department representatives of the GRU Chapter of the Alpha Eta Society. The number of awards to be given will be determined by the Executive Board annually.

Student Nominations to the Alpha Eta Honor Society
Student membership in the Society is a mechanism for honoring those graduating students who have demonstrated a capacity for leadership and achievement in their chosen allied health field. Areas to consider in a decision to nominate a student are academic accomplishments, school activities, community activities, and leadership activities. These areas serve to indicate the capabilities and efforts of a student to approach his/her profession and career in a manner that exemplifies enthusiasm and a willingness to serve as both a leader and contributor to his/her field in Allied Health Sciences.

The total number of students to be nominated by a department is limited. The bylaws of the National Alpha Eta Society currently read: “No more than twenty percent of the graduating class of a specified program shall be invited to membership or in those
A student must be a candidate for graduation from a degree or professional certification program in the College of Allied Health Sciences at GRU. A few guidelines may be helpful regarding the four areas considered in nominations:

- In the scholarship area, graduate degree candidates must have a cumulative GPA of 3.80 or better for the courses through the most recent semester reported, must have completed the equivalent of not less than one full academic year of courses carrying the approved graduate credit as approved by GRU.

- In the school activity area the committee will consider all activities in which the student participated relating to his/her program, department, or school in the way of service or memberships. In the community activity area the committee will consider outside activities as an example of participation since temporary residence in Augusta is commonplace and opportunity for community activities could be minimal.

- In the leadership activity area the committee will consider those instances when he/she held a position of responsibility in an organization or activity rather than participation alone.

Who’s Who Among American Colleges and Universities
Each year the department is asked to recommend a percentage of the graduating class to be considered for Who’s Who. The faculty is asked to consider scholarship, participation and leadership in academic and extracurricular activities, citizenship and service to school, as well as, potential for future achievement within the profession.

OCCUPATIONAL THERAPY DEPARTMENTAL AWARDS AND HONORS
The Department of Occupational Therapy provides several awards, specifically designed for graduating OT students. The occupational therapy department has several awards presented to students who demonstrate excellence throughout the occupational therapy program in leadership, scholarship, and service. Listed below are the scholarships and awards presented by the occupational therapy department, along with the eligibility criteria for each. The department reserves the right to not award a specific award, or awards, if the department feels that there is not a qualified recipient. Likewise, the department may also have the right to award a single award to multiple recipients.

The Dr. Nancy D. Prendergast Award
Dr. Nancy D. Prendergast was the founding Chairperson of the Department of Occupational Therapy at the Medical College of Georgia. She made significant contributions to the occupational therapy profession and to the development of occupational therapy education. This award was created in 1994 by the OT faculty to honor Dr. Prendergast by recognizing a student for outstanding contributions to the profession.
The Dr. Ricardo C. Carrasco Award for Second Career Occupational Therapy Students
This award was created by an OT alumnus to honor Dr. Carrasco’s leadership as the second Chairman of the Department of Occupational Therapy. The award highlights a graduate student that has pursued OT as a second career. Many individuals discover OT during other career choices and describe the career change as meeting their personal career aspiration. Criteria for this award include grade point average, extracurricular activities, and a career transition.

The Dr. Kathy P. Bradley Award
Dr. Kathy P Bradley became the 3rd Chair of the Department of Occupational Therapy 1998 and retired as Professor Emeritus in 2012. During her career Dr. Bradley instilled the value of professionalism through dedicated service and leadership. She modeled these values by her own consistent leadership within the institution, and at the state, national and international levels. This award has been created to honor Dr. Bradley’s commitment to advance the profession by recognizing a graduate who has demonstrated professional service, advocacy and leadership.

The Occupational Therapy Faculty Award
This award was initiated in 2007 as the Chair’s Award to recognize significant service, professionalism, and compassion provided to the community, peers, and to the clients served by the occupational therapy profession. This award was renamed in 2010 to allow all faculty input in selecting the recipient. The recipients of this award demonstrate outstanding professional traits and social responsibility that distinguish students that work diligently to make a positive difference in others’ lives. This award is to honor a graduate that strives to continue to honor others.
Policies and Procedures

The Department of Occupational Therapy follows all GRU Policies and Procedures. It is every student’s responsibility to be aware of those policies, as found at the following links:

**GRU Policies**
Links to GRU policies related to academic probation, academic suspension, withdrawal, dismissal and campus review body are shown below.
GRU Academic regulations: http://catalog.gru.edu/
The GRU Student Handbook can be found at [GRU Student Handbook](#)

**CAHS Policies**
The following link provides reference to CAHS policies and procedures, including the Student Grievance and Appeal Procedure:
CAHS Policies and Procedures: [CAHS Policies](#)

**Students Responsibility for Handbook Information**
Each student is responsible for knowing the information in the Department of Occupational Therapy Student Handbook. Students are also responsible for information in the GRU student handbook. The department reserves the right to change policies and revise the curriculum as necessary. The GRU Student Handbook can be accessed at: [GRU student handbook](#)

**Waiver of Regulations**
Rules and policies in this handbook have been adopted by the faculty and administration. When a student finds that extenuating circumstances might justify the waiver of a particular regulation, the student may petition the Chairman of the Department in writing.

**State and Federal Regulations**
GRU complies with provisions of state and federal regulations, including Georgia Open Records Act, Family Education Rights and Privacy Act, and the Health Insurance Portability and Accountability Act. The following links provide reference to these state and federal laws.
Georga Open Records Act: [Georgia Open Records Act](#)
Department of Occupational Therapy
Policies and Procedures

Admissions Requirements
Campus Life Services
Criminal Conviction/Felony Disclaimer
Evacuation Policy
Graduation Criteria
Immunization Requirements
Infection Control and Universal Precautions
New Student Orientation
Pre-Requisites
Professional Behavior
Program Accreditation Status
Registration Requirements
Student Academic Expectations
Student Advisement
Student Attendance
Student Dress Code
Student Email Etiquette
Student Lab Requirements
Student Awards and Honors
Student Confidentiality
Student Grievances
Student Honor Code
Student Outcomes Disclosures
Student Photo Identification
Student Progression
Student Records and Privacy
Technical Standards & Reasonable Accommodations for Students with Disabilities
Student Fieldwork Expectations
Student Fieldwork Professionalism Requirements
Student Fieldwork Attendance
Student Fieldwork Site Specific Requirements
Student Fieldwork: Site Selection Process for Level I
Student Fieldwork: Site Selection Process for Level II
Student Fieldwork Assignments and Expectations
Student Fieldwork: Professional Attire
Student Fieldwork: Confidentiality
Student Fieldwork: GRADING
Student Fieldwork: Student Withdrawals
Student Fieldwork: Remediation
STUDENT AFFAIRS

Admissions Requirements

Purpose: To delineate criteria for reviewing OT admissions applications and quantify the selection of a qualified class based on established selection criteria.

Policy: Standard selection requirements will be used to review all OT applicants in a systematic manner.

Procedures:
1. The Student Affairs Committee will annually review and publicize selection criteria that will be used for reviewing all OT applications.
2. Minimum admissions criteria includes the following:
   a. Overall Grade Point Average of 3.0; Math/Science Grade Point Average of 2.8 minimum
   b. GRE scores of 900 minimum; minimum of 290 on revised (2011) GRE and a score of at least 3.5 on the written portion of the GRE.
   c. The Department may consider candidates with lower GPA, based on extenuating circumstances, test scores (GRE), strengths in other areas, or other extenuating factors. Such considerations are made on a case by case basis with regard to the number of qualified applications. In such situations the student may be admitted on probation.
   d. The Department may consider candidates with lower GRE scores, based on extenuating circumstances, GPA, strengths in other areas, or other extenuating factors. Such considerations are made on a case by case basis with regard to the number of qualified applications. In such situations the student may be admitted on probation.
   e. Successful completion of the required pre-requisites. See website for specified pre-requisites for the respective graduate programs. Transcript Appraisals will be conducted by committee members and/or GRU Admission’s Office. All Student Affairs Committees will be trained to analyze the transcripts in a consistent and appropriate manner.
   f. Each applicant will be required to submit a minimum of three references that will attest to the applicant’s academic abilities and personal work characteristics. Family members and friends are not appropriate references.
   g. Favorable interview scores must be obtained for admission eligibility. A minimum number of four interview dates will be conducted annually. The dates will be established by the Student Affairs Committee members by September of each academic year. Candidates will be ranked based on all admission criteria.
   h. An example of the student’s writing and reasons for seeking a degree in OT may be collected during the admission process.
i. Applicants may be refused admission for non-academic reasons such as poor references and or poor performance during the interview. Competitive applicants may be admitted after each interview date if all criteria have been met.

j. Student Affairs Committee recommendation for admission into the OT program will be submitted to the Chair and Program Director with a summary of the data collected above. This document will be signed by the Chair of the Student Affairs Committee attesting to the accuracy of the aforementioned data.

k. Advanced placement consideration is not a routine practice and requests for advanced placement are reviewed on an individual basis. Previous courses descriptions, laboratory experiences, and fieldwork documentation are required for full consideration. All submissions must be equivalent to a course offered by the GRU graduate OT program; the course must be taken within 2 years prior to enrollment; a grade of B or better must be recorded or a “pass” on a pass/fail course; and the course is reviewed as acceptable by the Academic Affairs Committee. The student must meet all GRU Department of OT admission requirements for consideration of Advanced Placement. All Advanced Placement decisions are at the recommendation of the Student Affairs Committee and the Chair. The Chair makes the final decision. No more than 6 credit hours may be accepted from the previous institution.

l. Applicants who have previously been enrolled in another Occupational Therapy program must meet the admission criteria for GRU Department of OT. The applicant must also provide the Student Affair Committee with a letter of good academic standing from the previous program’s Department Chairperson. Full disclosure of prior enrollment is expected throughout the admissions process.
Student Services

Purpose: To inform students of Georgia Regents University support services available to all students.

Policy: All Georgia Regents University Students are referred to Georgia Health Sciences University’s listing of student services and information located on the following website: http://gru.edu/students/SLE/

Procedure:
1. Students will be informed of the Student Life activities and web site offerings during New Student Orientation. Offerings include information regarding student services, the Wellness Center, Residences’ Life, and student organizations available on the campus. http://gru.edu/students/SLE/
2. Students are encouraged to fully participate in Student Life activities to enrich their personal Georgia Regents University experience.
3. The Department of OT offers a Student OT Association which is advised by the Chair of the Student Affairs Committee. This association facilitates the student’s orientation to a professional OT organization, services, roles, and responsibilities.
Criminal Conviction/Felony Disclaimer

**Purpose:** To clarify the student’s responsibility to disclose in writing to the Chair, Program Director, Dean, and Director of Student Affairs any criminal convictions occurring prior to application and since the application process.

**Policy:** Students must disclose during the application process and any point thereafter any criminal conviction or felony. Student must sign a waiver of understanding that the ability to sit for the national certification exam and the ability to obtain a professional license may not be granted based on a criminal history. The Department of OT cannot accept any responsibility for a student’s inability to sit for the certification exam or become licensed as an OT based on criminal activity/felony.

**Procedures:**

1. All OT Students are required to disclose in writing to the Chair, Program Director and Dean any criminal convictions occurring prior to admission and any convictions that occur after the application and admissions process. Criminal disclosure is required on the application form. The Georgia Regents University Department of Occupational Therapy Program assumes no responsibility for ineligibility for sitting for the NBCOT certification examination or the denial of licensure in states in which there are such requirements.

2. Criminal convictions include adjudication of guilt by a judge or jury for any crime. This does not include minor traffic offenses but it does include “no contest pleas”, first offender treatment, convictions under appeal and convictions which have not been pardoned. Minor traffic offenses are those which do not involve driving under the influence of alcohol and other drugs, which did not result in imprisonment and for which a fine of less than $250 was imposed. Disclosures should be made within 30 days of convictions.

3. The National Board for Certification of OT (NBCOT) may refuse to allow any applicant that has a felony conviction the right to sit for the exam. NBCOT is a consumer protection agency and has the right to refuse any applicant the right to sit for the exam that does not meet the specified criteria. The National Board for Certification for Occupational Therapy (NBCOT) will require applicants to answer questions concerning felony history. This information is then available to states with licensure requirements.

For further information please contact the:
National Board for Certification of Occupational Therapy, Inc.
12 South Summit Avenue, Suite 100
Gaithersburg, Maryland 20877
Telephone: (301) 990-7979
4. State licensure boards have their own criteria for management of convictions including felonies and/or misdemeanors. It is the student’s responsibility to understand prior actions may be subject to board review and subsequent actions or restrictions. For further information please contact

Georgia State Board of Occupational Therapy
237 Coliseum Drive
Macon Georgia 31217-3858
478-207-1620
Evacuation Policy

Purpose: To clarify emergency procedures and evacuation policy for student safety.

Policy: All students will be aware of the GRU Alert System and Evaluation policy to maximize student safety at all times. The evacuation policy will also be posted in all labs designated OT spaces.

Procedures:

1. Georgia Regents University has an emergency evacuation and emergency alert system (GRU Alert). Students will be notified by cell phones and/or Outlook messages of any campus emergency. Faculty members have all been trained in the Evacuation procedures.
2. Students are trained in evacuation procedures and the GRU Alert System during New Student Orientation.
3. Fire drills are held periodically throughout the year. All students, employees, and faculty are required to fully participate and evacuate the building during all fire drills. Students are to depart the building using the closest stairway. Do not use the elevators during a fire drill or emergency evacuation. Doors to all classrooms, labs, and offices are to be closed upon exiting the building to retard any spread of fire.
4. During the evacuation for fire emergencies, students exit the building and assemble at the front of the building to allow for accounting of complete evacuation from the building.
5. Fire alarms are located at the exit stairways.
6. Fire extinguishers (5) are located in the Department of OT hallways. Students are not to stay in the building during a fire drill/alarm to fight a fire. Safe exiting is the primary objective during a drill or alarm.
7. For a non-fire emergency, the GRU Alert system will notify students, faculty, and employees of appropriate instructions to ensure safety.
8. To report an emergency, students should activate the emergency system or contact Public Safety at 706-721-2911. There are also emergency call centers located outside of the Health Science Building and elsewhere on the GRU campus.
Graduation Criteria

Purpose: To document the requirements for eligibility for graduation.

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

Procedures:
1. Students must fulfill all established criteria to enter candidacy for the Master of Health Sciences in Occupational Therapy. These criteria include:
   a. Successful completion of required courses.
   b. Successful completion of all required Level I Fieldwork Experiences.
   c. Successful completion of all required Level II Fieldwork Experiences. Level II Fieldwork experiences must be completed within two years of completion of coursework.
   d. Successful defense of the graduate thesis, project or critically appraised topic (CAT).
   e. Fulfill all requirements of the university including fines, fees, etc.
2. Students must fulfill both the academic and fieldwork requirements for graduation. Students who do not pass academic coursework OR fieldwork experiences will not be considered eligible regardless of performance in the other domain. Although fieldwork is an extension of didactic coursework, fieldwork requires knowledge and skills which are different than those required in the classroom. The department is under no obligation to graduate students who are successful in the classroom but are unable to satisfactorily pass fieldwork experiences.
3. Each student must complete an Application for Graduation Form prior to departure for Level II Fieldwork Experience A. The application will be held in the department and submitted to the Registrar’s Office within the specified time requirement and upon the Chair’s determination that all of the criteria in item 1 above have been completed.
4. Graduation fees must be paid prior to graduation. Information about graduation fees may be obtained at http://www.gru.edu/students/graduation/
5. The Student Affairs Committee will audit graduation criteria for full compliance for graduation requirements.
6. The Chair of the Student Affairs will document to the Chairperson of all student compliance to graduation criteria.
7. Upon receipt of the verifying documentation for graduation eligibility, the Chair of the OT Department will notify the Registrar’s Office of the slate of OT eligible graduates.
Immunization Requirements

**Purpose:** To protect OT students and others from diseases/illnesses and to ensure compliance with Board of Regents policy.

**Policy:** The Board of Regents and the GRU have established minimum immunization requirements. All OT students must provide GRU Student Health Services with sufficient evidence of meeting immunization requirements. The Student Affairs Committee will monitor student compliance with the immunization policy established by the BOR.

**Procedures:**
1. All OT students must meet the GRU minimum immunization requirements established by the institution. Students must provide immunization evidence or have proof of immunity with serological titer against MMR, rubella (German measles), rubeola (red measles), polio, diphtheria/tetanus/pertussis (primary and booster), hepatitis B and varicella (chicken pox).
2. All GRU students are required to have a TB test (PPD) within three months prior to first enrollment at GRU and annually thereafter.
3. Students have secure access to their immunization records via the Student Health website. This immunization record will serve as official documentation of immunization compliance.
4. Faculty members are to refer OT students to the GRU Immunization policy for any exceptions to the immunization policy [http://gru.edu/shs/immunizations.php](http://gru.edu/shs/immunizations.php)
5. It is the student’s responsibility to secure all necessary immunizations, or documentation, required by each fieldwork site the student has selected. Faculty members are to advise students that fieldwork sites may refuse to accept any student that does not meet the respective facility’s immunization minimum requirements, regardless of the reason for not securing the immunization(s). GRU will not send students on fieldwork without proof of immunizations to protect the clients served in the respective fieldwork facilities. Failure to attend fieldwork due to lack of immunization compliance may result in the student receiving a failing grade for the fieldwork experience.
Infection Control and Universal Precautions

**Purpose:** To ensure safe health care practices for protection of clients, self, and others.

**Policy:** All students, employees, and faculty will practice Infection Control procedures and universal precautions to ensure optimal health practices.

**Procedure:**

1. During the first semester in the OTHP courses, all students are trained in Universal Precautions. Students will receive a certificate which should be placed in their student folder documenting completion of this module.
2. Washing hands is a required prevention activity prior to and following all client care and lab activities.
3. All mats are to be cleaned after usage using antibacterial cleaning solution. Sheets are to be placed on the mats for protection. Sheets and pillow cases are to be changed between clients or lab partners.
4. Gloves are to be worn for any infection, open wounds, or scabs. Gloves are to be discarded in foot operated waste cans.
5. If any injury occurs, it is to be reported immediately to the Department of OT.
6. Safe body mechanics and procedures are to be used at all times.
7. Appropriate infection control attire must be adhered to per facility policies.
8. Students are to wear clean attire, minimal jewelry; keep hair tied away the face and not report to work when ill.
9. Labs and equipment are to be cleaned after each usage to prevent spread of potential germs/infections. Course faculties who are supervising labs are responsible for this procedure.
10. All linens are to be washed after each lab usage and returned to the lab within two work days. Course faculties who are supervising labs are responsible for this procedure.
New Student Orientation

**Purpose:** To describe procedures for orientation of new occupational therapy graduate students to the university, school and departmental expectations and resources.

**Policy:** All occupational therapy graduate students are expected to attend the Georgia Regents University; College of Allied Health Sciences; and the Department of Occupational Therapy’s New Student Orientation.

**Procedures:**
1. Occupational therapy graduate students are expected to attend the Department of Occupational Therapy’s New Student Orientation. Student Orientation activities address professional behavior expectations; academic resources and expectations; technology access and instruction; responsibilities related to client centered care, classroom performance and attendance requirements; clinical and university, registration, and student identification requirements.
2. OT students are provided with copies of the student handbook during new student orientation. Students must sign that they have received a copy of the handbook.
3. All OT students are expected to attend the Georgia Regents University’s and College of Allied Health Sciences’ New Student Orientations. The date, time, and location will be determined by the institution/college.
Pre-Requisites

Purpose: To communicate a clear understanding of the required and accepted pre-requisite courses needed for admission to the Department of Occupational Therapy’s graduate OT programs.

Policy: The Student Affairs Committee will assess all applicants’ pre-requisite courses for appropriateness in meeting the required hours of courses in selected content areas.

Procedures:

1. The Student Affairs Committee will work closely with the GRU Department of Admissions to assess applicants’ completion of the required pre-requisites. Upon formal application, the admissions department will review all outstanding pre-requisite courses and communicate in writing to the applicant all needed courses for admission.
2. The Student Affairs Committee is responsible for ensuring that the department’s web site provides current and accurate admissions requirements.
3. The Student Affairs Committee, in conjunction with the Associate Dean of Students, will annually communicate with the University System’s Health Care Advisors as to needed pre-requisites, updates on HOPE for the MHSOT, communication regarding the need for completing a baccalaureate degree prior to admission, etc.
4. The Department does not advise students on matters related to financial aid, including HOPE eligibility.
5. Faculty will participate in recruitment of qualified OT applicants resulting in a culturally diverse class.
Professional Behavior

Purpose: To provide guidelines for faculty facilitation of expected professionalism in all classroom, laboratory, fieldwork, and related interactions.

Policy: Occupational therapy graduate students are expected to exhibit professional behavior at all times.

Procedures:

1. The student will be informed of the GRU Code of Conduct [http://www.gru.edu/students/conduct/documents/studentmanual.pdf]
2. All OT students are responsible for self-governance of professional behaviors in all classroom, laboratory, fieldwork activities and interactions. Faculty members are to document any unprofessional behavior incidence and place the documentation in the student’s file. Documentation is to be dated and signed.
3. Faculty members are to expect students to display professionalism at all times. If professional behavior is not displayed, the student will be counseled and expectations for behavior will be documented and shared with the student.
4. The student must demonstrate the ability to manage personal issues and not allow interference with the ability to fully participate in educational, laboratory, fieldwork, and service expectations. If a student is experiencing personal difficulties that make it difficult to optimally perform or care for clients’ needs; the student may be asked to withdraw from the program until the student is able to fully participate in the program allowing for quality work, academic achievement, client safety, and professional performance. Depending on the severity of the professionalism issue, the student may be denied re-entry into the program.
5. Students must demonstrate professionalism in all interactions. Students are expected to promote professional behavior when giving and receiving feedback or when differences occur. OT students must demonstrate respect for all individuals in all interactions (oral and written). Faculty will role model and facilitate the expected behaviors.
6. Professionalism, or personal, issues that impede performance and safety in patient care may result in the immediate removal of the student from patient care/fieldwork experiences.
7. Students must adhere to HIPAA requirements and consistently protect client confidentiality.
8. When continued failure to comply with expected professionalism occurs, representatives from the Departmental Review Body will review the behavior(s) and make recommendations including probation, suspension, or dismissal from the program, to the Chair of the Department and Program Director.
Program Accreditation Status

**Purpose:** To share with student stakeholders and consumers the accreditation status of the Georgia Regents University’s Department of Occupational Therapy (OT) and to comply with Accreditation Council of Occupational Therapy Education (ACOTE) Standards.

**Policy:** The Department of Occupational Therapy will notify all students and applicants as to its ACOTE accreditation status in compliance with ACOTE Standard A.4.2.

**Procedures:**

1. Institutional accreditation status is public information and is available for public review and comment within MCG’s data and information system: Institutional Research and Information System (IRIS). The Institutional and Department of OT accreditation status is found on site [Accreditation Outcome](#).
2. The Georgia Regents University’s Department of OT is accredited by the American Occupational Therapy Association’s ACOTE. GRU received a ten year accreditation status from 2009 to 2019/2020. The 2010 Accreditation Report identified 9 major strengths with no areas of noncompliance. The next re-accreditation is scheduled for 2019/2020. The ACOTE accreditation certificate is displayed in the lobby of the Department of OT for public inspection.
3. Based on ACOTE requirements, all distributed promotional and recruitment materials, including the school catalog and program website, will contain the program’s accreditation status.
4. The status of the GRU Department of Occupational Therapy’s accreditation status may be found on the GRU OT website [Accreditation Outcome](#).
5. Students may verify the GRU Department of Occupational Therapy’s accreditation status at the following websites: [http://www.aota.org/en/Education-Careers/Find-School/AccreditEntryLevel/OTMasters.aspx](http://www.aota.org/en/Education-Careers/Find-School/AccreditEntryLevel/OTMasters.aspx)
Registration Requirements

**Purpose:** To clarify the role of the graduate OT student in meeting pre-registration timelines and avoid late registration fees.

**Policy:** Students must complete pre-registration requirements within the specified timelines.

**Procedures:**

1. Students must register for courses during the specified dates in the GRU Academic Calendar.
2. All registration procedures and timelines are specified by the Registrar’s Office. Students register using the POUNCE website. The POUNCE homepage is located at [http://gru.edu/paws.php](http://gru.edu/paws.php) Students will be notified by the Registrar as to pre-registration timelines. It is the student’s responsibility to comply with the requested information within the specified timelines. Failure to comply may result in additional fees or inability to enroll in the necessary courses. The Late Registration Policy and related fees are specified in the procedures designated by the Office of the Registrar: [http://catalog.gru.edu/](http://catalog.gru.edu/)
3. Adding and Dropping Courses: Courses may be dropped or added according to institutional policy. Students are not permitted to drop a mandatory course. Drop/Adds requires the permission of the instructor and the Chair of the Department.
4. Courses may be dropped without penalty up to the specific midterm date established in the Registrar’s academic calendar. Students dropping a course after the deadline will receive a WF (Withdraw Failing), except in cases of hardship as approved by the Chairperson and the Academic Dean. WF grades are calculated as F grades for grade point calculations.
Student Academic Expectations

Purpose: To provide a consistent method to communicate minimum academic requirements for compliance with university and departmental guidelines for student academic expectations.

Policy: The Department of Occupational Therapy’s grading system follows the academic grading system of the University System of Georgia (USG) Board of Regent Policy Manual 305. OT has established minimum academic expectations for classroom, laboratory, and fieldwork performance.

Procedures:

1. The Georgia Regents University (GRU) has established consistent grade designations.
   a. A=Excellent  90-100 points  Grade Point Average: 4.0
   b. B=Good 80-89 points  Grade Point Average: 3.0
   c. C=Satisfactory 70-79 points  Grade Point Average: 2.0
   d. D 60-69 points  Grade Point Average: 1.0
   e. F Below 60 Grade Point Average: 0.0

2. The Department of Occupational Therapy (OT) does not accept any grade below a C (70%). All exams, labs, and fieldwork experiences must be passed. Individual course syllabi may specify higher levels of expectations.

3. All OT intervention courses require a minimum grade of B (80%) or better on all classroom, laboratory, and fieldwork assignments. The intervention courses include the following:
   a. OTHP 6313 Mental Health Programming
   b. OTHP 6343 Adult Models of Practice
   c. OTHP 6606 Adult Evaluation and Intervention
   d. OTHP 6608 Pediatric Assessment and Intervention
   e. OTHP 6854 School Systems
   f. OTHP 6612 Community Practice

4. All academic courses must be passed prior to a student attending Level II fieldworks.

5. All Fieldwork Experiences (Level I, Level II,) must be passed. Failure to obtain a passing fieldwork grade will result in the student failing the fieldwork course.

6. All laboratory experiences must be passed. If the student is unable to provide acceptable laboratory skills and outcomes the student will not be eligible to pass the course.

7. Participation requirements are graded by faculty and serve as a professional requirement in all courses. The lack of appropriate participation could result in course failure for not meeting course and professional expectations. Students will be warned about lack of participation, the warning will be documented, and if the student needs faculty assistance, it is the student’s responsibility to discuss learning needs with the faculty member.
8. Students must have an acceptable professional behavior rating in order to pass a course. Professional behavior is a minimum passing requirement for progression in the professional OT program. Failure of fieldwork (Level 1 or Level II) for professional behavior issues may result in referral to the Departmental Review Body to consideration of suspension or dismissal from the program.

9. If a student fails to meet the minimum expectations for any classroom, laboratory, fieldwork experience or professional behavior, the faculty member will review the academic policies for remediation. Faculty will provide a one time, comparable, but unique learning experience for remedial competency. The student will be expected to pass the repeated academic experience. The original assignment grade will be the recorded grade. Failure to pass the remediation will be reviewed by the Departmental Review Body for eligibility to progress in the program.

10. Graduate students must maintain a minimum of a cumulative program GPA of 2.8 in order to progress in the curriculum. If a student falls below the required GPA, then the Departmental Review Body will review the student’s status and determine if probation, suspension, withdrawal or dismissal is the appropriate action. Recommendations from the Departmental Review Body will be shared with the Chair of the Department. The Chair will then review the document and talk to the student and make a decision to accept/reject the recommendation from the Departmental Review Body. The Chair will follow the CAHS’s Student Progression Policies and Procedures in determining the most appropriate action.

11. Academic Probation Criteria: If the student’s cumulative program GPA falls below 2.8, the student is placed on probation for one semester. The student is expected to improve the cumulative program GPA to the 2.8 level or above after one semester. If the student fails to meet the GPA expectation, the student will be recommended for suspension or dismissal from the program. Students may also be placed on probation for professional behavior or personal issues.

12. Academic Suspension Criteria: The Department of OT may recommend a student for suspension if the OT graduate student is unable to achieve the required performance levels for academic, laboratory, fieldwork performance or professional behavior. The period of suspension is for up to one year or with special approval when the failed course is offered again. Students may also be placed on suspension for professional behavior or personal issues.

13. Academic Dismissal Criteria: The Department of OT may recommend the student be dismissed from the program if academic, laboratory, fieldwork, or professional behaviors expectations are not realized and attempts to remediate the student are not successful.

14. Academic Sanction Appeal: The student may appeal the above sanctions to the College of Allied Health Science Associate Dean of Student Affairs. There is no appeal of passing grades (University System of Georgia Policy). Faculty may be asked to serve on the School of Allied Health Sciences’ Faculty Council Student Progression Subcommittee. Subcommittee Guidelines and Policies may be found [http://www.GRU.edu/students/handbook/studentcode.html#jcp](http://www.GRU.edu/students/handbook/studentcode.html#jcp) [http://www.gru.edu/alliedhealth/current-students.php](http://www.gru.edu/alliedhealth/current-students.php)
15. Student failure of a course, or withdraw: A student, if not successful or having to withdraw in a given course or year, will need to repeat such course(s) before qualifying for graduation. When this occurs, the Department of Occupational Therapy will convene a Departmental Review Body to determine if the student may progress in the curriculum. This determination will be done on a case by case basis, and the Departmental Review Body will make a recommendation to the Chair of the Department as to the best course of action.
Student Advisement

**Purpose:** To provide OT advisement guidelines for OT graduate students.

**Policy:** All graduate OT students will be assigned a faculty member to serve as the student advisor while enrolled in the OT program.

**Procedures:**
1. The Chair of the Student Affairs Committee will assign faculty as advisors at the beginning of each academic year. Students are encouraged to speak with their advisor about issues which have potential to impact their ability to succeed in the program. The faculty advisor may refer the student to campus support services.
2. Each semester, faculty members will schedule meetings with individual advisee(s). Students should ensure that they meet with the faculty advisor during these regular times, but also when there are concerns related to the OT program.
3. Faculty will document the advisory meeting took place and document the student’s progress or concerns as appropriate. This documentation will be placed in the student file.
4. Faculty members are to notify the Administrative Assistant supporting Student Affairs of any off-tract curriculum needs.
5. The Academic Fieldwork Coordinator will serve as the primary advisor for fieldwork issues.
Student Attendance

**Purpose:** To clarify attendance requirements for optimal learning outcomes.

**Policy:** Student attendance is expected at all classroom, laboratory, and fieldwork assignments. All absences are expected to be excused with departmental and faculty notification in an appropriate manner.

**Procedures:**

1. Attendance and promptness are expected in order to gain the full educational growth expected of a professional health care provider. Students must realize that material missed from class discussions and guest speakers cannot be made up.
2. Students are to communicate all absences as required in the professional work environment. Students are expected to notify the course instructor by phone or email the morning of an absence to communicate the absence and the general reason. Absences need to be excused with included documentation (i.e. funeral notice, MD’s noted). Students are to limit outside appointments to avoid excessive classroom, laboratory, and fieldwork absences.
3. Excused absences include extenuating circumstances such as illness, death of a family member, medical emergency, or other unexpected circumstances. Excused absences may also include other prior approved circumstances (at least four weeks prior to the absence) with written documentation of the event and signed approval from the course instructor/s.
4. Excused absences include extenuating circumstances such as illness, death of a family member, medical emergency, or other unexpected circumstances. Excused absences may also include other prior approved circumstances (at least four weeks prior to the absence) with written documentation of the event and signed approval from the course instructor/s.
5. Students are responsible for all missed assignments and educational content. Absences during presentation dates may result in the loss of points on the assignment.
6. Students are required to submit the outstanding work assignments within the next class period.
7. A physician’s note is required for extended illnesses and for returning to class. Repeated absences on dates of practicals, exams, or group presentations may require physician notes.
8. Failure to submit missed work assignments within a specified time period will result in the work not being accepted and a grade of 0 will be assigned. Students must complete the work, with a late date assigned by the course instructor, but the assigned grade will remain a 0. Assignments not turned in by the late date will be referred to the Departmental Progression Committee for unprofessional work behavior.
9. If a student does not communicate the absence as appropriate, the event will be considered unprofessional. Points will be deducted on the course grade to reflect the lack of compliance and the lack of professional communication. Reduction in
your final grade by 0.1 for each unexcused absence with be implemented (i.e. 4.0 to 3.9 for one unexcused absence).

10. Students are expected to meet for all group assignments with peers. Failure to coordinate personal and professional assignments and workloads may result in failed educational outcomes.

11. Students will need to make up all absences from Level I fieldwork experiences. Due to the nature of fieldwork scheduling, make up dates for FW may occur after the semester, and/or on weekends, or semester breaks. Students must complete make-up fieldwork experiences prior to the start of the following semester.

12. Absences on Fieldwork Experiences II are monitored according to AOTA guidelines. Students are not awarded vacation time on these educational experiences. Up to two days may be missed for illness, family emergency or scheduled holidays (national holidays where clinic is closed). No absences for personal reasons will be approved by the AFC. All FW absences must be communicated with the AFC according to the above departmental policies. Absences will need to made up by extending the FW dates, or on weekend hours as approved by the clinic. Any absence for personal reason must be made up.
**Student Dress Code**

**Purpose:** To provide guidelines for student dress code.

**Policy:** GRU OT students must follow professional dress requirements at all educational activities, including daily lectures, fieldworks, community service, international fieldwork, and service learning.

**Procedure:**
1. Your clothing must be modest, clean, and neat in appearance, with a personal presentation of being prepared for the setting.
2. Professional dress requirements include clothing items such as: slacks, skirts, khakis’, modest dresses, or dress jeans. Clothing that is revealing or restrictive for movement is unacceptable professional dress.
3. Unacceptable dress for educational activities include: leggings, jeans, oversized clothing, graphic or slogan t-shirts, low rise pants, shorts, strapless tops, revealing tops, exposed midriffs, or exposed undergarments.
4. For some lectures you may be asked to wear something different, pending the lab portion. This is per the discretion of the instructor. Please be prepared for days when in more than one setting to have a change of clothing with you.
5. Failure to follow these guidelines will result in removal of a student from the setting and referral to student progression committee for professional behavior violation. Willful violations of the student dress code policy could result in student failure for the current practice setting and denial of future fieldwork opportunities.
Student Email Etiquette

Purpose: To facilitate student professionalism in written communication

Policy: Students are expected to follow the below guidelines for written email communication with professors, colleagues, and clinical instructors.

Professionalism is required from our students not only during person to person conversations, but also during written communication.

Procedure:

1. Always include a salutation and closing remark within your email.
2. Always use formal and correct grammar; do not use abbreviations or texting acronym’s (i.e. TTYL, LOL)
3. Do not use upper case for emphasis, which can be perceived as shouting or anger; instead underline or bold for emphasis
4. Do not include humor within your professional emails which can be perceived as unprofessional.
5. Before forwarding to others, always request permission.
6. When receiving an email, acknowledge receipt in some way, even if needing to research for clarification. This allows the person to know you have received the email and are addressing the needed action.
7. Answer emails within 24-48 hours of receiving; get into this habit now!
8. Always use professional language with respect and dignity throughout your written and verbal conversations.
9. Failure to abide by the written procedures could result in a referral to the student progression committee and will also be reflected on the Professional Behavior Assessment. Failure to communicate professionally with your clinical instructors, could result in failing the clinical fieldwork and forfeiting future selections.
Student Laboratory Requirements

Purpose: To facilitate a clean laboratory environment for clients and students

Policy: Students are to follow the below guidelines for infection control in laboratory environments. Faculty of given laboratory will assign cleaning schedules as indicated per equipment; otherwise, cleaning after each use is required.

Procedure: The Following guidelines must be strictly implemented and followed at all times.

1. No food or drink the lab areas at any time; in general, clean up after yourself!
2. Cleaning mats and plinth tables is the student’s responsibility. Mats and plinth tables must be cleaned after each use.
3. Splint pans must be cleaned on a regular monthly basis; a signup sheet for cleaning the splints will be posted and each student is responsible for cleaning the splint pans during that month. This will be included in your final lab check out grade.
4. The list below is to be followed at all times!

   Mats/Plinth Tables
   • For single mats, only one person at a time on the mat
   • For low mat tables, a maximum of 4 people at a time on the mat
   • Do not put your shoes on the mat
   • Do not write on the mats
   • Do not eat or drink on the mats
   • Do not place book bags or other objects on the mat
   • Clean each mat after use with disinfectant

   Splint Pans
   • Wash your hands before making a splint and placing in the pan
   • Always clean a worn splint prior to placing it into the splint pan

   Lab
   • Put all tables, chairs, and equipment in its original location
   • Throw away all trash into the wastebaskets
   • Leave the lab neat and organized overall
   • Wipe down any table and mat used with disinfectant
   • Place all used towels in the laundry bins
Equipment

- Turn off all equipment at the end of each lab
- Pads are to individual specific; please label your pads and store in the designated location
- Receive instruction on how to use equipment prior to use
- Report any problems immediately
- Wipe down all equipment used during labs, including weights, stability pads, etc.

5. Failure to follow the aforementioned could result in a loss of access to labs for individuals or groups, as well as reflected on the Professional Behavior Assessment.
Student Awards and Honors

**Purpose:** To provide guidelines for graduate awards selections.

**Policy:** Students Affairs Committee provides oversight of the Student Awards/Honor selection.

**Procedures:**

1. A representative of the Student Affairs Committee completes Student Awards materials and applications by the beginning of Spring Semester. The recipients of the awards are shared with the Chair, Alpha Eta representative, Office Manager, and the Dean’s Office.

2. By the end of February, the students selected for consideration for the CAHS Awards (Bard, Vericella Faculty – Spouse Award) are completed. Because many forms require the student’s signature, forms may be collected prior to this date while students are on campus.

3. The committee initiates faculty selection for the Prendergast, Bradly, and Carassco Awards. The Chair/Faculty Award is selected by the Department Chair/Faculty.
**Student Confidentiality**

**Purpose:** To clarify student’s responsibility to maintain confidentiality in all academic and professional activities, including fieldwork, community service, service learning and international fieldwork experiences.

**Policy:** All students are required to comply with HIPAA requirements at all times including the completion of academic assignments related to fieldwork, community service, service learning and international fieldwork experiences.

**Procedure:**

1. All GRU students are required to complete the Health Insurance Portability and Accountability Act certification training. A copy of the compliance certificate is placed in the student’s folder. The certificate may be shared with fieldwork sites as necessary.

2. Students are expected to follow HIPAA guidelines at all times, including, but not limited to refraining from talking about clients in public places, securing computerized documentation at all times, and not removing records from the facility.

3. Students may not use any personal identifiable information in fieldwork assignments or case studies including: name, location, dates (DOB, admission date, or discharge date), phone numbers, email addresses, social security numbers, medical record numbers, health plan beneficiary numbers, account numbers, certificate or license numbers, VIN or license plate numbers, device identifiers and serial numbers, biometric identifiers, full face photos or comparable images, or any other identifying number, characteristic or code.

4. HIPAA guidelines must be followed at all times, including social media sites.

5. Failure to adhere to HIPAA guidelines may result in the removal of a student from the academic program.
Student Grievances

Purpose: To establish a mechanism for students who believe they have been discriminated against on an academic or non-academic basis to have these concerns reviewed by an objective body or request an appeal of sanctions related to academics or conduct.

Policy: Students are educated in due process related to discrimination, grievances, and/or appeals of sanctions during the College of Allied Health Sciences Orientation during the first week of the first semester.

Procedure:

1. For a student who reasonably believes he has been discriminated against on an academic or non-academic basis because of race, sex, age, physical disability, or religion, or who has been subjected to sexual harassment, shall follow this appeal process through CAHS. This process is outlined in the Student Grievance and Appeal Procedure [http://policy.gru.edu/3-1-3-student-grievances-policy/](http://policy.gru.edu/3-1-3-student-grievances-policy/)
   a. Students should first file an initial complaint with their department faculty advisor or Department Chairman and/or with the dean’s Office College of Allied Health Sciences.
   b. The complainant, within five days of an adverse departmental decision, may file a written request for a hearing with the dean’s Appeal Committee, including the following information: date; time; place; names of any witnesses; and the facts of the complaint.
   c. After receiving the complaint the committee will determine whether the complaint should be considered further. The Appeal Committee will review all existing materials presented with the recommendation. At the first meeting, the committee will decide on the specific data collection and review procedures to be followed.
   d. The Appeal Committee may take additional testimony from any party involved on an individual basis.
   e. The committee will meet separately with the student and the instructor in an attempt to resolve differences. The student and faculty member are entitled to have a school friend (excluding lawyers) present at the hearing. Each party should be prepared to present clear, concise, complete information to the committee and be prepared to answer questions from the committee members.
   f. Oral testimony will be audio recorded.
   g. All Appeal Committee meetings/deliberations are closed.
   h. All written and tape recorded materials as well as minutes of committee deliberation will be submitted to the dean along
with the recommendation within three working days of the conclusion of the hearing.

i. Final action in the case will be taken by the dean after full consideration of the committee’s recommendation. The dean shall have authority to take actions as is deemed necessary by the case and shall so inform the student, instructor and departmental chair.

j. Following action by the dean, if the student is still dissatisfied he may appeal to the vice president for academic affairs. This written appeal must be submitted to the vice president for academic affairs within five working days of notification of the dean’s action.

2. Following action by the Dean, the student has 5 days to file a written appeal to the President of the University if dissatisfied with the decision as outlined in the CAHS Student Grievance and Appeal Procedure http://www.gru.edu/alliedhealth/current-students.php

   a. The President will appoint an appeal committee. This committee shall review all facts and circumstances connected with the case and shall make its findings and reports to the president. In making his decision, the president shall, after receipt of written notification of the recommendations of the committee, make a decision which shall be final so far as the institution is concerned.

   b. After complying with the foregoing procedures, the President shall send as official letter to the student notifying his or his decision. Such letter shall be delivered to the addressee only, with receipt to show to whom and when delivered and address where delivered.

2. Should the aggrieved person be dissatisfied with said decision, he may apply to the Board of Regents, without prejudice to his position, for a review of the decision. The application for review shall be submitted in writing to the executive secretary of the board within a period of 20 days, following the decision of the President. This application for review shall state the decision complained of and the redress desired. A review by the board is not a matter of right but is within the sound discretion of the board. If the application for review is granted, the board shall investigate the matter thoroughly and render its decision thereon. The decision of the board shall be final and binding for all purposes.

3. The complainant shall not be harassed or penalized for proper utilization of the complaint procedure.

4. All concerns will be managed in a confidential and timely manner by the department and the campus review body and within the institution’s policies and procedures.
Student Honor Code

Purpose: GRU’s Student Conduct Code addresses honor violations. The professional OT students are expected to be knowledgeable of the code and adhere to the stated expectations.

Policy: The Georgia Regents University’s student conduct will adhere to established honor criteria and professional expectations.

Procedures:

1. Students will comply with all GRU specified honor codes. The university recognizes honesty and integrity as being necessary to its academic function and the specialized mission of the university. Student conduct expectations are maintained to protect the equity and validity of the university’s grades and degrees. The guidelines are offered to assist in the development of standards and attitudes appropriate to professional academic life. Any honor or conduct code violations will be managed in accordance with university policy.

2. GRU honor code requires honorable and ethical behaviors in all educational situations and medical responsibilities irrespective of the degree of supervision, guidance, or monitoring provided by the faculty or staff. The honor code specifically forbids lying, cheating, or attempted cheating, stealing or attempted stealing, plagiarism, failure to report the knowledge of a honor code violation, or failure to protect the confidential nature of the patient-therapist relationship.

3. Academic honesty is expected at all times. Students should be referred to the institution’s academic honesty policy and procedures at http://www.gru.edu/students/conduct/documents/studentmanual.pdf under student conduct code.

4. Any violation of the policies and regulations of the Georgia Regents University or the Board of Regents of the University System of Georgia is prohibited.

5. GRU students are regarded as adult members of the community and are subject to all prosecution of criminal acts on or off campus.

6. Faculty members are to report any violation of the honor code. Faculty will need to document any violations and place the documentation in the student’s folder.
Student Outcomes Disclosures

**Purpose:** The Department of Occupational Therapy seeks to inform all students of graduate outcomes related to retention, graduation, employment rates, employers’ satisfaction of Georgia Regents University graduates’ work performances, fieldwork pass rates, national certification exam results for the past three years, and national ranking and accreditation status.

**Policy:** In accordance with accreditation and institutional standards, the Department of Occupational Therapy offers full public disclosure of three year outcomes related to student performances.

**Procedures:**
1. National Certification Exam Results for the past three years are shared and updated annually per ACOTE requirements. This information is posted on the department’s web site. The three year summary of NBCOT outcomes will contain the following data:
   a. Total number of program graduates.
   b. Graduation rates (ACOTE Standard A.4.2).
2. Student Retention, Graduation, percentages are collected annually by the department. Applicants and students may ask for this information at any time.
3. Graduates’ employment rates and employers’ satisfaction percentages are college bi-annually by the department. Applicants and students may ask for this information at any time.
4. Fieldwork Pass Rates are shared during Fieldwork Seminar to discuss Fieldwork experiences and outcomes.
5. The GRU Department of OT’s AOTA accreditation status is found in the Accreditation Policy and Procedure, on the aforementioned departmental web site and through the American Occupational Therapy web sites. Please refer to the Accreditation policy and procedure for related websites.

[Accreditation Policy](http://www.aota.org/Education-Careers/Find-School/AccreditEntryLevel/OTMasters.aspx)
**Student Photo Identification**

**Purpose:** To provide a mechanism to identify students by pictorial evidence.

**Policy:** All Georgia Regents University (GRU) students are expected to have their picture identifications during the orientation process. Identifications must be worn at all times when on campus and attending fieldwork experiences.

**Procedures:**

1. All GRU students are expected to have their pictures taken and receive GRU identification during the first week of classes of the first semester of coursework. Students may be asked to leave campus, or fieldwork, if they do not have their identification.
2. Students and faculty members are referred to the GRU Photo identification policy and procedure located at [http://www.gru.edu/alliedhealth/documents/cahsstudentidpolicy.pdf](http://www.gru.edu/alliedhealth/documents/cahsstudentidpolicy.pdf)
Student Progression

**Purpose:** To identify criteria for student retention and progression in the graduate Occupational Therapy program.

**Policy:** The Department of Occupational Therapy adheres to the university and College of Allied Health Sciences student progression policies and procedures.

**Procedures:**
1. Faculty and students are referred to the Student Academic Expectations and Professional Behavior policies and procedures for specified academic and professional performance criteria.
2. If a student fails two courses, including fieldwork experiences, the student will be referred to the Departmental Review Body for consideration of suspension or dismissal from the program.
3. When unsatisfactory academic or professional behavior issues arise, the student’s performance or behavior will be discussed by the Departmental Review Body which is comprised of faculty membership assigned from the Student and Academic Affairs Committees. A College of Allied Health Faculty member from outside the OT department is also appointed to the committee. This committee will review the documentation and/or presentations related to academic or professional behaviors. The student may also request to address the committee. The Committee will review faculty documentation and speak to the student and related faculty members. The committee will make a recommendation to the Chair of the Department as to student progression.
4. The Chair of the Department will review the recommendations of the Department of Occupational Therapy Departmental Review Body and make a recommendation regarding probation, suspension, or dismissal from the program. This recommendation will be forwarded to the Associate Dean for consideration. The student is referred to the College of Allied Health’s Student Progression Policies and Procedures for any appeal response. The student is counseled to respond within the specified timelines in order to have the appeal heard by a separate College of Allied Health Sciences’ Review Body. This committee will be represented by other Allied Health faculty members that are not faculty members within the Department of Occupational Therapy. The CAHS Student Progression Policies and Procedures may be found on the following web site: [http://www.gru.edu/alliedhealth/current-students.php](http://www.gru.edu/alliedhealth/current-students.php)
Student Records and Privacy

**Purpose:** To clarify the institution’s Family Educational Rights and Privacy Act (FERPA 1974) compliance and to protect student rights regarding education records maintained by the institution.

**Policy:** In accordance with FERPA, students have the right to inspect and review personal educational records maintained by the institution. Students may inspect and review educational records maintained by the institution; challenge the content of the records on the grounds of inaccuracy, misleading, or a violation of privacy; or other rights and control disclosures from their education records with certain exceptions.

**Procedures:**
1. Faculty and OT students are referred to the institution’s policy and procedures regarding GRU’s Annual Notice of Privacy Rights.
2. Students’ rights to confidentiality are protected in all departmental records. Departmental records are secured in the departmental office and locked at all times.
3. The official educational records are maintained in the Registrar’s Office.
4. Student records are maintained by the Georgia Regents University and are accessible for the student’s review except for financial records of parents, employment records, letters of recommendation received prior to January 1, 1975 and recommendations to which the student has waived the right of access.
5. A student, upon request, may review records by contacting the Office of the Vice President for Enrollment and Student Services. Students may be responsible for paying the copy fee for certain records.
6. The Registrar will maintain academic records for future access. Non-academic records may be destroyed 10 years after last enrollment with these exceptions: letter of recommendation and admissions review reports (3 years after 1st enrollment date); Housing and Residence Life office records are destroyed one year after last day in residence; Financial Aid records from the Financial Aid Office are destroyed 7 years after graduation or after a federal audit.
7. Release of information from student records will not occur except as allowed by law and GRU policy. Students wanting information from their records sent to prospective employers, other institutions, etc. must submit a signed request to the Registrar authorizing the release. Refer to Release of Information from Student Records in the GRU Student Handbook regarding additional clarifications [http://www.gru.edu/students/conduct/documents/studentmanual.pdf](http://www.gru.edu/students/conduct/documents/studentmanual.pdf)
Technical Standards & Reasonable Accommodations for Students with Disabilities

**Purpose:** To set forth performance procedures for safe service delivery and reasonable accommodation(s) for students with special needs in accordance with legal, university system, institutional and professional guidelines.

**Policy:** In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, it is the policy of the Georgia Regents University to ensure that all students with disabilities are afforded equal opportunity and access to programs and facilities. Students are encouraged to identify any disability or impairment so GRU can determine what reasonable accommodations may be made.

**Procedures:**

1. All students are required to review the Technical Standards prior to the first day of class. Students are required to sign the document or request accommodations prior to the initiation of the first semester. A student, having been given accommodation(s) by the institution, must meet the OT Technical Standards for professional performance expectations and client safety.
2. At the Georgia Regents University, determining eligibility for services and appropriate accommodations is the decision of the Provost. It is not a decision to be determined by individual faculty, department or school. To guide the students’ initiation of the process of requesting accommodations, students should be referred directly contact the GRU Director of Campus Life Services.
3. The University System of Georgia has adopted eligibility criteria to identify students demonstrating specific learning disorders. The appropriateness of accommodation for each case is evaluated on its own facts and merits (American with Disabilities Act, 1990).
4. Types of accommodations requested by students with specific learning disorders may include but are not limited to the granting of additional time for testing and/or course work, use of auxiliary aides, tutoring, or other institutional support.
5. Faculties are referred to the institution’s web site to guide student regarding the appropriate application procedures for accommodation consideration. Faculties are not to provide accommodations without official notification from the Provost. Providing special accommodations without BOR approval is not permitted by GRU policy.
STUDENT FIELDWORK POLICIES

Student Fieldwork Expectations

**Purpose:** To clarify the student’s responsibility for fieldwork related policies and procedures.

**Policy:** All students are to be prepared for all opportunities to carry out professional responsibilities related to fieldwork education.

**Procedures:**
1. All communications regarding fieldwork are to include the Academic Fieldwork Educators(s).
2. Students must adhere to all policies and procedures regarding student fieldwork. This information is shared by the Academic Fieldwork Educator(s) in Fieldwork Seminars and may be located in the Fieldwork Policies and Procedures section of the student handbook and in the Student Fieldwork Manual. Students are provided with a copy of the student handbook, including fieldwork policies and procedures, during New Student Orientation. Student sign indicating receipt of this handbook.
3. Fieldwork experiences are an extension of the didactic learning process, yet require additional knowledge and skills than those required in the classroom setting or simulated clinical environments. Thus, success in the classroom does not guarantee success in fieldwork, or vice versa. Students must satisfactorily pass all academic courses and all fieldwork experiences to be eligible for graduation. Students who are do not pass academic courses OR fieldwork components of the curriculum will not be eligible for graduation from the program. The department is under no obligation to graduate students who do not receive satisfactory ratings in fieldwork, regardless of the student’s program success.
4. Fieldwork experiences are considered courses by the department. Students must satisfactorily pass all fieldwork experiences to progress in the program.
Student Fieldwork Professionalism Requirements:

**Purpose**: To assist with Professional Development for students throughout the curriculum and while on fieldwork.

**Policy**: All students are expected to maintain professionalism in all settings in order to attend any level one or two fieldwork.

**Procedures**:

1. Throughout the curriculum while completing fieldworks, each student will be graded on professionalism by the CI according to the Professionalism Fieldwork Form.
2. Each student must receive a score of 85% or better for Level One Fieldworks in order to attend the next Level One Fieldwork experience. If the score is lower than 85%, an action plan for remediation will be implemented with the assistance of the fieldwork coordinator.
3. For the first fieldwork experience, students must be in good professional standing with faculty and staff in order to attend the first level one fieldwork.
4. In addition, each student will be graded throughout the curriculum twice based on professional behaviors using the Professional Behavior Assessment Form by faculty and staff. The student must score 70% on this throughout the length of the program for eligibility for level two fieldwork.
5. If a student does not obtain this score, they will have to complete remediation coursework surrounding professionalism, as well other sessions as needed and deemed by faculty. After completion of remediation, the student may then be considered for fieldwork placement.
6. In order to attend Level Two Fieldworks, the total summation of the two assessments (Professionalism Fieldwork Form and Professional Behavior Assessment) must equal greater than or equal to 78.5% total. If the total is below, remediation and development of an action plan will be implemented prior to the student progressing to Level Two Fieldworks. This could result in an off track status for the student and delay graduation.
7. The student, while on Level Two Fieldworks, will be assessed using the Professionalism Fieldwork Form at midterm and final. If the student falls below the required point score at any point, the fieldwork coordinator has the right to pull the student from fieldwork resulting in a failing FW score, an off track status, and delaying graduation.
8. Faculty and/or clinical instructors have the right to complete a Professional Behavior Assessment at any time and then develop an action plan for remediation as needed, on a case-by-case scenario. This may result in greater than 2 Professional Behavior Assessments being completed on the student.
9. Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.
Student Fieldwork Attendance

**Purpose:** To clarify the attendance requirements of OT students during Level I and Level II Fieldwork Experiences

**Policy:** All students are to complete the required amount of time for each Level I and Level II Fieldwork experience.

**Procedures:**

1. Level I fieldwork experiences are typically scheduled during one full time (40 hour) week. At times, this may be amended due to scheduling issues of the site or the student.
2. Students are expected to work the full hours of their supervisor. This is not negotiable. At times this may result in a schedule of 4 ten hour days, rotating shifts, and/or weekend coverage. Such schedules should be reflected in the sites fieldwork folder.
3. Some sites may have fewer weekly hours based on their caseload schedule, such as community practice or school system sites. These hours must be approved in advance by the Academic Fieldwork Coordinator and may result in additional days, or weeks, of fieldwork.
4. It is the student’s responsibility to ensure that they meet the required number of hours for Level I, or the required number of full days for Level II. Students who do not meet the minimum number of hours, or days, will receive a failing grade regardless of their performance during fieldwork.
5. Any absence during Level I fieldwork must be made up. This may include weekend time or extending the fieldwork dates.
6. Level II fieldwork requires 24 weeks of full time experience. This is typically completed in two 12 week rotations.
7. There is no personal leave or vacation time allowed during Level II Fieldwork. Absences up to 2 days may be permitted in the event of personal illness or family emergencies. Any time missed after 2 days, including scheduled holidays, must be made up. This may include weekends or extending the fieldwork dates.
8. Students attending sites with more stringent attendance policies must adhere to the site’s policy.
9. Any absence due to personal reasons must be made up, this includes interviewing activities.
10. Absences resulting in the inability to complete academic course requirements related to fieldwork may result in receiving zero points for the academic assignment.
11. All absences must be approved by the clinical instructor and fieldwork coordinator in advance via professional written correspondence.
Student Fieldwork Site Specific Requirements

**Purpose:** To clarify the role of the student in securing all necessary documentation required by a fieldwork site.

**Policy:** All students must meet the requirements of the fieldwork site, which may include, but not limited to: CPR, First Aid, Criminal Background Check, Drug Screen, and Immunizations.

**Procedures:**
1. Specific information regarding each site’s requirement for fieldwork students is documented in the site’s fieldwork folder. Students are responsible for the expense of securing the requirements.
2. Students must comply with each site’s requirements in order to attend fieldwork.
3. The Academic Fieldwork Coordinator, and Fieldwork Assistant, will work with students to identify the necessary requirements and obtain the necessary documentation. It should be noted that many of the requirements can only be completed by the students.
4. Failure to complete the necessary requirements by the deadline provided by the department will result in the student being withdrawn from the fieldwork experience.
5. Students should consult with their health care professional and anticipate prescription medication which may cause inaccurate results on drug screening(s). Students who do not pass the required drug screen will be removed from the site. This may result in the student becoming off track or receiving a failing grade if not resolved. Students who do not pass two fieldwork drug screens will be referred to the Departmental Review Body for suspension or dismissal from the program.
6. Students will have their GRU student ID, CPR and First Aid certification with them at all fieldwork experiences. Students are also provided with copies of the school’s liability insurance during each fieldwork seminar.
Student Fieldwork: Site Selection Process for Level I

**Purpose:** To clarify the process of selecting Level I fieldwork sites

**Policy:** All students are provided with the opportunity to be part of the selection process for fieldwork sites.

**Procedures:**
1. The Academic Fieldwork Coordinator and Fieldwork Assistant will post available fieldwork sites (Level I).
2. Students are expected to review site folders prior to the lottery date to assist with their personal selection process.
3. A fieldwork lottery will be conducted for site selection for each level 1 fieldwork. Students who are absent from the lottery, regardless of reason, will be permitted to select their site from the remaining available sites after completion of the lottery. The student must be physically present to complete the lottery selection process.
4. Students may not attend fieldwork sites where they have previously been employed/volunteered, have future work arrangements, or where a family member is employed without the written approval of the Academic Fieldwork Coordinator. Students who do select such sites without prior disclosure and approval will have their fieldwork cancelled.
5. Students will be aware of their rotation site at least 4 weeks prior to the assigned fieldwork date. It is recognized that at times extenuating circumstances may not be in the control of the faculty in scheduling these events, i.e. the site cancels the placement or staff resign at the site.
6. Following the site selection, the AFC and Fieldwork Assistant will contact the sites for confirmation of the fieldwork and dates. After confirmation is received there is no changing of FW sites unless a special request form has been submitted and approved.
7. Reasons for approval of a fieldwork change include, but are not limited to, family illness and dependent care needs. All requests will be considered on a case by case basis with consideration of student academic needs as the primary objective.
8. Special request forms must be submitted prior to the lottery process. Requests made after the lottery will be made on a case by case basis and cannot be guaranteed. In such cases the student may not be able to complete fieldwork during the assigned semester and will be off track.
9. During level one fieldworks attendance for all five days or per the CI’s schedule is mandatory. No partial or make up days will be allowed.

Student Fieldwork: Site Selection Process for Level II

*Student Handbook  2015-2016*
Purpose: To clarify the process of selecting Level II fieldwork sites

Policy: All students are provided with the opportunity to be part of the selection process for fieldwork sites.

Procedures:
1. The Academic Fieldwork Coordinator and Fieldwork Assistant will notify students of the due date for Level II Fieldwork Site Sheets at least 2 months in advance. Any site listed on the student site sheet is considered a viable option for Fieldwork Placement(s). Site sheets received after the due date will be reviewed in the order they are received following the lottery process.
2. Students are expected to review site folders prior to completing their preference sheet to assist with their personal selection process. Students are encouraged to make advising appointments with their academic advisor and the Academic Fieldwork Coordinator/Fieldwork Assistant to discuss any fieldwork related issue or concern prior to submitting their site sheet.
3. Special Consideration Forms for Fieldwork must be submitted during the 1st semester in the program, or at the earliest date when the issue becomes an obstacle to fieldwork. Special considerations will be considered as they are submitted, with the AFC having the final determination on requests with primary consideration of the student’s academic needs.
4. A fieldwork lottery will be conducted for the order in which students will be considered for Fieldwork II site selection. The site selection is based off both the site sheet for the student and Faculty/Staff Recommendation; this means students may or may not be placed at a site on their site sheet.
5. Students may not attend fieldwork sites where they have previously been employed/volunteered, have future work arrangements, or where a family member is employed without the written approval of the Academic Fieldwork Coordinator. Students who do select such sites without prior disclosure, and approval, will have their fieldwork cancelled.
6. Following the site selection, the AFC and Fieldwork Assistant will contact the sites for confirmation of the fieldwork and dates. After confirmation is received there is no changing of FW sites unless a special request form has been submitted and approved.
7. Reasons for approval of a fieldwork change include, but are not limited to: family illness and dependent care needs. All requests will be considered on a case by case basis with consideration of student academic needs as the primary objective.
8. Students who do not accept site placement from their preference sheet may select an alternate fieldwork site after all fieldwork placements have been confirmed. Students may also have the option to select an alternate site during a different semester, thus placing the student off track.
9. In the event of a site cancellation, the AFC and Fieldwork Assistant will work with the student to find an appropriate alternative. This alternate placement fieldwork cannot be guaranteed to be in the same location or in the same type of facility. If the replacements are refused the student will have the option of selecting alternate sites during another semester, thus placing the student off track.
10. When fieldwork is cancelled due to student illness, student being off track or other student related issues, the department cannot guarantee that the rescheduled experience will be at the same facility or geographic location.
Purpose: To clarify the requirements of students to complete assignments which facilitate the connection between fieldwork and curriculum themes, while on fieldwork.

Policy: All students are required to complete assignments and site expectations while on fieldwork.

Procedures:
1. Students are routinely given assignments for completion on fieldwork by department faculty and/or the Academic Fieldwork Coordinator. It is the student’s responsibility to communicate the requirements to the fieldwork supervisor. At times, particular sites may not be able to accommodate the assignment, in which case, the student should contact the faculty member to develop an alternate assignment.
2. Fieldwork supervisors may require that students complete site specific assignments including, but not limited to, case presentations, special projects, or research reports. Students are responsible for completing the expectations of the individual site.
3. Students must contact the Academic Fieldwork Coordinator if they feel they are unable to meet the expectations of the fieldwork site.
4. Students who are absent from fieldwork may be unable to complete the academic course assignment(s). Absences resulting in the inability to complete academic course requirements related to fieldwork may result in receiving zero points for the academic assignment.
5. Students are responsible for submitted all required forms, including site objectives, one week checklist, midterm evaluation, and final evaluation by the assigned due date.

Student Fieldwork: Professional Attire
Purpose: To clarify the professional dress requirements for students while on fieldwork

Policy: All students are required to dress professionally to ensure their own safety as well as the safety of others.

Procedures:
GRU OT students must follow professional dress requirements at all educational activities, including fieldwork, community service, international fieldwork and service learning. Failure to follow these guidelines will result in removal of a student from the setting and referral to student progression committee for professional behavior violation.

1. Site specific dress requirements are outlined in each fieldwork site folder. Sites have the right to require specific dress codes for students completing fieldwork in their facility. Sites may request a student be removed for violation of dress policy.
2. General professional dress guidelines include full length pants, polo style shirt or blouse, and flat closed-toe shoes which are slip resistant. This ensures the safety of the student therapist and patient/client. Sandals and flipflops are not appropriate in healthcare environments.
3. Additional guidelines include: no tank tops, no bare midriffs, no shorts, and no exposed undergarments.
4. Clothing with inappropriate content, including (but not limited to) items which identify, suggest, or reference alcohol, sex, foul language, sorority/fraternity parties are not permitted.
5. Tattoos must be covered at all times
6. Hair must be naturally colored.
7. Long or loose jewelry should be removed.
8. Most healthcare sites do not permit artificial nails or nail extensions.
9. Students must wear their GRU student identification at all times.

Student Fieldwork: Confidentiality

Student Handbook 2015-2016
**Purpose:** To clarify student’s responsibility to maintain confidentiality in all academic and professional activities, including fieldwork, community service, service learning and international fieldwork experiences.

**Policy:** All students are required to comply with HIPAA requirements at all times including the completion of academic assignments related to fieldwork, community service, service learning and international fieldwork experiences.

**Procedure:**
6. All GRU students are required to complete the Health Insurance Portability and Accountability Act certification training. A copy of the compliance certificate is placed in the student’s folder. The certificate may be shared with fieldwork sites as necessary.
7. Students are expected to follow HIPAA guidelines at all times, including, but not limited to refraining from talking about clients in public places, securing computerized documentation at all times, and not removing records from the facility.
8. Students may not use any personal identifiable information in fieldwork assignments or case studies including: name, location, dates (DOB, admission date, or discharge date), phone numbers, email addresses, social security numbers, medical record numbers, health plan beneficiary numbers, account numbers, certificate or license numbers, VIN or license plate numbers, device identifiers and serial numbers, biometric identifiers, full face photos or comparable images, or any other identifying number, characteristic or code.
9. HIPAA guidelines must be followed at all times, including social media sites.
10. Failure to adhere to HIPAA guidelines may result in the removal, and/or failure, of a student’s fieldwork.

**Student Fieldwork: GRADING**

**Purpose:** To clarify the process of assessing student fieldwork performance
**Policy:** Students will be evaluated by the fieldwork educator during each of the required fieldwork experiences in the curriculum.

**Procedure:**
1. Level I students will be provided with course objectives and grading rubric for each fieldwork rotation. Students must provide this information to their fieldwork educator at the onset of their Level I rotation.
2. Level I assessments will be based on a combination of knowledge based skills, linking the curriculum to the fieldwork experience, along with assessing student professional behaviors.
3. Students are responsible for returning the completed assessments to the Academic Fieldwork Coordinator upon completion of the fieldwork experience. Students will not receive a final grade for the fieldwork course without completed assessments.
4. Unsatisfactory Level I assessments must be remediated and repeated prior to the start of the next semester.
5. Level II fieldwork is assessed using the Fieldwork Performance Evaluation (FWPE). This assessment is completed at midterm, with the midterm score being reported to the department.
6. A completed final FWPE is required within 3-5 business days following the completion of each Level II experience. Final copies of the FWPE, or one45 scores, must be received before a final grade can be entered for the course.
7. The Academic Fieldwork Coordinator, and Fieldwork Assistant, monitor the received FWPE (midterm and final). Students, and fieldwork educators, are contacted by email and phone if the FWPE has not been received by the due date.
8. Midterm FWPE scores are reviewed immediately by the AFC. The AFC will communicate with the student, and fieldwork educator, for low scores (below 95) and/or any students that seem to be struggling.
9. Per AOTA guidelines, a minimum score of 122 on the final FWPE is required for passing Level II fieldwork experience. The GRU Fieldwork course requires the student to successfully complete the fieldwork experience in addition to successful completion of other fieldwork related assignments and tasks.
10. Students who are not successful on Level II fieldwork experiences may be remediated, and given the opportunity to complete one repeat fieldwork experience at the discretion of the AFC. Students who are unsuccessful on two Level II fieldwork experiences will be dismissed from the program.

**Student Fieldwork: Student Withdrawals**

**Purpose:** To clarify the process of a withdrawal from fieldwork
Policy: Students are expected to successfully complete all level I fieldwork and Level II fieldwork; at times, circumstances arise that require the withdrawal of a student from a fieldwork experience.

Procedure:
1. Students may be removed from fieldwork at the request of the site, the student, or at the determination of the Academic Fieldwork Coordinator.
2. Students who are removed due to professional behavior, academic concerns, safety issues, or ethical issues will be assigned a failing grade for the course, unless approval from the Academic Fieldwork Coordinator is given. All cases will be reviewed on a case by case basis by the Academic Fieldwork Coordinator, including documentation from both the fieldwork site and the student.
3. Students are permitted to repeat one failing fieldwork experience. Students who fail a second fieldwork will be dismissed from the program.
4. Students who are removed from a fieldwork experience due to professional behavior issues will be referred to the Departmental Review Body for consideration of suspension or dismissal from the program.
5. Students are responsible for communicating any potential fieldwork issues to the Academic Fieldwork Coordinator.
6. Students should be aware that certain behaviors may warrant the immediate removal of a student from a site. This includes, but is not limited to, unprofessional behaviors, safety violations, HIPPA violations, and behaviors where the student places the patient safety at risk.
7. Students removed from fieldwork must have the written permission of the Academic Fieldwork Coordinator before beginning another FW experience.
**Purpose:** To clarify process of remediation of an unsatisfactory fieldwork experience for occupational therapy students.

**Policy:** Students who are unsuccessful on fieldwork experiences will be referred to the Departmental Review Body to determine if remediation is appropriate.

**Procedures:**
1. Fieldwork remediation is at the discretion of the AFC based on the student’s performance and professional behavior.
2. Removal from fieldwork, or having an unsuccessful FWPE, will require enrolling in remediation course(s) in addition to having to re-enroll in the unsuccessful fieldwork course. This will result in the student becoming off track, thus a delay of graduation.
3. Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.
4. Students must meet with the AFC, and other faculty as appropriate, to develop goals and a formal action plan for the remediation experience. Remediation may involve, but is not limited to, individual review of course/curriculum content with a faculty mentor(s), re-taking one (or more) curriculum courses, or a remediation fieldwork experience which targets identified areas of concern, as well as other assignments as assigned.
5. For remediation fieldwork, the site and the fieldwork educator will be apprised of all areas in which the student requires support. A signed FERPA agreement is required prior to sending the student on a remediation fieldwork experience, so that the department and the site can effectively communicate for the student’s success. Students who do not sign a FERPA agreement will not be permitted to attend remediation fieldwork.
6. Students must be enrolled in OTHP course(s) during the semester the remediation occurs. The number of credits will vary, depending on the intensity of the remediation, but typically range from 1-9 credit hours.
7. If the student does not successfully pass the remediation experience, s/he will be referred to the Departmental Review Body, along with the AFC recommendation for an administrative withdraw from the program.
8. Upon successful completion of the remediation course, students will need to re-register for the unsuccessful fieldwork course. The repeated experience will be similar in character and length to the original unsatisfactory experience. The new fieldwork site will not be apprised of the areas in which the student had unsatisfactory performance, however, the student may choose to disclose this information to facilitate their own learning experience.
9. Fieldwork is considered as a class by the department, thus an unsuccessful fieldwork experience is considered a fail for the fieldwork course. Students who fail will be recommended to the Departmental Review Body for consideration of probation, suspension or dismissal from the program.
10. Students are only permitted to remediate one unsuccessful fieldwork. Students who are not successful on a second fieldwork experience will be dismissed from the program.
I have received a copy of Georgia Regents University, College of Allied Health Sciences, Department of Occupational Therapy Handbook including fieldwork policies. I understand that I am responsible for all information in the handbook, as well as that material located in the GRU Student Handbook, which can be found at GRU Student Handbook and the College of Allied Health Sciences policies (CAHS policies).

_______ (initial and date)

I have read the GRU Criminal policy and understand that any history of a felony, including charges, may impact my ability to attend fieldwork, take the National Board for Certification of Occupational Therapist (NBCOT) Exam, and/or obtaining a professional license. It is my responsibility to contact NBCOT and the State Licensing Agency regarding my individual situation. GRU, and the Department of Occupational Therapy, assume no responsibility for ineligibility for certification or licensure, due to felony charges OR convictions.

_______ (initial and date)

I understand that it is my responsibility to maintain current CPR and First Aid certification at all times while enrolled at GRU. Failure to do so may impact my ability to attend community experiences and Fieldwork, thus potentially impacting my ability to progress in the program.

_______ (initial and date)

I give permission for my fieldwork information, including lottery order, fieldwork placement location(s), and fieldwork site to be included in group communications amongst my class cohort.

_______ (initial and date)

By signing below I agree to uphold the Department of OT’s expectations, policies and guidelines in the Student Handbook, including those pertaining to professional behavior, fieldwork, academic performance and integrity, as well as AOTA’s Code of Ethics. I also understand that I am responsible for my personal and professional growth via routine reflection and self-assessment of the ethical and professional behaviors needed in the classroom, on fieldwork, and in the future as a professional.

Printed Name                                  Signature            Date
Student Handbook  2015-2016