



**MAYBORN COLLEGE OF
HEALTH SCIENCES**

**UNIVERSITY OF MARY HARDIN-BAYLOR
OCCUPATIONAL THERAPY**

**Master of Science in Occupational Therapy Program
Occupational Therapy Doctorate Program
Student Handbook**

WELCOME FROM THE PROGRAM DIRECTOR

Dear UMHB OT Class of 2029,

Welcome to the University of Mary Hardin-Baylor Occupational Therapy Program!

We are honored that you have chosen UMHB as the place to begin your journey toward becoming an occupational therapist. Whether your goal is to earn your Master of Science in Occupational Therapy (MSOT) or continue into our Doctor of Occupational Therapy (OTD) program, you have joined a community that is committed to helping you achieve your personal and professional goals. Our two-pathway model allows you to begin your education together, then choose the educational path that best aligns with your future aspirations.

Our program is intentionally designed to help you develop into a confident, compassionate, and competent occupational therapist. Grounded in faith, integrity, and the profession's commitment to meaningful occupation, our curriculum provides a strong foundation in clinical knowledge, professional reasoning, evidence-based practice, and servant leadership. Throughout your time here, you will engage in collaborative learning, community-based experiences, hands-on clinical application, and opportunities to grow both personally and professionally.

Occupational therapy education is both rewarding and demanding. You will be challenged to think critically, solve complex problems, and apply your learning in new and meaningful ways. While we will hold you to high standards of academic and professional excellence, we are equally committed to providing a supportive learning environment. Our curriculum is intentionally designed to promote balance, allowing you to pursue excellence while making time for faith, family, work, and personal well-being.

Thank you for trusting us to be part of your journey. It is a privilege to walk alongside you as you grow into an occupational therapy practitioner. Know that our faculty and staff are committed to supporting you, encouraging you, and praying for you throughout your time in the program. We are excited to welcome you to the UMHB Occupational Therapy family and look forward to celebrating all that you will accomplish.

Blessings,



Kelli Easley, EdD, OTR, BCP
Occupational Therapy Program
University of Mary Hardin-Baylor
155 Hardy Hall
900 College Box 8023
Belton, TX 76513
Office: (254) 295-4862
kelli.easley@umhb.edu

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PURPOSE OF THE MSOT PROGRAM STUDENT HANDBOOK

This Handbook provides information about rules, policies, and guidelines relating to the University of Mary Hardin-Baylor's Master of Science in Occupational Therapy Program (MSOT) Program and Occupational Therapy Doctorate (OTD) Program. This Handbook supplements UMHB's Graduate Catalog, Student Handbook, website, course syllabi, and other announcements and policies provided to students from time to time.

UMHB's course offerings, fees, academic regulations, and other information and policies described above are not contractual commitments by the university. UMHB reserves the right to supplement or modify policies applicable to the university or the program at any time.

Students in the Occupational Therapy Program are responsible for reviewing and comprehending the purpose, policies, and procedures of UMHB and the program. The program Handbook is available online from any computer with access to the university's website.

In the entirety of this handbook, the terms "university" or "UMHB" shall mean the University of Mary Hardin-Baylor. The terms "programs" or "occupational therapy programs" shall mean both the MSOT and the OTD.

NOTICE OF NONDISCRIMINATORY POLICY

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, sex, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, sex, religion, age, nationality, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason.

The University is required (by Title IX of the Education Amendments Act of 1972 and its implementing regulations at 34 C.F.R. Part 106) not to discriminate unlawfully on the basis of sex in any education program or activity that it operates. This requirement extends to admissions and employment. However, the University exercises its rights under Title IX to make undergraduate admission decisions on the basis of sex and to apply its religious tenets even if in conflict with provisions of Title IX.

Inquiries about the university's non-discrimination policies should be directed to the designated coordinator for university compliance with non-discrimination policies identified below. Inquiries about Title IX may also be referred to the U.S. Department of Education's Office for Civil Rights.

To report information about conduct that may constitute discrimination or make a complaint of discrimination, a student, employee or applicant should contact the designated coordinator for university compliance with nondiscrimination policies:

Kasey Blomquist, Dean of Student Services and Title IX Coordinator, Bawcom Student Union, 2nd floor, 900 College Street, Belton, Texas 76513, (254)-295-4870, kblomquist@umhb.edu.

A report or complaint regarding discrimination may also be made at <https://www.umhb.edu/report-it>. The University's non-discrimination grievance procedures can be located at <https://www.umhb.edu/resources/titleix/policies-and-definitions>

SAFETY AND SECURITY

Potential Health Risks and Standard Precautions

The Programs in Occupational Therapy and many of the external fieldwork capstone sites require that students have been educated about the dangers of blood borne pathogens and how to protect themselves and others, including the use of standard precautions. The program will provide education on these topics in program orientation and during specific OTH courses during the first year of the program. Additionally, students will engage in complete review of all health and safety training prior to onset of Level II Fieldwork experiences and again prior to the onset of capstone experiences as required.

Occupational Therapy Program students are expected to take precautions to prevent exposure to hazardous materials or substances, i.e. wear goggles/gloves, when performing certain procedures.

If an occupational therapy student experiences an exposure, he/she should report it promptly to the clinical, community or fieldwork site and the university faculty member for the course. Students are expected to follow any and all site-specific and university policies regarding precautions and exposures.

See Appendix F: HARDY HALL EMERGENCY RESPONSE PLAN

PROGRAM OVERVIEW

Program Vision

The vision of the UMHB Occupational Therapy Programs is to prepare our graduates to meet the diverse and ever-changing occupational performance needs of local, national, and global communities through provision of high quality, integrity-based occupational therapy services and commitment to lifelong learning.

Program Mission

The mission of the UMHB Occupational Therapy programs is to develop well-prepared practitioners who are ready to engage in compassionate, ethical, evidence-based entry-level practice, leadership, scholarship and service. Faculty, guided by Christian principles, will prepare UMHB occupational therapy graduates for excellence through

- Innovative curricular design which engages students in experiential and service learning and facilitates development of critical thinking and clinical/professional reasoning from program entry
- Varied transactional learning environments which encourage students to build on their prior knowledge and experience as they explore their unique contributions to rehabilitation, health and wellness within a diverse and ever-changing society
- Inter-professional education which promotes the development of collaborative, reflective and evidence-based practice across populations and practice settings and develops leadership skills
- Dynamic, integrative educational activities within and outside of the classroom which promote awareness of moral, ethical, and legal considerations of practice and contribute to lifelong learning and development of professional identity
- Emphasis on occupation as the central component to health, wellness, and participation in life

Philosophy

The philosophy of the UMHB OT program reflect the Christian mission and values of the institution and embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association [AOTA], 2017) and the Philosophy of Occupational Therapy Education (AOTA, 2018). Occupation is central to the UMHB OT programs, with dynamic, experiential and integrative learning activities throughout to foster the development of students as lifelong learners, scholars, leaders, and quality service providers.

Occupation

Instrumental to the UMHB OT Program philosophy is the belief that occupation is fundamental to the profession of occupational therapy; accordingly, occupation is central to our teaching and learning process and curriculum (Hooper et al, 2015). Successful performance in valued occupations contributes to health and wellness, disease and injury prevention, life satisfaction, and recovery from illness and injury. Occupation is both a means and an end to well-being and as such is fundamental to teaching, learning, scholarship, leadership and service in the UMHB Programs in OT.

Through dynamic, experiential, integrative learning activities and engagement in reflective analysis both within and outside of the classroom, UMHB OT graduate students come to understand the significance

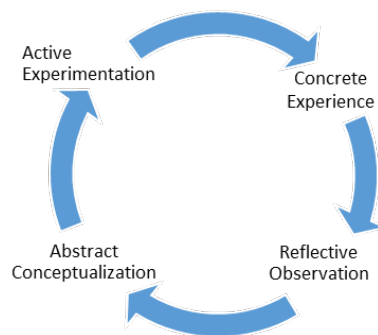
and complexity of occupation and begin to develop their own professional identity as occupational therapists. Guided by faculty with Christian values, students learn to apply the ethical standards of the profession and advocate for the physical, mental, emotional, social, and occupational well-being of individuals in varied contexts. Because of the perpetual return of all coursework to occupation, students come to understand the personal, local, national, and global impact of occupational engagement and the distinct value of occupational therapy.

Teaching and Learning

Experiential Learning

An essential occupation of college students is learning. To facilitate OT student engagement in their education and enhance capability and excitement for lifelong learning, Kolb's Experiential Learning Cycle (ELC) (Kolb, 1984) serves as a foundational base for the structure of the curriculum and design of learning activities. Kolb's ELC identifies four recurring phases of the Experiential Learning Cycle: Concrete Experience (doing or having an experience); Reflective Observation (reviewing/reflecting on the experience); Abstract Conceptualization (concluding/learning from the experience); and Active Experimentation (planning/trying out what you have learned). The cyclical nature of experiential learning, according to this model, utilizes previous experience as the basis for new learning.

Occupational therapy students bring their previous life experiences to their college education. UMHB OT values these experiences and builds upon them through intentional active learning experiences in the classroom, campus and community. These experiences include working directly with OT service recipients, simulation labs, and service-learning opportunities throughout the curriculum. Interprofessional education experiences serve to enhance the learning process, support development of professional identity, teach collaboration skills, and promote understanding of the importance of working on a team as is required in the complex healthcare system. During these experiences the faculty are instrumental in providing graded and scaffolded guidance throughout in terms of active participation, reflection, and conceptualization of meaning.



Integrative Learning

The UMHB OT faculty teach toward integrative learning, defined as “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (Rhodes, 2010, p. 51). Interprofessional and community based learning experiences

within the UMHB OT programs are utilized to enhance knowledge integration from the first semester of the program forward. As the program progresses, so does the complexity of experiences and connections between them.

Integration of knowledge is essential to acquisition of knowledge and development of professional identity. Hooper et al. state: “A profession’s distinct body of knowledge is created not from learning a constellation of discrete topics but through the explicit integration of these topics with the profession’s core subject” (2015, p. 2). UMHB OT faculty make the connections between course content, experiential activities, and occupation explicit to promote active and dynamic integration of increasingly complex concepts. Interprofessional education is embedded throughout the curriculum for development of professional communication, leadership, and identity as a part of a health care team. Advancing concepts are applied to new learning experiences, followed by reflection and synthesis with preexisting knowledge, and the learning cycle continues. Through this process, students emerge from the UMHB OT program prepared for ethical evidence-based practice, leadership, scholarship and lifelong learning.

American Occupational Therapy Association (2017). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045.

<https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl.2), 7212410070.

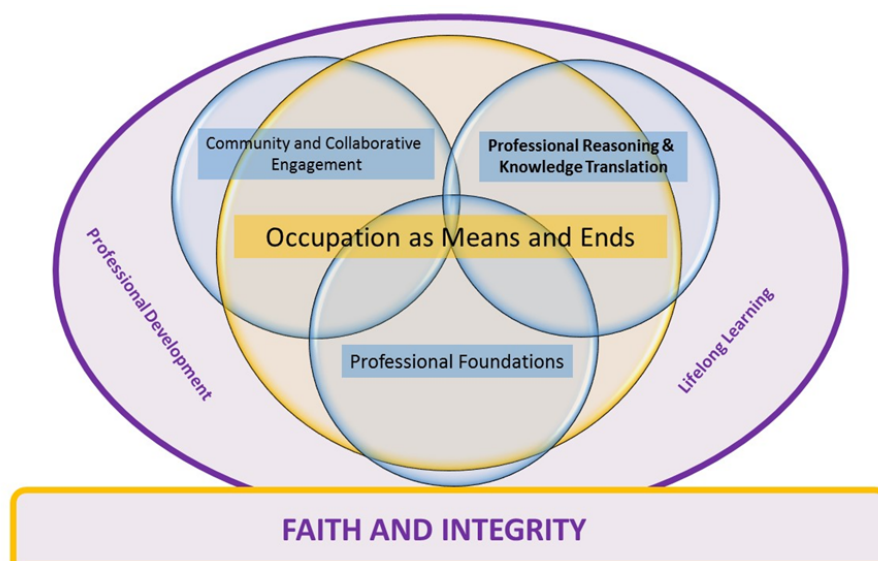
<https://doi.org/10.5014/ajot.2018.72S201>

Hooper, B., Mitcham, M.D., Taff, Steven D., Price, P., Krishnagiri, S., & Bilics, A. (2015). The issue is: Energizing occupation as the center of teaching and learning. *American Journal of Occupational Therapy*, 69(Suppl.2). Retrieved from <http://ajot.aota.org>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall. ISBN: 0132952610

Rhodes, T. L. (Ed.). (2010). *Assessing outcomes and improving assessment: Tips and tools for using rubrics*. Washington, D.C.: Association of American Colleges and Universities. ISBN: 978-0-911696-61-5

CURRICULUM DESIGN



Curricular Threads, Themes and Educational Outcomes

It is essential to appreciate the scaffolded nature of this curriculum in which content is continually built upon throughout the entire program. One section is not addressed in a semester or two and then forgotten. The purple oval surrounding the model and the overlapping of circles signifies this interplay between curricular threads and themes. As elements of the purple oval, Professional Development and Lifelong Learning are curricular threads not only embedded within each course but provide cohesiveness to the model as we promote student growth in both areas from the first day and throughout the program. The yellow circle, Occupation as Means and Ends, is another curricular thread that permeates and provides structure to every course in the curriculum. The three curricular themes, Professional Foundations, Community and Collaborative Engagement, and Professional Reasoning and Knowledge Translation, are in the blue circles and overlap one another. Each theme is present to varying degrees in each course and semester of the program as the course content builds upon itself and student learning becomes more advanced.

The overarching UMHB OT Program goal is our **program mission**: *To develop well-prepared practitioners who possess a strong professional identity and love for lifelong learning and are ready to engage in evidence-based entry-level practice, leadership, scholarship and service.* This mission, and therefore this model, is built on a foundation of faith and integrity consistent with the **mission of UMHB**: *The University of Mary Hardin-Baylor prepares students for leadership, service, and faith-informed discernment in a global society. Academic excellence, personal attention, broad-based scholarship and a commitment to a Baptist vision for education distinguish our Christ-centered learning community.*

Occupation as Means and End: As the heart of our profession, occupation also stands as the center of the UMHB OT curriculum (gold circle in model) upon which all curricular themes are established. Occupation is present in every course throughout the entire curriculum; conceptualization of occupation becomes

more complex as the semesters progress. Students learn that occupational performance is not only the end goal in occupational therapy but that engagement in meaningful occupations is itself therapeutic. Occupational analysis is an essential skill students acquire and refine through curricular progression. Students come to know and understand the barriers to occupation from physical to behavioral to societal, and develop the ability to effectively reduce barriers and/or advocate for barrier reduction through the course of the program.

Learning outcomes for this thread include:

- Students will promote occupational participation in multiple contexts, competently identifying and reducing barriers while supporting engagement in occupational roles throughout the lifespan.
- Students will demonstrate competence in occupational analysis across ages and contexts.
- Students will demonstrate understanding of the complexities of occupation and benefits of occupation as a means of reducing impairment and increasing functional performance.
- Students will analyze and synthesize information about the value, meaning, and benefits of engagement in occupation and participation to the individual, organization and population and incorporate that knowledge into occupational therapy practice.

Professional Foundations: Foundational content is primarily learned in the first half of the program. Building on prerequisite coursework and grounded in the occupation that distinguishes occupational therapy from other professions, the Professional Foundations theme includes occupational therapy models and theories, practice foundations, the OT process, conditions and impairments of body structures and functions which impede occupational performance, introduction to evidence-based practice concepts, and beginning critical thinking skills. Occupational Performance: Psychosocial Influences is included as a foundational course in the first summer semester to promote consideration of psychosocial factors throughout the remainder of the curriculum due to their pervasiveness throughout the lifespan and varied therapy contexts.

Learning outcomes for this theme include:

- Students will articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy, using occupation as the therapeutic basis of transformation and meaning.
- Students will utilize the models and theories of the profession throughout the occupational therapy process to maximize the occupational engagement of individuals, groups, communities, and populations.
- Students will use their knowledge of client factors and associated impairment due to disease or injury to assess the impact on performance skills through activity analysis across the lifespan.
- Students will routinely embed exploration of psychosocial factors into their occupational therapy practice.

Professional Reasoning and Knowledge Translation: The first fall semester signifies a transition towards clinical and professional reasoning, building on foundational knowledge and critical thinking skills

acquired in the previous semesters. Students will begin to learn to apply the OT process to individuals in various contexts with varying clinical diagnoses and presentations, with occupation at the center of all aspects of practice. Students will build the foundation for intervention planning by learning to utilize evidence in assessment and intervention planning for individuals in diverse contexts (knowledge translation); progression into the second spring semester offers students the opportunity to work directly with individuals and groups in clinic and community settings to further develop their occupation-based practice and clinical reasoning skills as well as their professional identities as occupational therapists. This development of professional reasoning and knowledge translation will increase in complexity throughout the second year of the program. Additionally, students will engage in interprofessional learning activities designed to enhance professional knowledge, communication, and development of professional identity. Reflection activities are built into practice courses to facilitate development of students into reflective practitioners. Learning professional writing skills will further promote professional reasoning in this phase of the curriculum.

Learning outcomes for this theme include:

- Students will develop clinical problem-solving abilities through application of the OT process, including documentation, with a focus on occupation as both intervention and outcome.
- Students will utilize clinical reasoning skills based on foundational knowledge and professional skills in order to prioritize and implement safe, client-centered, occupation based interventions for individuals, organizations and groups in varied settings.
- Students will acquire the ability to utilize evidence in assessment and intervention planning for individuals in diverse contexts.
- Students will demonstrate the ability to communicate confidently in interprofessional teams and reflect on their professional behavior for ongoing development of professional identity.

Community and Collaborative Engagement: Students will have the opportunity to engage in community-based learning and service activities from the first semester in the program, increasing in demand from critical thinking to clinical reasoning with each semester. In semester one, students will observe community members of all ages engaging in their everyday occupations as they learn about occupation and its meaning and value. In the second semester students will engage in their first Level I FW which focuses on the biopsychosocial attributes of occupation. They will also be matched with a community partner for hands-on learning of therapeutic processes and exploration of the role of social determinants in occupational performance (Occupational Performance: Psychosocial Influences). The practice courses will offer the students their own community and clinic clients to apply the OT process and collaborate with other members of the interprofessional team. Community and collaborative experiences will increase in complexity and demand for clinical reasoning as students progress through the program.

Learning outcomes for this theme include:

- Advocate for the profession of occupational therapy while collaborating with other members of a health care team.

- Understand the importance of collaboration with clients, community and professional stakeholders in generating client centered outcomes that facilitate health and participation across the lifespan.
- Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, consultant, and entrepreneur; and how these roles promote occupational well-being by integrating principles of health, lifestyle, and wellness in collaboration with persons and communities.

Professional Development and Lifelong Learning: A critical component of professional development is the preparation of reflective practitioners. Throughout the UMHB OT program students will engage in reflective learning and practice experiences to come to their own unique identity as an occupational therapist and understanding of the profession of occupational therapy. Every instructor of every course stimulates development of professional development and promotes lifelong learning through their classroom, lab, and community-based teaching. As evidence of their own identity development as an occupational therapist, each student will compile a portfolio comprised of end-of-semester reflections on their professional growth and learning goals for the following semester. This process is intended to establish a pattern of learning behaviors characteristic of lifelong learners. Through the reflection process students will recognize their capacity for leadership and their roles as advocates for the profession and those who benefit from occupational therapy services.

Learning outcomes for this thread include:

- Exhibit the skills of a professional occupational therapist through a commitment to lifelong learning.
- Implement principles of ethical and professional behavior in the delivery of occupational therapy services.
- Exhibit strong leadership and collaborative skills as they assume roles of advocacy and activism for both clients and the profession.
- Value and assume an identity of service and contribution, by promoting occupation and participation in multiple contexts through the identification of barriers and providing supports for occupational roles and performance patterns.
- Become reflective practitioners.

Content, Scope, and Sequencing of Coursework

In their first semester students learn about the historical occupational foundation of our profession and the meaning of human occupation throughout the lifespan (Professional Foundations). As they progress through the curriculum, students learn about occupation-based assessment and how to use professional reasoning and research in occupational therapy to establish occupation-based intervention plans (Professional Reasoning and Knowledge Translation). Through interprofessional and community-based learning experiences the students will have the opportunity to apply their knowledge and begin to develop their professional identity as part of an interprofessional, client-centered team (Community and Collaborative Engagement; Professional Development). Students are provided with a basis in occupation that is the foundation for ongoing Lifelong Learning.

Program Goals and Objectives

In order to accomplish the mission of the OT programs, the **Programs** will:

1. Provide an innovative and integrative curriculum that promotes understanding of occupation as means and ends and the distinct value of occupational therapy throughout the lifespan and across traditional and emerging practice settings.
 - A. The curriculum will incorporate occupation-based learning activities in 100% of required courses.
2. The programs will require that all students successfully complete the course entitled “Integration of occupation-Based Practice” as a final integrative experience in their last didactic semester. Collaborate with interprofessional campus and community partners to engage students in experiential, integrative learning activities in varied environments.
 - A. The program will require at least one major community-based educational activity per semester.
 - B. The program will require at least one interprofessional learning activity during the fall and spring semester. Summer activities may be scheduled when appropriate.
3. Address the health and wellness needs of the community.

Community engagement in the Cru Community Clinic, adult services specifically, will increase by 100% as compared to last year 2024 (n=15). In order to accomplish the mission of the OT program, the **Faculty** will:

1. Model professional behaviors that reflect commitment to service to the institution, profession and community.

Institution

- A. 100% of core faculty will serve on a university, school or department committee. Profession
- B. 100% of core faculty will maintain membership in AOTA and TOTA annually.
- C. 50% of core faculty will serve in elected or appointed positions/committees within the profession at the local, state, and/or national level each year.

Community

- D. 100% of all faculty will direct or participate in at least one activity per year that provides service to the community.
2. Model a love for lifelong learning through activities that maintain currency in occupational therapy practice. 100% of faculty members will participate in at least one of the following:
 - A. Attend an education session or conference on a topic related to an assigned course.
 - B. Engage in scholarly activity (research, professional writing, presentation) in a topic related to an assigned course.
 - C. Participate in occupational therapy practice in an area related to an assigned course.

In order to accomplish the mission of the OT programs, the **Students** will:

1. Demonstrate competence in entry-level occupational therapy practice by the end of the program.
 - A. 90% of students will successfully meet or exceed all minimum performance criteria by completion of their second Level II fieldwork experience.

2. Complete the requirements for the Master of Science in Occupational Therapy degree or the Occupational Therapy Doctorate degree.
 - A. 90% of students entering the program will graduate from the program.
3. Demonstrate a commitment to service through community engagement. 100% of students will participate in at least 20 hours of community volunteer each year of the program. Demonstrate a commitment to leadership and advocacy in occupational therapy.
 - A. 100% of students will engage in a major leadership and/or advocacy activity within the local, state, or national OT community by the end of the program.
4. Demonstrate a contribution to the evidence base of the profession.
 - A. 100% of students will complete a Critically Appraised Topic (CAT) and OTD students will complete a capstone experience.

In order to accomplish the mission of the MSOT program, **Graduates** will:

1. Demonstrate competence as occupational therapy practitioners with consideration for emerging areas of practice.
 - A. 90% of graduates will pass the NBCOT exam and achieve licensure within 1 year of the program.
 - B. 90% of graduates seeking employment will be employed within 6 months of passing the NBCOT exam.
2. Demonstrate a commitment to ongoing professional development and service.
 - A. 50% of graduates will maintain membership in a professional OT association at one year following graduation.
 - B. 50% of graduates will maintain involvement in profession or community service activities at one year following graduation.

Program Accreditation Statement

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is <https://www.acoteonline.org>. The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national

certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Accreditation Standards

The University of Mary Hardin-Baylor assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning to include course content, satisfactory completion of the educational program, and granting of the degree. UMHB also accepts responsibility for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting and capstone experience are appropriate to the program.

In addition, the UMHB OT programs will adhere to the following ACOTE policies as outlined in the standards:

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

The program will review compliance with this standard through routinely scheduled meetings with the faculty, the MSOT and OTD program director, dean of health professions, and executive dean, as well as routine meetings between the executive dean and provost, and ad hoc meetings with university administrators and president as needed to discuss program updates, changes and outcomes.

PROGRAM FACULTY AND STAFF

Core Faculty

Kelli Easley, EdD, OTR, BCP

Program Director, Assistant Professor
Master of Science in Occupational
Therapy Program
Occupational Therapy Doctorate
Program
Office: Hardy Hall 155
254.295.4862
kelli.easley@umhb.edu

Kelsey York, OTD, OTR

Academic Fieldwork Coordinator,
Assistant Professor
Office: Hardy Hall 154
254.295.4548
kyork@umhb.edu

Amanda Frias, OTR, MOT, OTD

Associate Professor
Doctoral Capstone Coordinator
Office: Hardy Hall 229
254.295.4721
afrias@umhb.edu

**Lori McWilliams-Gersbach, OTD, OTR,
CHT**

Assistant Professor
Office: Hardy Hall 226
254-295-5441
lgersbach@umhb.edu

Vacant

Assistant or Associate Professor

Staff

Julie Newman OT Program Secretary

Office: Hardy Hall North Lobby
254.295.4872
jnewman@umhb.edu

Faculty Titles and Roles

The Program Director (PD) is a licensed occupational therapist and experienced academic faculty member who is employed by the University to lead the OT Program. The PD oversees the ACOTE accreditation process, develops and manages the OT Program annual budget, teaches courses in the OT program and engages in scholarship and service. The PD is also responsible for evaluating, mentoring, and fostering the development of academic faculty and the program as a whole. The PD must hold a doctoral degree and must be licensed or credentialed according to regulations in the state or jurisdiction in which the program is located.

The Doctoral Capstone Coordinator (DCC) is one of the leadership positions in an occupational therapy (OT) program. The DCC maintains the primary responsibility for creating, implementing, and overseeing a capstone experience that is in compliance with the Accreditation for Occupational Therapy Education (ACOTE) D Standards and is defined as a core faculty member (A.2.5) (ACOTE, 2018). The individual possesses expertise in teaching and curricular design and redesign, capstone procedure development and implementation, student advisement and coordination of faculty advisors, and administration of the capstone. The DCC is skilled at program evaluation and will evaluate the outcomes of the capstone in collaboration with the program director (PD) and academic fieldwork coordinator (AFWC), per ACOTE Standards (ACOTE, 2018). To be successful in this leadership position, the individual is a visionary and innovative thinker.

The Academic Fieldwork Coordinator (AFWC) is a licensed occupational therapist and academic faculty member who is employed by the UMHB OT Program to coordinate the fieldwork education aspects of the curriculum. The AFWC is responsible for organizing and planning the fieldwork experiences for the students as well as communicating with all of the Fieldwork Sites about matters that relate to the fieldwork education. The UMHB OT program may designate another academic faculty member to assist in decision making related to fieldwork education or act in place of the AFWC in the event the AFWC is unavailable.

The Fieldwork Educator (FWE) is an individual who instructs, supervises, and assesses students during their fieldwork learning experiences. Fieldwork learning experiences drive the students' integration and application of academic knowledge into practice. To be considered and maintained as a FWE, an occupational therapist must: hold current licensure in the state in which employed, be employed as a licensed occupational therapist for one year, show evidence of active participation in formal and/or informal continued education, and demonstrate the ability to communicate strengths and weaknesses, both orally and in writing.

INFORMATION FOR ENTERING STUDENTS

Program Admissions requirements for MSOT students can be found in the Graduate Catalog

Program Admissions requirements for the Occupational Therapy Doctoral Program can be found

Student Information Form

Each student will complete a Student Information Form and bring to program orientation. This form is intended to keep the program informed about student demographics and up-to-date contact information. Please notify your OT program advisor or the program director immediately if any information on the form changes during the program. However, you must provide this information to the program.

The program utilizes a fieldwork management platform called EXXAT. Students are required to provide and/or upload information into the EXXAT system as directed, including but not limited to personal information, other immunization records, CPR-BLS certification in the third semester and before fieldwork II, and health insurance if applicable.

Program Orientation

Students will be required to attend program orientation prior to the beginning of the spring semester. Students will be provided with an overview of the OT Programs, program policies and procedures, and program expectations. Each student admitted to the OT program will have access to the OT Student Handbook on the cohort Canvas site. Each student must sign the acknowledgement and agreement form at the back of the handbook and return the signed page to the OT Program secretary by the end of the last day of orientation.

Advising

Each student will be assigned a faculty advisor during orientation week. Students are expected to meet with the faculty advisor to discuss academic progress and overall performance and professionalism once during each semester of the program. Advising sessions will be held once (1x) in the middle of each subsequent fall and spring semester. Advising during Summer sessions is on an as needed basis. Any student on probation must meet with their advisor no less than twice (2x) each semester including summers. A student should also schedule a meeting with their faculty advisor immediately for any concerns about performance in the program or a particular course. Additional advising may be added at advisor/program director discretion.

Student Requirements:

1. Complete and bring prior semester PDQ.
2. Bring current semester PDQ and professional development goals
3. Bring threaded assignments.
4. Bring updated PDU and volunteer hours.

Financial Assistance

The procedure for applying for financial aid can be found in the UMHB Graduate Catalog. Additional information can be obtained from the Student Financial Aid Office (<http://financialaid.umhb.edu/>).

Student Confidentiality of Records

The Family Educational Rights and Privacy Act (FERPA) affords all students attending a postsecondary institution certain rights with respect to their education records. The UMHB Graduate Catalog provides a detailed description of students' FERPA rights [here: https://umhb.smartcatalogiq.com/2025-2026/graduate-catalog/](https://umhb.smartcatalogiq.com/2025-2026/graduate-catalog/)

It is the policy of UMHB to compile non-confidential information classified by law as "directory information." A student who desires that directory information not be released without his/her prior permission or consent may preclude such release by notifying the Registrar's Office. The release of additional information contained in a graduate's record will require written authorization from the individual. If a student does not wish for information, such as contact information, to be shared by the program with classmates, the student is responsible for submitting the request in writing to the OT program director.

OT students are not allowed to access the academic records or other confidential information of other students or faculty. All student information is available to university officials and faculty on a need-to-know basis.

Departmental Student Record Maintenance and Security

Student Admission and Enrollment Records

Student application materials are maintained on the secure WebAdmit system utilized by The Centralized Application Service for Occupational Therapy (OTCAS). Within the department, rating forms utilized for student application evaluation and all student enrollment data are stored on the secured department hard drive which is only accessible through permitted accounts using individual passwords.

All student fieldwork records are stored on the EXXAT fieldwork management system which is cloud-based and secure.

Description of Student Support Services

Graduate Student Services and Facilities

As part of the fees students pay when registering for graduate courses at UMHB, many resources, services, and facilities are available. We invite you to participate in and take advantage of these opportunities.

Student Disability Services

The UMHB Student Handbook and website provide specific information for students with disability-related issues. Students who are otherwise qualified for a university program or course and who desire accommodation(s) for a disabling condition are responsible for providing acceptable documentation in a timely manner prior to the period of stated need.

Contact:

Student Disability Services
UMHB Box 8437
900 College Street
Belton, Texas 76513
Office: (254) 295-4731
Email: disabilityservices@umhb.edu

Students are encouraged to submit requests for accommodations in a timely manner, preferably before a class begins. A student may request an accommodation at any time, but an accommodation cannot be granted by the Student Disability Services Office until the request is processed and the disability is documented. Accommodations, if approved, cannot be applied retroactively.

Students who have been granted disability accommodations by UMHB that are also needed for a clinical setting or capstone experience must present an approved UMHB Letter of Accommodation to the relevant site. Students should be aware that many sites may not be able to provide the same accommodations for student fieldwork or capstone experiences that have been provided by UMHB for the academic portion of the OT program. Students should promptly contact the Student Disability Services office **directly** to discuss any issues or concerns with a fieldwork sites' ability to implement student accommodations granted by UMHB or if a student requires different accommodations for the fieldwork or capstone experience.

Student Counseling Services

Professional and confidential clinical counseling services are available to students in need of assistance with a wide variety of issues. Crisis counseling, stress management, and a range of other emotional issues are addressed, as appropriate, on an individual and support group basis. In person or video counseling options are available to currently enrolled students.

Free counseling services are offered to currently enrolled students on a short-term basis by appointment only. When appropriate, referrals are made to mental health providers in the local area. Confidentiality is maintained in accordance with state regulations and disclosure of information is made only with the written consent of the student, unless required by law.

Please note: Due to ethical conflicts of interest, faculty and staff from the university departments of Psychology, Social Work, Master of Arts in Counseling program, Master of Science in Occupational Therapy, Occupational Therapy Doctorate Program, Doctor of Physical Therapy program, Master of Science in Physician Assistant program, Scott & White School of Nursing programs, the Cru Community Clinic, and Exercise and Sport Science programs do not provide student counseling or health services and are not affiliated with the UMHB Student Counseling or Health Centers.

[Learn more about Counseling Services](#)

Student Testing Services

Student Testing Services administers course exams and quizzes for students with a documented disability approved through Student Disability Services and ensures appropriate testing accommodations are provided.

All testing is administered by appointment. Students must schedule an appointment online at least 3 business days before the desired test date. Final exams must be scheduled at least 5 business days in advance.

The Testing Center facilitates protocols and procedures for test administration. These functions are in cooperation with the university registrar and respective academic departments. Academic departments establish criteria for performance required on Credit by Examination tests and other testing for which credit is waived or granted.

Exams not offered, but for which information resources are available, include GRE, GMAT, MCAT, LSAT, MAT, ExCET, TExES, NTE, TOPT, and TOEFL.

Townsend Memorial Library offers a variety of online practice tests including the GRE, MCAT, LSAT, TOEFL, GMAT, and NCLEX. Simply access the library's homepage and look for Learning Express Advantage in the list of databases.

When utilizing the UMHB Testing Center, students must fully comply with all testing protocols and the university's academic integrity policy.

Contact Information

Location: Mabee Student Success Center • Third Floor

Office Hours: M-F • 8am-5pm (Summer: 8 am - 4 pm)

umhbtesting@umhb.edu • Phone: (254) 295-4731 • Fax: (254) 295-4196

[Learn more about Testing Services](#)

Student Health Services Center

A vital component of the university experience for UMHB students is a healthy lifestyle. The goal of the Student Health Services Center is to educate students on health issues and encourage healthy lifestyles. Health fairs, wellness screenings, and health topic presentations are examples of UMHB's effort to educate and empower students to make informed decisions about their health.

A full-time Registered Nurse serves as Coordinator of the Student Health Services Center and provides a range of student health services, including first aid, nursing assessment for wellness and illness, immunizations, patient education, and referrals to local healthcare providers and community health resources as needed.

The Student Health Services Center is available at no cost to UMHB students during regular business hours, with or without an appointment. The Student Health Services Center is located in the Mabee Student Center on the third floor.

[Learn more about Health Services](#)

REQUIRED VACCINATIONS FOR ALL STUDENTS:

Bacterial Meningitis: The State of Texas requires all first-time students &/or transfer students who are 21 years or younger to receive a vaccination for **Bacterial Meningitis**. More information can be found in the [Graduate Catalog](#).

RECOMMENDATIONS:

In addition to the required meningitis vaccine for students who are 21 years or younger, UMHB strongly recommends that students maintain other current immunizations. U.S. Department of Health and Human Services Centers for Disease Control and Prevention publishes a list of suggested immunizations for each age group. [To view this list and more information regarding immunization, please visit the Texas Department of State Health Services.](#)

UMHB further recommends that if any student has been outside the US to high-risk TB countries in the last year for more than a 3 week period, a TB skin test is obtained, which is available at the campus Health Services Center for a nominal fee. Call 254-295-4696 to make an appointment.

Student Medical Expenses

UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends all students maintain individual medical insurance.

Students may be required to show proof of individual medical insurance acceptable as a condition of participation in some fieldwork facilities.

Students should have their insurance card for medical, dental or other health coverage with them while attending UMHB, or a copy of the front and back of the insurance card(s).

Various health insurance applications are available for the student's convenience at the Student Health Services Center. It is up to the individual student/parent to choose which healthcare plan would best meet their needs.

A recommended site for resources if a student becomes ill after hours is found on the UMHB Health Services Center Website. [Click the link for: Healthier at School](#)

Some medical insurance policies require students to use an approved network of doctors, hospitals, and clinics. Students should contact their insurance carrier for details and if applicable, obtain a list of approved healthcare providers in the Belton/Temple area and determine what steps, if any, are necessary to change their point of service (POS) to this area. Belton's zip code is 76513.

Resources for Students During Pregnancy, Childbirth, or a Related Condition

The University of Mary Hardin-Baylor continues to provide access to its education programs to students who are affected by pregnancy, childbirth, or a related condition, including lactation. Any student may meet with UMHB's Title IX Coordinator to learn how the university supports and encourages students in continuing their education. Depending on the circumstances, the university may be able to help students with excused absences, a leave of absence from school, or other reasonable alterations to academic programs in order to help students remain in school in spite of limitations which may be recommended by a health care provider.

Students who anticipate a need for assistance with their academic program because of pregnancy, childbirth, or a related condition are encouraged to contact the Title IX Coordinator rather than individual faculty or staff members. The Title IX office will work with the student and with faculty /staff as needed to develop an individualized plan that will ensure access to the university's programs and provide affected students the best opportunity to complete their education. For assistance, contact: Kasey Blomquist, Dean of Student Services and Title IX Coordinator, Bawcom Student Union, 2nd floor, 900 College Street, Belton, Texas 76513, (254)-295-4870, kblomquist@umhb.edu.

Financial Aid

Application Procedures Students applying for financial aid must complete the following steps:

1. Process a Free Application for Federal Student Aid (FAFSA) - This form can be completed at www.fafsa.ed.gov.
2. Log into financial aid portal to accept/decline award options and complete any required documents.

Aid Programs by Category

Student Loans

1. Federal Direct Unsubsidized Student Loan- The borrower is responsible for interest that accrues during deferment periods (including in-school) and during the six-month grace period. Graduate students may borrow \$20,500 per academic year (fall, spring, summer).
2. Alternative Loans- A list of private lenders can be found at www.elmselect.com. Each lender maintains their individual website with current interest rates and other pertinent information. Be sure to stay informed of interest rates and repayment responsibilities.
3. Graduate PLUS – available to graduate students who have exhausted their annual direct loan eligibility. The borrower must meet PLUS loan borrow criteria as explained in <https://studentaid.gov>. If approved, the borrower is responsible for interest that accrues during deferment periods (including in school) and during the six-month grace period. Borrowing power is based upon a student's cost of attendance less any other current financial assistance.

Institutional Programs

Graduate Assistantships - Graduate assistantships at the master's and doctoral levels are available in a number of graduate programs. Assistantships must relate to the student's academic objective and be supervised by a member of the Graduate Faculty. UMHB offers a variety of Graduate Assistantship opportunities, which may include a full tuition scholarship, a partial tuition scholarship, part-time employment or a combination of scholarship and employment. Duties may include research assistant, office duties, lab supervision, student advising, student academic assistance, and/or practical supervision. Graduate assistantships are available through academic departments and colleges.

Career Services

UMHB Career Services assists students and alumni in the discovery of their unique talents and gifts, knowledge of career and job-related resources, and leadership in purpose and vision as they pursue their vocation. Services include:

- Career Coaching
- Focus 2 Assessments and Career Planning Tool
- Job Exploration and Outlook
- Individual Job Search Strategy
- Resume and Cover Letter Writing
- Mock Interviews
- 'Handshake' Online Career Management
- Job Fairs and Campus Interview Days
- Professional and Graduate School Information
- Business Manners, Dress for Success, and Etiquette Programs
- *Mentor Belton* Professional Mentoring Program

[Learn more about Career Services](#)

Library Services

Townsend Memorial Library supports teaching, learning, and research at the University of Mary Hardin-Baylor. Library faculty and staff are committed to quality service, personal attention, and academic excellence in a Christian context. The library promotes the lifelong pursuit of knowledge for the UMHB community and places the success of UMHB students as its highest priority.

Townsend Memorial Library provides current UMHB students, faculty, and staff access to a wide range of materials to support learning and encourage discovery. The collection of print and electronic books, audiovisual items, and academic databases support the curriculum, individual research, and leisure needs of patrons. The library is involved in continuously improving the collection so that it contains the most authoritative and current resources.

In addition to providing access to high-quality resources that promote learning in more than 120 academic programs, librarians teach students how to navigate the modern information landscape.

Computers, wireless printing from personal devices, scanners, and other tools are available for use. The library strives to be a place where students can work together in group spaces, study in a quiet environment, check out the newest displays, participate in themed events, or relax with a good book and a coffee.

[Learn more about the Library](#)

Student Organizations

Graduate students are welcome to join a variety of UMHB student organizations. More information can be found at: <http://studentorgs.umhb.edu/welcome>

Copy Services

For services including copies, color copies, lamination, binding, and transparencies, please visit the Copy Services on the first floor of the Mabee Student Success Center.

Post Office

The UMHB Post Office is located on the first floor of the Mabee Student Success Center. The UMHB Post Office offers all the benefits of a U.S. Postal System Post Office including first class and package mail service to all students. Summer hours are 8:30 a.m. to 3:30 p.m. Monday–Friday. Fall hours are 8:30 a.m. to 4:30 p.m. Monday–Friday.

The UMHB Post Office accepts cash, check, credit, and CruCard as methods of payment. Contact the UMHB Post Office at (254) 295-5665 for more information.

[Learn more about the UMHB Post Office](#)

Technology Services

Help Desk

For assistance with any UMHB Information Technology services, contact the help desk at (254) 295-4658 or infotech@umhb.edu.

Network Access

The UMHB Information Technology department strives to provide students with the technology needed to succeed. Info Tech offers wired and wireless internet in the residential and academic buildings plus online access to registration, grades, and finances.

MyCampus

The online portal for courses, grades, registration, and finances can be accessed at: <https://mycampus.umhb.edu>.

[Learn more about Information Technology](#)

Please see UMHB Student Handbook, Section 7, Rules of Student Conduct regarding technology usage, including social media.

Employment While Participating in the UMHB OT Programs

Enrollment in the occupational therapy program is a full-time commitment, and more than ten hours/week of employment during the academic year is not recommended. If a student chooses to be employed while enrolled in the program, academic attendance, performance and participation standards will not be altered to accommodate employment. Students should be aware that the occupational therapy program may occasionally require classes and activities in the evening or on a Saturday and work is not an acceptable excuse for absence.

A student who is employed as an occupational therapy aide or technician must be aware that during the course of that employment, he/she is not acting in any capacity as a UMHB occupational therapy student. A student may not wear a name tag or any other item identifying him/her as a UMHB occupational therapy student while at work.

Background Check

All incoming students must have a background check, which includes records of criminal activities and other items that may warrant further review, prior to first semester enrollment. A second background check must also be conducted prior to beginning Fieldwork IIA and IIB. Your enrollment and continued status in the OT program are contingent upon satisfactory results of all required background checks. Students will be responsible for the costs of required background checks. **It is important to note that a felony conviction may affect a graduate's ability to qualify for the NBCOT certification examination or attain state licensure.**

Student Professional Liability Insurance

Student professional liability insurance is provided by the University at no additional cost to the student. The insurance will cover students during assigned fieldwork experiences as part of required UMHB MSOT or OTD program academic coursework. The insurance does not cover activities outside of enrollment or a course requirement, such as other volunteer or work activities.

Professional Association Membership

Each student is required to join the American Occupational Therapy Association and the Texas Occupational Therapy Association and maintain membership throughout the program. Membership in professional organizations provides students with access to publications, meeting, and other professional activities. Membership in a professional association is an important part of professional development. Scholarships may be available to students needing financial assistance.

Health and Training Policies

The OT Program is both academic and experiential. Therefore, students must demonstrate more than cognitive abilities. Areas of student evaluation include freedom from physical and mental health challenges that, even with reasonable accommodation, would interfere with occupational functioning. Upon receiving an offer of admission, OT students must demonstrate physical, mental and emotional

qualifications sufficient, with or without reasonable accommodation, to meet the academic and technical requirements of the occupational therapy profession.

The purpose of the following health policies is to protect the student in the classroom and fieldwork setting as well as to protect the clients with whom the OT student will be working.

Note: No student will be allowed to start a full-time fieldwork experience unless he/she has presented satisfactory proof of current American Heart Association (AHA) BLS CPR training and required vaccinations.

Changes in Health Status

Any currently enrolled OT graduate student who has a change in his or her health status (other than a minor temporary condition) that may impact the student's ability to perform required activities as outlined in the OT Program's Essential Functions form should promptly contact the university's Student Disability Services office to discuss options and possible accommodations. See Student Disability Services section of this handbook for more information.

Additional Affiliated Fieldwork and Capstone Affiliated Site Requirements

Various fieldwork and capstone sites affiliated with the OT Programs may have specific requirements which must be met before students are permitted to care for clients within the given facility. Because requirements are site-specific and subject to frequent change, more detailed information will be provided in individual course syllabi, specific student notices, and/or by the fieldwork facility as it is made available to the university by the facility. The University cannot make exceptions to health and safety policies adopted by a fieldwork site.

This section outlines the student's responsibility for the *minimal* requirements. Fieldwork and Capstone sites may have other requirements that are not listed below.

1. **HEALTHCARE PROVIDER BLS-CPR TRAINING** – The student must have successfully completed AHA BLS-CPR instruction, which will be offered during the first year of the program. If certified, documentation of current course completion must be on file with the OT Program secretary. The OT Program requires AHA BLS-CPR to be renewed before the beginning of the semester if the renewal date expires anytime during the current semester. Failure to provide this documentation before the semester starts means that the student will not be allowed to register.
2. **DRUG SCREENING** – All students must successfully complete a negative drug screening at the start of each year of the program. Testing location and other information will be provided prior to the testing time period. The Mayborn College of Health Sciences Drug and Alcohol policy is located [here](#).
3. **CERTIFICATION REGARDING SUBSTANCE ABUSE** – Students admitted to fieldwork sites may be asked by a site to certify in writing that they are not engaging in any substance abuse behaviors. This signature will acknowledge that in "for cause" situations they will be asked to

submit to drug testing. The refusal to sign this acknowledgement will result in the student being denied access to the fieldwork site. If this occurs, the student may be unable to meet fieldwork requirements and would then be required to withdraw from the OT Program.

Essential Functions (Core Performance Standards)

Essential functions serve to establish the expectations and necessary abilities for successful engagement in the OT Program and for competent entry-level practice upon program completion. While it is recognized that each individual student possesses various abilities and aptitudes, there are minimal essential functions required for safe and high-quality occupational therapy service provision. It is with the goal of preparing excellent, well-prepared and highly competent practitioners committed to lifelong learning that these essential functions have been established. Reasonable accommodations may be requested to enable an individual with disabilities to achieve these essential functions. The Essential Functions Statement is included in Appendix A.

Professional Behaviors

Students in the OT Program must learn the professional behaviors that are required to be a competent and compassionate practitioner. All UMHB OT students must adhere to the Occupational Therapy Code of Ethics as outlined by the American Occupational Therapy Association (AOTA) and exhibit behaviors that reflect understanding and integration of professional behaviors, to include: respectful consideration for others, punctuality, active participation in educational activities, personal and academic preparedness, honesty/integrity, accountability, responsibility, and contributing to a positive environment within and outside of the classroom.

The professional behaviors development process begins upon matriculation into the OT Program and continues through graduation, providing the foundation for exemplary career professionalism. Professional behaviors/professionalism may be included in specific courses as a component of the course grade. In order to be successful throughout the program, students must demonstrate progressing development of professional behaviors appropriate for an entry-level occupational therapist (Professional Development Questionnaire, Appendix B).

Failure to meet professional behavioral behavior requirements may result in Academic Alert, Academic Warning, or Program Dismissal.

Board Exam Preparation

In order to engage in occupational therapy practice, upon completion of an accredited occupational therapy program graduates must pass the registration exam administered by the National Board for Certification of Occupational Therapists (NBCOT). The UMHB OT program prepares students for successful completion of the NBCOT exam in the following ways:

- UMHB OT faculty will administer course exams in similar format to the NBCOT exam when appropriate.
- Students will take the Occupational Therapy Knowledge Exam upon completion of the second year of course work, prior to Level II fieldwork experiences to identify areas of strengths and weaknesses for focused preparatory exam study.

- The program will purchase board exam study materials for each student upon completion of didactic work and/or FWIIA and B

Credentialing Requirements

National

All state occupational therapy regulatory agencies have several “core” licensing requirements:

- Graduate from an ACOTE®-accredited OT or OTA educational program.
- Complete your fieldwork requirements.
- Apply for and Pass the NBCOT® Certification Examination. For additional information regarding the examination, including ordering Score Transfers and/or Eligibility Confirmation Notices, refer to the NBCOT website. You will need to set up an account to access NBCOT services and resources.
- Complete an initial license application and pay a fee for each state or jurisdiction in which you wish to practice or hold a license.

Additional state licensure requirements may vary and include:

- Complete state and/or federal criminal background check.
- Pass an exam on the state’s law and regulations/rules (sometimes called a state law or state jurisprudence exam).
- Provide an official final transcript from your OT or OTA educational program.

It is your responsibility to know what the requirements are in each state to obtain a license. Licensure requirements are set forth in state law and regulation and may not be changed without going through a lengthy process, or waived unless for extraordinary circumstances.

Texas

- You must earn a Master’s or Doctoral degree in Occupational Therapy from an American Occupational Therapy Association (AOTA) or the Accreditation Council for Occupational Therapy Education (ACOTE) certified school.
- Performed at least 6 months of supervised fieldwork experience under a licensed Occupational Therapist.
- Submit a complete and legible set of fingerprints in the manner prescribed by the Board for the purpose of obtaining criminal history record information from the Department of Public Safety and the Federal Bureau of Investigation; Pass the Texas Jurisprudence Examination.
- Pass the NBCOT OTR examination.

It is important to note that a felony conviction may affect a graduate’s ability to qualify for the NBCOT certification examination or attain state licensure.

ACADEMIC POLICIES

Student Expectations

Students in the OT Program are expected to demonstrate consistent professional and ethical conduct, attend all classes/fieldwork experiences punctually, participate in all laboratory and additional learning experiences, and complete/submit all assignments on time. Students will abide by the policies of the university, the graduate school, and the program.

Each student is responsible for reading all materials distributed electronically to his/her UMHB student email address and through Canvas notifications/announcements. This will be the principal means of communication regarding program information. The university expects that every student will receive e-mail at his or her university email address and will read email on a frequent and consistent basis. A student's failure to receive and read university communications in a timely manner does not absolve that student from knowing and complying with the contents of such communications.

Students will practice various therapeutic techniques in the course of required lab and, occasionally, lecture or classroom courses. In order to provide students both a complete perspective on various therapies and the opportunity to learn specific skills, students are expected to practice occupational therapy techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians. A student who is uncomfortable with any classroom or lab exercise should discuss his or her concern with the instructor or MSOT Program Director.

Additionally, student expectations are addressed in the Student Participation Agreement in Appendix H of this Handbook.

Academic Requirements

Students in the OT Program must complete all courses listed in the curriculum outline for each semester. All courses in each semester are prerequisites for the following semester and for continued enrollment in the program.

Credit Hour

The following constitutes the definition of a credit hour for various modes of instruction offered at UMHB:

Lecture/Seminar Classes: A credit hour equates to a minimum of forty-five (45) hours of student work: a minimum of fifteen (15) hours in-class or direct instruction plus a minimum of thirty (30) hours of out-of-class work.

Laboratory/Experiential Classes: A credit hour equates to a minimum of thirty (30) to forty-five (45) hours of direct instruction in a laboratory/experiential setting, and a minimum of fifteen (15) to thirty (30) hours of out-of-class

Grading Policy

The UMHB Grading Scale is as follows:

Grade	Range	Interpretation of Grades
A	90-100	Excellent
B	80-89.9	Average
C	70-79.9	Below Average
F	Below 70	Failing

Syllabi for individual courses will outline the various elements that will be included to determine the course grade and the weight of each element.

Academic Appeals Process

Academic Appeal process and form can be found here. <https://www.umhb.edu/report-it/academic-grade-appeal>

Academic Progress Requirements and Academic Standing

The Occupational Therapy Program adheres to the definitions of Academic Standing for graduate programs at UMHB (see Graduate Catalog). The Program has additional requirements for program academic standing.

The occurrence of a student with a *course grade* of “C” will receive an academic warning (Appendix D) detailing an individualized remediation plan. A student with a cumulative *GPA* of less than 3.00 will receive an academic warning (Appendix D) and be placed on academic probation. Any occupational therapy student placed on academic probation will be required to meet with the faculty advisor and program director to develop an Individual Action Plan. During the subsequent semester, a student must achieve a cumulative GPA of 3.00 or better in order to be removed from academic probation.

Two consecutive terms of enrollment with a cumulative GPA of less than 3.00 will result in dismissal from the program. A student may only fail one (1) FWII experience, which will need to be retaken successfully. Any additional failed FWII experiences will result in program dismissal. Students on Academic Probation at the start of FWII must successfully complete all FWII placements with no retakes.

MSOT Requirements for Graduation

In order to graduate from the UMHB MSOT Program, students must meet the following requirements:

1. Successfully complete all coursework with a grade of “B” or better; any course with a “C” will result in an academic warning with a remediation plan.
2. Maintain a 3.00 cumulative GPA; if the GPA is below a 3.0 at completion of the didactic portion of the program, the student will not progress to fieldwork Level II and will be dismissed.

3. Complete the OTKE at end of Year 2, before Level II fieldwork experiences.
4. Successfully complete two - Level II Fieldwork experiences and all associated assignments.

Note: Graduation requirements for the OTD program are located in the doctoral capstone section of this handbook.

Attendance

Course attendance and punctuality are expected behaviors and contribute to determining readiness for professional practice. Students are expected to attend all special and regularly scheduled lectures, labs, and community/clinic-based sessions and be on time. If a student must miss class or be tardy due to extenuating circumstances, the student must notify the department prior to the start of class or fieldwork time. The department may be notified through email or voice mail on the main OT Department number: (254) 295-4872. Texting another student and asking him/her to notify the instructor is not acceptable professional behavior. Notification of the department does not excuse an absence or tardy. Please note that regular, on-time attendance in all educational experiences is an important component of professional behavior, and students may be penalized on the professionalism component of a course grade for being tardy or for non-participation in learning activities due to missing class.

Students with excused absences granted by the OT faculty will be permitted to make up work that was missed and should coordinate with faculty as soon as they return from the absence. Students should request excused absences from faculty in advance unless extreme circumstances prevent advance communication.

Students should promptly contact the Student Disability Services office directly to request excused absences for serious medical conditions.

Students should promptly contact the Title IX office directly to request excused absences or other accommodations for pregnancy, childbirth or related conditions.

Refer to the UMHB Graduate Catalog for additional information regarding absences.

Academic Decorum and Integrity

Students are expected to adhere to the Academic Decorum and Academic Integrity policies outlined in the UMHB Graduate Handbook under Classroom Expectations and Ethics. The penalty for academic dishonesty may also include more severe penalties, up to and including dismissal from the program and expulsion from the University.

The UMHB Student Handbook, Section 7, outlines Rules of Student Conduct. Conduct which violates these rules may be grounds for disciplinary action as outlined the UMHB Student Handbook, Section 8.

Graduate Catalog: Academic Decorum

The learning environment involves an exchange of ideas and an exploration of concepts between faculty and students and a certain learning environment, students pledge to:

- Come to class prepared. This includes careful reading of assignments, being prepared to participate in discussions and completing any assignments that are due.

- Be attentive and responsive in class.
- Respect fellow students' opinions and ideas.
- Contribute to the class by making topic-specific comments as appropriate.
- Offer critiques and alternative ideas in a non-condescending manner.
- Provide a fair share of work to group projects and team activities.

Examples of disruptive behaviors to avoid include:

- Talking, sleeping, or otherwise distracting members of the class.
- Using electronic devices in class without permission or in a manner that disrupts the class or other students.
- Exhibiting argumentative or attention-seeking behavior.
- Failing to show respect or act with civility.

Academic Integrity

As an institution committed to the Christian values of honesty and integrity, the University of Mary Hardin-Baylor expects all members of the learning community to commit themselves to high standards of academic integrity. Academic integrity is vital not only as we live out our Christian calling but also for our students' success in their future vocations. To that end, students are expected to take responsibility for all the work they produce at the university and to ensure that it meets the university's standards for academic integrity.

The entire [academic integrity policy](#), which includes information on academic dishonesty violations, can be found in the [UMHB Graduate Catalog](#).

The application of the university's Academic Integrity policy is strictly a matter between the student and the university. A faculty member, administrator, or committee has no obligation to permit a student to be accompanied by a parent or other advisor during any part of the process.

Academic Alerts

Written academic alerts may be given to the student at any point during the student's enrollment. Academic Alerts are provided to support and assist the student in academic success, when his/her academic performance in one or more areas requires attention. Outcomes and specific action steps are included in the Academic Alert (Appendix D).

Academic Warning

Written Academic Warnings (Appendix D) may be given to the student at any point during the student's enrollment. Reasons for academic warnings include but are not limited to: academic probation (see below), elevation of academic alert, failure to comply with a remediation plan, violation of program policies or procedures. Outcomes and specific action steps are included in the academic alert.

Student Retention

Student retention will continually be evaluated by close monitoring of student academic performance within each class relative to our established academic standards. Student retention is evaluated at the cohort level by means of class size at the beginning and end of each semester.

Student Remediation

Major Assignment: Remediation of any major assignment may require remediation at the discretion of the course instructor. Characteristics of remediation will be dependent upon assignment characteristics and learning objectives. An academic alert may be implemented.

Exams:

Any exam resulting in a score of <80% will require remediation with the course instructor. In most cases remediation will consist of the student completing test revisions of each item in the exam including rationales for correct and incorrect answers. Changes to the remediation process may occur at the discretion of the instructor. An academic alert will be implemented for each occurrence.

Course Grade Below 80% (B):

The student will be required to sign a remediation plan which outlines the instructor's requirements for student understanding which must be completed prior to the beginning of the following semester. An academic warning will be implemented.

Recording, Use of Course Materials and Photographs

Recording or causing to be recorded by audio, photograph, video or other technology, the voice or image of a member of the university's governing board, an administrator, faculty member, staff employee, or another student without first obtaining the recorded person's expressed, written permission is not permitted by any student at UMHB unless the student has UMHB-approved disability accommodations that specifically allow recording of instructional lectures.

Students may not copy or redistribute lecture materials without the express written permission of the course instructor. Violation of these policies may result in disciplinary action.

Children in the Classroom or Fieldwork Settings

One of the advantages employees and students have at UMHB is the family atmosphere created by the small size of the UMHB classes and the value placed on people in our learning community. The value placed on people also makes it necessary for the university to provide employees and students with a comfortable, safe, and non-distracting work or study environment.

Students should not bring children into the classroom or clinical/field placement settings. Occasional needs or emergencies should be discussed with students' instructors. This policy is designed to be people-sensitive both in emergencies and in the day-to-day function of the university.

Drug and Alcohol Use Policy

The university is committed to the spiritual, mental, social, and emotional development of students and believes that growth in these areas is greatly impaired by mind-altering substances. Education and learning are especially impaired by alcohol abuse and other drug use. It is the goal of the university to provide an alcohol and drug-free environment in which to live, work, and learn, to discourage the use of alcohol and drugs, and to promote sobriety. The UMHB community cares deeply about the health and safety of our students. Furthermore, UMHB recognizes the heightened dangers associated with alcohol and drug use. The consequences of life choices and decisions that students make extend far beyond the college experience. The university's drug and alcohol policies for students is located in the [UMHB Student Handbook](#). Additionally, the Mayborn College of Health Sciences Drug and Alcohol policy is located [here](#).

Available Drug or Alcohol Counseling and Rehabilitation Services

UMHB Student Counseling Services offer confidential and anonymous referral information regarding community substance abuse resources. UMHB Student Counseling Services' Alcohol and Drug Education Program provides a variety of educational programs related to college students and the use of alcohol or other drugs. Printed information and confidential educational consultations are available to students to assist them with alcohol and other drug-related questions or concerns. More information on the health risks of alcohol and drugs can be found at <https://www.umhb.edu/resources/counseling/alcohol-and-drug-prevention>

Call (254) 295-4696 or go to the UMHB Student Counseling Services office (8 a.m. to 5 p.m. weekdays) in the Mabree Student Success Center to obtain information, request assistance, or schedule an appointment. For more information, visit <https://www.umhb.edu/resources/counseling/home#1845>

Policy Regarding Use and Possession of Tobacco Products and E-Cigarettes/Vapors

The University of Mary Hardin-Baylor is dedicated to supporting the health and well-being of its students and employees and strongly encourages them to abstain from the use of cigarettes and other tobacco products, in accordance with the Surgeon General's health warnings. Therefore, students who smoke or use other tobacco products or electronic cigarettes (E-Cigarettes and Vapors) are strongly encouraged to seek education, support and assistance in smoking/tobacco use cessation from healthcare providers and community resources (i.e. American Cancer Society).

USE: The use of cigarettes and other tobacco products, the use of electronic cigarettes (E-Cigarettes), and the use of vapors ('vaping') is strictly prohibited:

- inside or within 50 feet of any university-owned or controlled building or residences
- while operating or riding in university-owned or leased vehicles (including carts and mowers)
- in any other area designated by the university as tobacco or smoke-free
- by any person younger than age 21, as provided by Texas law.

Students are required to use appropriate receptacles (or to furnish their own, such as spittoon cups) when disposing of cigarettes and other tobacco products.

POSSESSION: The possession of cigarettes and other tobacco products, electronic cigarettes (E-Cigarettes), and smoking paraphernalia (including but not limited to pipes and vaping paraphernalia) are strictly prohibited by any person younger than age 21.

When students are off-campus representing the university at meetings and other events and/or wearing apparel with the university logo in public venues, they must also abide by the smoking/tobacco use rules of that venue.

Students must also observe a fieldwork site's rules regarding the use of tobacco products, electronic cigarettes, or vaping devices.

Failure to adhere to this policy may result in disciplinary action, up to expulsion from the university.

GENERAL PROGRAM POLICIES

Use of Personal Technology

Use of personal technology devices for anything other than academic purposes in the classroom, lab, or other educational setting is prohibited. Students must refrain from using cell phones, tablets, laptops and similar devices for non-educational purposes (i.e. messaging, games, email, web browsing) during all learning activities. A faculty member may instruct the student to put the device away, or may direct the student to leave the classroom. The faculty member may choose the action deemed most appropriate for the situation.

Student use of electronic devices in the classroom is at the discretion of the faculty unless granted as a disability accommodation.

If a student is expecting an emergency phone call, the student must notify the faculty member prior to the beginning of the class. The student must step outside of the room before answering an emergency phone call, or wait until a more appropriate time to return the call.

Change of Name or Address

Students who change their local or home address after registration or change their name after enrollment are expected to notify the Registrar of this change immediately (registrar@umhb.edu or 254-295-4510).

A legal document, such as a marriage license, divorce decree allowing a name change or a court document is required for any name change. Any communication mailed from the university to the name and address on record in the Registrar's Office will be considered to have been properly delivered. The student is responsible for the information contained therein.

Additionally, students are required to notify the MSOT Program Director immediately of such changes to maintain accurate records and student contact information.

Expectations during Examinations

Written Exams

All cellular devices must be powered off (not on silent) and placed in backpacks. All books and personal items, including smart watches, must be placed in backpacks. No caps, hats, or sweaters/jackets that open in the front will be permitted during the exam. No items may be under desks during the exam. At least 5 minutes prior to exam time, students will place backpacks and other items in the front of the classroom. The only items allowed on the desktop during an exam are test materials provided/allowed by the instructor, a pen or pencil, and a bottle of water.

In order to begin lecture exams on time, students must be in seats prepared to begin 5 minutes before exam time. Students may not leave the room during an exam for any reason.

Practical Exams

Students may not bring any items into the exam prep area except a pen and keys. Cellular devices are not allowed and may not be carried in pockets. Smart watches are not allowed. Any student who enters

the prep area with prohibited items (cell phone, smart watch, books, notes or other materials, other personal items), or who arrives late for the practical exam without prior notification of the instructor, will receive a grade of zero on the lab exam, receive an academic alert, and will be required to retake the exam at a later date for a maximum score of 80%. Students who fail a practical exam will receive an academic alert and be required to retake the exam for a maximum score of 80%. Students who fail a practical exam and a retake will be placed on a probationary remediation plan and receive an academic warning, subject to instructor and program director approval. Failure to successfully complete the remediation plan will result in a failing grade for the course.

Late Assignments

All assignments should be turned in on time. In the event that assignments are turned in late for any reason the following will be implemented (*unless prior arrangements have been arranged with instructor*):

- Up to 24 hours late
 - 1st late assignment no penalty if turned in within 24 hours
 - Consecutive late assignments turned in within 24 hours – 50% deduction from graded total
- 24-48 hours late
 - 75% deduction from graded total
- >48 hours late
 - Must still be turned in to complete the class
 - A score of “0” will be entered

Group Work

It is essential for occupational therapists to be able to work as part of a team. In preparation for future practice, students are required to engage in collaborative group work throughout the curriculum. Students assigned to collaborate in group projects should contribute their fair share of the work necessary to complete the project. Individual contributions will be rated through a peer feedback form and will be reflected in your final assignment grade at the discretion of the course instructor. If you have an issue with a group member please discuss with the peer group member first. If no positive change occurs please discuss with your course instructor promptly for advisement on how to proceed.

Social Media

Students should refer to the UMHB Student Handbook policy on the use of social media. Students in the Occupational Therapy programs are expected to exercise discretion in the use of social media and respect the professional reputation of the student, faculty, and program. Students are not permitted to post any course related materials on any public website or social media or send such materials to another person outside of the OT Program. Course materials include, but are not limited to, **photos/videos of instructor lectures or demonstrations; photos/videos of faculty, students, volunteers or others during any type of learning activity; homework assignments, quizzes, or examinations; any materials related to research projects.** Discussion of tests and other course assessment techniques through these types of venues is also prohibited. Students who violate academic integrity standards through social media will be subject to appropriate sanctions under the Academic Integrity policy.

Dress Code

Students are required to dress in a manner that maintains the image of a professional occupational therapist while on campus and in the fieldwork setting. Students should routinely dress in a respectful manner for classes. Attire considered inappropriate for class includes excessively short shorts, excessively short skirts or dresses, off-shoulder or low-cut tops, transparent or translucent clothes, open-toed or open-heeled shoes, tight, ill-fitting or revealing clothing. The trunk region should be covered at all times and in all body positions in classroom, community and fieldwork situations. See the University Student Handbook for additional student dress code guidelines.

Faculty may specify that students dress in professional attire for special occasions, such as professional presentations, guest speakers, invited guests, or interaction with patients on campus. Students will be expected to wear black or gray work-appropriate pants (no yoga pants or leggings) and a UMHB OT polo shirt or dress shirt. Student name tags should also be worn.

Occupational Therapy Labs

Students are expected to be prepared for lab during every scheduled session, which includes being properly dressed for lab activities. Males and females may be requested to wear loose-fitting gym shorts and a short-sleeved shirt during lab times. In order to expose the spine and shoulder for observation, palpation, etc. females will be requested to wear a two-piece swimsuit top or a sports bra with a back strap no more than 2 inches wide. Socks and athletic-type shoes may also be required. Lab attire should not be worn outside of the lab area. Students should obtain more than one set of lab clothes to ensure that one set is clean and readily available on campus at all times. Individual lab instructors may have additional requirements for lab attire during specific lab or classroom activities.

OT Faculty reserves the right to make further recommendations for specific experiences.

Personal Appearance and Habits

Students are expected to demonstrate exemplary grooming and hygiene. In addition to compliance with the university's student dress code, found in the Student Handbook, and compliance with any clinical site's rules, students will abide by the following rules at all times:

Hair

All students will keep their hair clean and well-groomed. Shoulder length or longer hair shall be worn up or pulled back during lab and clinical activities, leaving no extra hair on sides to avoid interference with lab or patient care activities. Men's facial hair (moustaches, beards, or sideburns) will be clean and neatly trimmed. If a student must be fit-tested for respirator masks (i.e. N-95), facial hair that interferes with a proper fit is not permitted.

Nails

Clean, short (must not protrude over the end of the finger), well-groomed. Fingernails must be clean, well-maintained, and trimmed. Fingernails should not extend beyond the tip of the finger during patient care and lab experiences.

Jewelry

1. It is recommended that no rings be worn while giving direct patient care.

2. No dangling earrings during patient care and lab activities. Ear gauges will be addressed on an individual basis.
3. In some clinical settings, NO JEWELRY IS ALLOWED.

Make-up

1. May be worn in moderation.
2. Scented products such as perfume, cologne or aftershave MAY NOT be worn.

Tattoos

The Program and/or affiliating fieldwork sites reserve the right to require tattoos to be covered.

Food/Drink

Students are not to eat/drink/chew gum while in patient care areas.

Hygiene/Grooming

Students are expected to demonstrate exemplary grooming and hygiene. No body odors (including smoke) should be detectable.

Student Use of Classroom/Lab Space and Equipment

Hardy Hall will routinely be open from 7:00 a.m. until 5:00 p.m. Monday through Friday. Students may use the designated classroom and lab space for study and practice during those hours when no class is scheduled. Students will have badge access to Hardy Hall and specific OT classroom/lab areas when the building is closed.

Students will have access to equipment for learning purposes. ***Students may not access or practice on any piece of equipment unless they have been instructed in its use by a faculty member.*** Students are expected to return all equipment to storage and clean up the space used before leaving. Students may not remove any university/department equipment, supplies or learning models from Hardy Hall without written permission from a faculty member. If equipment or models are checked out, they must be returned at the designated time and in the same condition; otherwise, the student is responsible for the cost of that equipment.

Students are responsible for maintaining a clean and orderly space in the classrooms and labs. Students should leave the classroom or lab ready for use by the next group of students. Faculty members will provide specific information for classrooms and labs regarding the placement of chairs, tables, stools, equipment, and other lab or classroom items.

Students are not permitted in any faculty office or faculty designated space without a faculty member being present.

Beverages may be consumed in class but must be in a spill-proof container. Students are not to eat/drink/chew gum during lab or patient/client care activities in the classroom, clinic or community.

Violation of Program Policy

Students who violate OT Program policies, rules and procedures will be subject to academic alert, academic warning, , remediation, dismissal from a fieldwork setting, and/or program dismissal.

Incidents of student misconduct as outlined in the UMHB Student Handbook will also be referred to the UMHB Dean of Students.

Dismissal from the Program

Students may be dismissed from the program for academic or non-academic reasons. Academic reasons include, but are not limited to, academic dishonesty, academic performance that does not meet program standards, more than one incident of academic probation, of more than one full-time (Level II) fieldwork experience, or failure of the doctoral capstone. Students may appeal academic decisions by following the Academic Appeal policy.

Reasons for non-academic dismissal includes, but is not limited to, violation of Professional Behavior requirements, student misconduct and unprofessional conduct. The policies, expectations, and procedures which apply to matters of student conduct are contained in the university's Student Handbook.

Readmission to the Program

A student dismissed from the OT program due to failure to meet academic standing as outlined in this Handbook or failure of one OT academic course may apply to be considered for readmission to the program.

Applying for readmission does not guarantee that a former student will be re-admitted. In order to apply for readmission consideration, a former student must submit a re-application form for the appropriate program to the Program Director by the deadline listed below:

Spring re-entry deadline: July 1

Summer re-entry deadline: November 1

Fall re-entry deadline: February 1

The former student must also submit a letter to the Program Director that includes a self-assessment of why he/she did not successfully complete the course(s) or other academic requirements, a description of how he/she has or will prepare for re-entering the program including remediation, and why he/she believes he/she will successfully complete the course(s) or other academic requirements if readmission is granted. The OT faculty is responsible for reviewing a former student's readmission request and making recommendations to the Program Director. The Program Director will notify the former student of his/her decision regarding student readmission to the program.

A student dismissed from the OT program for student misconduct, academic dishonesty, failure of more than one OT academic course, or failure of more than two full-time fieldwork experiences is not eligible to apply for readmission to the program.

Leave of Absence

Under extenuating circumstances, a leave of absence may be granted. Students should understand that a leave of absence will likely delay progression through or graduation from the program. If approved, a leave of absence will typically be granted for a maximum of 12 months.

1. If a student wishes to request a leave of absence as a medical/disability accommodation, he/she must contact the Student Disability Services Office.
2. If a student wishes to request a leave of absence for pregnancy, childbirth or a related condition, she must contact the Title IX Office. In these situations, the Office of origin will evaluate, and if applicable, coordinate the leave with the program director.
3. If a student wishes to request a leave of absence for any other reason, he/she must submit the request in writing to the OT Program Director. Requests should be submitted within 30 days prior to the requested leave, or as soon as practicable. The OT Program Director, in consultation with the Dean of the School of Health Professions and other appropriate faculty/staff, will review the leave of absence request and will notify the student in writing of the decision as soon as possible, typically within 2 weeks of the request. All university policies regarding withdrawal, grades and refunds will apply.

A student preparing to return from a leave of absence must request reinstatement in writing to the office where the request was originally made (Student Disability Services, Title IX, or OT Program Director) as soon as is practicable. If the student is otherwise qualified to be reinstated to the Program, the program director will make an academic determination whether the student should re-enter the program at the point when the leave of absence began, at some other appropriate point, or whether the student must submit a program readmission application and enter the program at the beginning. The program director's decision shall be made on the basis of the length of the absence, the student's academic performance prior to the absence, the point in the program at which the absence began, and any other relevant academic criteria.

If a leave of absence is granted for a contiguous period of time within a single semester, the amount of leave requested will be reviewed to determine if independent study format is a viable option. If the leave of absence is requested for an entire or significant portion of a semester or spanning more than one semester, the next opportunity for reinstatement, if granted, will be the beginning of the next academic year's sequence. The university does not guarantee that the student's place in the cohort will be available upon return to the program.

If a student who takes leave either (1) did not request a leave of absence as outlined in this policy or (2) elected to take leave although the leave request was denied, the student will be required to reapply for program admission.

Human Subjects/Volunteers in Program Activities

Subjects for demonstrations and activities in the classroom or laboratory setting have the right to informed consent and must complete a General Liability Waiver or General Liability Waiver for Minor form prior to participation. Course faculty are responsible for ensuring completion of the appropriate forms for individuals invited to participate in a course or lab activity. Completed forms are maintained in a secure electronic file.

Policies and procedures related to the use of human subjects in research falls under the purview of the UMHB Institutional Review Board (IRB). Prior to beginning any research with human subjects, a research proposal and application must be submitted to the IRB. Subject information is confidential and must be properly protected.

Policies regarding patient/client rights within the fieldwork setting are established by that institution, and should allow the clients to refuse to participate in fieldwork education.

CRU COMMUNITY CLINIC

Introduction

The mission of the Cru Community Clinic is to provide accessible integrative and holistic services to address physical, spiritual, occupational, and emotional needs of individuals from our community. The clinic provides a dynamic and innovative environment to develop compassionate healthcare practitioners through interprofessional education/practice, hands-on student learning, and faith-informed discernment.

The pro-bono clinic includes dedicated space for rehabilitation and counseling and is used for interprofessional education and practice, faculty practice, and student training.

Student Responsibilities

Occupational therapy students will have the opportunity to observe faculty practice during the first year of the program and will progress to direct client care under faculty supervision while completing clinic-based courses during the second year.

For all student participation in the Cru Community Clinic, students must:

- Be up-to-date on required immunizations
- Be up-to-date on CPR certification

Professional behaviors expected for the Cru Community Clinic:

- **Appropriate attire** to include UMHB student name badge, black UMHB scrub top and bottom, UMHB polo, black or gray pants (no jeans), and closed-toed and heeled shoes
- **Punctuality:** Students should plan to arrive 10 minutes before the planned session.
- **Responsibility:** If observing, please communicate with faculty if late or unable to attend the session at least 12 hours prior to the session. The faculty can then open the session to another student. You are required to attend all sessions required for a course.
- **Attentive behavior:** All phones/electronics must be put away unless prior arrangements have been made with the instructor.

If any of the above requirements or behaviors are not met, the student may be asked to leave the clinic.

STUDENT FIELDWORK EDUCATION

LEVEL I FIELDWORK

Definition and Purpose

Level I fieldwork experiences “occur concurrently with academic coursework and are designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process” (ACOTE, 2018; AOTA, 2009).

At UMHB, a minimum of two Level-I fieldwork experiences, FW IA and FW IB, are integrated throughout the curriculum over the first two years. The Academic Fieldwork Coordinator (AFWC) strives to find community placements that offer new and diverse fieldwork experiences of interest for each student. In these placements, students will: gain understanding of the organization, culture, and goals of each site, hone client-interaction and use-of-self skills, emulate and apply fieldwork skills during assessment, intervention, and discharge, and grow in self-understanding and professionalism through the interactive process. Each FW I experience will also include classroom seminar sessions. These sessions focus on various aspects of fieldwork practice in alignment with coursework, and offer students time to reflect on and examine fieldwork experiences through discussion and inquiry.

Level I fieldwork experiences are scheduled uniquely to each student and fieldwork site to accommodate student and therapist, or other licensed professional, schedules. Students will participate in a minimum of 80 hours of Level I experiences in different facilities over the first two years of course work. The Level I hours are separate and distinct from Level II and will not be substituted for any part of Level II fieldwork.

Both Level I fieldwork experiences will expose OT students to the occupational process and occupational performance. Fieldwork Level IA will take place in non-traditional, community settings. Fieldwork IA will have an emphasis on psychosocial influences, engaging students in exploration of the intricate, variable interaction of biological factors, psychological factors and social factors on occupational performance. Fieldwork IB will have an emphasis on cognition, wellness and health promotion.

Level I FW experiences are evaluated with the use of the AOTA Level I Fieldwork Competency Evaluation (Found on EXXAT), site specific objectives, and AFWC evaluation of student assignments. In collaboration with the FWE, the AFWC assigns a letter grade for each segment of the Level I fieldwork experience. Students must earn a “meets standards (M)” or higher to pass each Level I fieldwork experience.

Site-specific fieldwork objectives will be created/modified/reviewed by the FWE and the AFWC, with participation by other site administration as desired. The goal of collaboration is to create objectives that are in alignment with the UMHB OT curriculum, and address OT practice at the site. UMHB OT learning objectives can be found on EXXAT.

American Occupational Therapy Association. (2009). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 63(6), 821-822.

Accreditation Council for Occupational Therapy Education (2018) Accreditation standards for a master’s degree level educational program for the occupational therapist. *American Journal of Occupational Therapy*, 61, 662–671.

LEVEL II FIELDWORK

Students must complete Level II fieldwork requirements within 24 months following completion of the didactic portion of the program.

Definition and Purpose

The Level II Fieldwork experience, an integral part of OT education, is designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. (AOTA, 2013).

Level II fieldwork placements occur during the final spring semester. These placements are designed to guide students from an emulating role, into increasingly more active participation until the student carries the full responsibilities of an entry-level practitioner under the supervision of the FWE. Students will take the lead in choosing and administering theory-driven screenings and assessments, designing and implementing client-centered care plans, grading activities, delivering client education, and participating in team meetings for discharge planning. Students are encouraged to find areas for advocacy and lead program development projects during each fieldwork placement.

Each level II fieldwork experience is completed during 12 consecutive weeks for a total of 24 weeks. Students are expected to reserve 40 hours each week for this experience and should expect to work weekends and/or holidays as per the FWE's schedule. During the fieldwork experience, students are advised to take time outside of work for nightly reflection, research, and preparation for the next day or upcoming assignments. If fieldwork is interrupted by sickness or an unplanned emergency, the fieldwork dates will be extended to reflect time away and the student must notify the instructor as soon as possible/appropriate. In extreme extenuating circumstances and with the program director's permission, level II fieldwork may be completed on a part-time basis as long as it is at least 50% of an FTE at that site.

The intention of the fieldwork course is for the student to gain a wide variety of experiences. This objective is not typically met by allowing the student to remain in one setting. Should a student have two fieldwork experiences in the same setting, which may happen on rare occasion when an organization is particularly large with diverse opportunities, the practice areas will be different.

During the Level II fieldwork experiences, students and FWEs collaborate with the guidance of the AFWC as needed to create site-specific objectives in addition to the UMHB OT learning objectives (Found on EXXAT). These site-specific objectives should reflect the level of student knowledge and goals, the demands and expectations of the therapeutic setting, and student goals for future practice. The FWE gives input into these objectives in order to create goals that are realistic, relevant, and achievable.

The Level II fieldwork experiences are evaluated using multiple means. First, the FWE, as the on-site supervisor and evaluator of the student's professionalism, skills, knowledge, and application of these within the fieldwork setting, communicates with the AFWC concerning the student's progress and achievement of entry-level, generalist-practice skills. These skills are assessed on-site through observation, review of documentation, questioning, and through the supervisory relationship. Second, the FWE completes the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) ©. The FWPE considers: practice fundamentals, basic tenets of OT, evaluation, screening, and intervention, management skills, communication, and professional behaviors and offers a quantifiable score at the end. Students must receive a score of 111 or higher in order to pass the Level II fieldwork experiences. In the event that a student exhibits unsatisfactory behavior (scores of 1) in a substantial number of tasks or if a student demonstrates safety or ethical concerns, a Plan of Action will be written by the FWE, OTS and AFWC or UMHB OT designee in order to support the student to success by the final assessment. Students who do not pass the Level II fieldwork experience will be required to repeat the fieldwork experience and will not progress through the program unless a passing score is earned in the repeated Level II experience. At midterm of all Level II FW experiences, the AFWC will conduct site visits and/or conference calls, whichever is most appropriate.

American Occupational Therapy Association (2013). COE Guidelines for Occupational Therapy Fieldwork Experience – Level II. Retrieved from <https://www.aota.org/-/media/corporate/files/educationcareers/educators/fieldwork/levelii/coe-guidelines-for-an-occupational-therapy-fieldwork-experience-level-ii-final.pdf>

FIELDWORK POLICIES

Philosophy of Fieldwork Education

The UMHB OT program considers fieldwork education to be an essential part of the curriculum and overall development of the student occupational therapist (OTS). The UMHB OT Program works with fieldwork educators and facilities to provide fieldwork education opportunities that support the mission of our program. Fieldwork education provides each student with the opportunity to shape and develop their patient/client care skills in an active treatment environment under the guidance of practicing clinicians. Through the integration of foundational and occupation-based knowledge, problem solving, communication and interpersonal skills, students learn to make professional decisions regarding provision of occupational therapy services. Students learn to develop clinical reasoning, professional judgment and application of critical thinking skills within a nurturing environment that provides them the opportunity to seek advice from practicing clinicians.

Student Preparation for Fieldwork Experiences

The student occupational therapist will have successfully completed the curriculum previously outlined prior to beginning the respective fieldwork experiences. The syllabus for Level II fieldwork can be found on EXXAT.

Fieldwork Advising and Orientation

Fieldwork advising is provided by the academic fieldwork coordinator and designated faculty prior to fieldwork placements. For level 1 and level 2 placements, students receive a training the week prior to fieldwork with opportunities throughout the day to meet individually with the AFWC.

Arrangement of Fieldwork Experiences

The Fieldwork Level I experience will be 80 hours in total and Fieldwork Level II experiences will be 24 weeks in total. Two Fieldwork Level I experience will be threaded into the curriculum during the first and second summer semesters. The primary intent of these rotations is to provide the student with an opportunity to begin to experience various fieldwork settings with the knowledge and skills they have obtained during their first year in the program. The two Fieldwork Level II experiences occur after the curriculum is complete. The OT Program requires that at least one fieldwork experience (one experience will be during Fieldwork Level I per curriculum design) involves psychosocial factors that influence engagement in occupation. No part of Level I fieldwork will be counted for Level II.

Fieldwork Site Criteria

Fieldwork sites will be determined and retained by their delivery of high-quality patient care services, sensitivity to student needs, reliable acceptance of students for fieldwork education experiences and regular and timely communication with the UMHB OT Program. Fieldwork sites in geographically appropriate areas and fieldwork sites that provide distinctive opportunities for students to practice in specialized areas of occupational therapy will be developed when such additions will enhance student

experiences. The program aim is to assure that each student is exposed to a variety of high-quality fieldwork settings; therefore, it is imperative to retain fieldwork experience sites that have historically provided outstanding fieldwork education opportunities.

The intention of the fieldwork course is for the student to gain a wide variety of experiences. This objective is not typically met by allowing the student to remain in one setting. Should a student have two fieldwork experiences in the same setting, which may happen on rare occasion when an organization is particularly large with diverse opportunities, the practice areas will be different.

Fieldwork Site Considerations

1. Site must hold appropriate licensure and accreditation by local, state, or federal entities.
2. Staffing must be adequate for the patient load and types of disabilities encountered.
3. Types and numbers of patients are adequate to meet the general or specific needs of the students.
4. Administration's attitude toward fieldwork education, inclusive of recognition of the time and effort required by the staff, promotes the fieldwork education program.
5. Atmosphere is conducive to learning as demonstrated through the availability of supervision, space, equipment, and educational resources.
6. Site demonstrates incorporation of occupational therapy with other services in the facility.
7. Personnel policies encourage continuing education and staff willingness to participate with fieldwork education.
8. Site must be able to establish a written memorandum of understanding or affiliation agreement with the UMHB OT Program.

Establishing a Fieldwork Education Site

Students may propose fieldwork sites to be considered for potential addition to existing fieldwork education sites. The acquisition must be based on the needs of the fieldwork education program as a whole. Students wishing to suggest a site should speak to the AFWC or other designated faculty member. The student should provide the information necessary on the Fieldwork Site Information Form which can be found on EXXAT.

To initiate the process for attaining new fieldwork sites, students are encouraged to contact the site, ask questions and complete the Fieldwork Site Information Form (found on EXXAT). The student should speak with the fieldwork site coordinator, rehab director or other appropriate personnel. The following questions must be answered:

1. Is the site interested in discussing a memorandum of understanding with the UMHB OT Program?
2. What are the primary patient populations treated at the facility?
3. How many occupational therapists are employed at the site?

4. How many patients, on average, are seen by each therapist each day?
5. Does the facility have MOUs with other student programs?

The AFWC will contact the fieldwork site coordinator or rehab director to learn more about the site and to discuss how to proceed. Sites should be willing to accept future UMHB OT students, not just the student making the request. The site must complete the Fieldwork Site Information Form. Once the AFWC has reviewed the form and determined the site is a good match for the OT Program and its students, a standard UMHB memorandum of understanding or fieldwork affiliation agreement will be sent to the fieldwork site. If the agreement is acceptable, it is signed and returned to UMHB. If the facility fieldwork site requires changes to the agreement or has its own agreement, the amended agreement will require additional review by UMHB's legal department prior to signing.

Final decisions regarding the use of fieldwork facilities for student fieldwork experiences are at the sole discretion of the university.

Program Responsibilities to the Fieldwork Site

1. Assure that all students selected for participation in the fieldwork experience have satisfactorily completed all portions of the UMHB OT curriculum that are a prerequisite for participation in the fieldwork experience.
2. Develop criteria for the evaluation of the performance of UMHB OT students participating in the fieldwork experience and provide those criteria, with appropriate reporting forms, to the site personnel and AFWC or UMHB OT designee who are responsible for supervising those students.
3. Assign grades to students participating in the fieldwork experience.
4. Inform all UMHB OT students and personnel participating in the fieldwork experience that they are required to comply with the rules and regulations of the fieldwork site while on the premises of the site and comply with the requirements of Federal and State laws and regulations related to the site, including without limitation, privacy laws.
5. Provide information requested by the fieldwork site related to UMHB OT students unless prohibited by Federal or State law. UMHB OT will provide the site with name(s) of each student assigned, as well as scheduled assignment dates as agreed upon by both parties.
6. Assign a faculty representative to coordinate any UMHB OT activities at the fieldwork site, in collaboration with the site.
7. Provide the Facility with the current UMHB OT curriculum, fieldwork experience period and dates, course objectives, and syllabus, as well as all forms regarding students' fieldwork experience and instructions for completion of these forms, if applicable.
8. Other responsibilities may be specified in the fully executed affiliation agreement between the UMHB OT Program and fieldwork site. It is each entity's responsibility to adhere to specific requirements.

Fieldwork Site Responsibilities

The UMHB OT Student Affiliation Agreement has outlined the responsibilities for each entity involved in the fieldwork education experience. Below are specific expectations of the fieldwork site coordinator or designated individual, and the Fieldwork Educator (FWE). The fieldwork education site will designate one member of the professional occupational therapy staff as the fieldwork site coordinator. The fieldwork site coordinator will assign a specific FWE for each UMHB OT student.

Supervision Guidelines and Models

UMHB OT program supports planned and strategic fieldwork experiences applicable for the level of knowledge, previous fieldwork experience and learning style of each student. Weekly objectives agreed upon by the student and FWE assist with formative evaluation are used to track progress and can be adjusted as needed. Consistent constructive and affirmative feedback strengthen student learning and help clarify FWE expectations. UMHB OT will provide information, forms and tools for use during the fieldwork experience to help streamline expectations.

UMHB OT believes each fieldwork site, site coordinator and FWE should explore use of a variety of models to meet the students' and site expectations for fieldwork education. While most students work 1 to 1 with a FWE, alternative models may include 1 FWE to 2 or more students or 2 part-time FWEs to 1 student. A student may also rotate between 2 services at the same facility, such as pediatric and adult.

UMHB follows the AOTA practice advisory for the provision of services by the Level II fieldwork student. The practice advisory is reviewed during the fieldwork seminar and included in the student handbook as well as on EXXAT for fieldwork educator access. The practice advisory states the following:

Practice Advisory: Services Provided by Students in Fieldwork Level II Settings

Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

General Principles

1. Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.
2. To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student's current and developing levels of competence with the occupational therapy process.
3. In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational

therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant.

4. Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007a.; b.& c.):
 - a. Competence and confidence of the student
 - b. Complexity of client needs
 - c. Number and diversity of clients
 - d. Role of occupational therapy and related services
 - e. Type of practice setting
 - f. Requirements of the practice setting
 - g. Other regulatory requirements

In settings where occupational therapy practitioners are employed: FWE should be compliant with stakeholder, licensure boards and ACOTE standards.

- a. Occupational therapy students should be supervised by an occupational therapist.
- b. Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

In settings where occupational therapy practitioners are not employed (Level I only):

- a. Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner.

Fieldwork Educator Qualifications Verification Process

Prior to the start of the fieldwork experience

1. Level I
 - a. Each Level I fieldwork educator is informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
2. Level II
 - a. Each Level II fieldwork educator will be an experienced (minimum of one-year experience for traditional site and 3 years for emerging sites) occupational therapist with an active license to practice in the worksite's state. Qualifications of the Level II Fieldwork Educator are specified in the Level II Fieldwork Site Selection Criteria.
 - b. For each Fieldwork Educator, the Academic Fieldwork Coordinator will use the state online verification system to verify licensure and active status thereof. The Academic

Fieldwork Coordinator will verify the fieldwork educator experience via e-mail/telephone/face-to-face meeting to ascertain the initial certification date/experience level before assigning student.

- c. To assist in ensuring that each supervising therapist is adequately prepared to serve as a fieldwork educator, the academic fieldwork coordinator will provide access to the following through the EXXAT application link:
 - I. Role competencies of the fieldwork educator
 - II. Expected student professional conduct
 - III. Expected student critical safety skills
 - IV. OT program mission and philosophy statements
 - V. Suggested clinical orientation form
 - VI. Fieldwork educators will upload evidence of practice experience to the EXXAT application system.
3. The Academic Fieldwork Coordinator is readily available to fieldwork educators to answer questions and to serve as a resource.

Role Emerging Level II Supervision Policy

1. Students will receive a minimum of eight hours of direct onsite supervision per week when assigned to a role emerging fieldwork practice setting.
2. The supervisor will be a licensed occupational therapist within the state of the fieldwork setting.
3. The supervising therapist will have three years' experience to provide the required advanced level of supervision. The supervisor will be easily accessible by multiple means while the student is on site.
4. The AFWC will ensure the student receives the proper amount and quality of supervision through weekly communication via phone, LMS, email, text, or onsite visits.
5. The AFWC will verify the supervisor's qualifications prior to the beginning of fieldwork.
6. The supervising occupational therapist is responsible for development of the fieldwork site specific objectives and ensuring the student understands the expectations of the daily routine.
7. The supervising therapist and AFWC will collaborate and agree on the objectives and learning activities prior to the scheduled fieldwork experience.
8. Midterm and final evaluations will follow the same schedule as the traditional fieldwork sites.

Fieldwork Site Coordinator Responsibilities

1. Maintain files containing curriculum content, insurance forms, physical forms and affiliation agreement information for the UMHB OT program.
2. Remain current with changes and trends in fieldwork education, and ensure that fieldwork educators take advantage of courses and seminars offered by affiliated programs.
3. Ensure that each therapist chosen as a FWE meets the minimum requirements, which include:
 - a. Current licensure in the state in which employed

- b. Employment as a licensed occupational therapist for at least one year (FWII)
 - c. Evidence of active participation in formal and/or informal continued education
 - d. Demonstrated ability to communicate strengths and weaknesses, both orally and in writing
- 4. Respond in a timely manner to requests for student placement and confirmation of student placements. For multi-site facilities, maintain communication with the various sites to determine appropriate assignment of students.
- 5. Provide regularly updated information about the fieldwork site to the AFWC; revise Fieldwork Data Form as needed to keep information accurate and current.
- 6. Ensure that each UMHB OT student receives an orientation to the fieldwork site, including site policies and procedures relevant to student training, prior to the student participating in patient care.
- 7. Ensure that students receive communication from the fieldwork site at least 2 weeks prior to the fieldwork experience.
- 8. Request any additional student records other than TB skin test, Hepatitis B vaccine, (such as MMR, physical exam, background checks, CPR, etc.) from the student or AFWC.

Fieldwork Educator (FWE) Responsibilities

- 1. Collaborates with AFWC regarding objectives:
 - a. Objectives for both Level I and Level II fieldwork are established collaboratively, **prior to the start of the fieldwork experience**, between the Academic Fieldwork Coordinator and fieldwork educator.
 - b. The AFWC initiates the process by email attaching the syllabus, course objectives, and student information.
 - c. The fieldwork educator reviews objectives making site specific changes. Once in agreement objectives are finalized and the FWE and AFWC sign the form noting the use of objectives as agreed upon.
 - d. All fieldwork experiences will include psychosocial objectives.
- 2. Organize and plan the student's program to include fieldwork, in-services, clinics, rounds, and other learning experiences as available:
 - a. Establish a client caseload and assist in formulating the student's schedule.
 - b. Introduce students as such to patients/clients and provide access to pertinent background information.
 - c. Assure that patient has the opportunity to opt-out of the fieldwork education experience.

3. Provide appropriate supervision for each student and arrange for supervisory coverage by another OT (or other licensed professional when Fieldwork I or in an emerging setting) during any FWE absence.
4. Deliver fieldwork supervision and instruction in the form of assessment and intervention demonstration utilizing hands-on techniques.
5. Provide quality learning experiences in the areas of patient care, research, and administration. Become familiar with the student's curriculum and level of education/training by reviewing information provided by the academic institution prior to the student's arrival.
6. Discuss the fieldwork education goals and expectations of the student for the fieldwork site including those of the academic institution. Introduce student to forms and procedures of the occupational therapy facility.
7. Offer an advantageous learning environment that encourages the student to ask questions and share insights. Provide opportunities for student demonstration of his/her level of understanding of the theoretical concepts underlying the interventions. Provide timely feedback through constructive criticisms and guidance for improvement. Although not required, written feedback to the student beyond the use of the AOTA Fieldwork Performance Evaluation (FWPE) at midterm and final is strongly encouraged, especially for students who are having difficulty.
8. Review and discuss the student's examination and intervention techniques, treatment rationale, long-term and short-term objectives. Constructively review documentation of examinations, consultations, progress/daily notes and justifications for insurance coverage of recommended equipment.
9. Perform midterm and final summative evaluations of the student's performance utilizing the FWPE for Fieldwork Level II. Encourage open and authentic communication with the student in reviewing the evaluations and comparing it to the student's self-evaluation.
10. Communicate with the AFWC at UMHB during the midterm visit or as needed. Provide specific feedback to AFWC or faculty about the student's performance, and inclusive feedback about perceived strengths and weaknesses of the academic program concerning fieldwork education.
11. Submit the completed FWPE or other student performance assessment tool to the AFWC at UMHB at the conclusion of the fieldwork experience with the feedback about strengths and weaknesses of the UMHB OT fieldwork education program.

The Student Occupational Therapist

Definition of a Student Occupational Therapist (OTS)

A student occupational therapist is a graduate-level learner who participates in fieldwork education to practice what he or she has learned in the OT program. The student occupational therapist is required to introduce him/herself as a student and sign all documentation with the designation of OTS during fieldwork rotations. A patient has the right to refuse treatment by an OTS and/or participation in fieldwork education practices.

Selection of Fieldwork Experience

A list of available fieldwork placements is provided to the students prior to the designated time for selection. Students will be able to express their fieldwork preferences, interests, and preferred learning styles via the Fieldwork Interest Form (found on EXXAT). The AFWC or designated faculty is responsible for reviewing the interest form and for assigning the fieldwork placements. The assignment of fieldwork placements is dynamic and first choice preferences are not guaranteed. Fieldwork sites that offer first serve slots will potentially be offered to the students prior to completion of the interest form and assigned as needed by the AFWC.

Rescheduling a Fieldwork Experience

In the event a student is unable to begin an arranged fieldwork experience, the student must submit a written request to the AFWC or designated faculty, along with proper documentation, prior to the starting date to request rescheduling of the rotation. Rescheduling of the postponed rotation will be at the discretion of the AFWC or designated faculty and potentially the fieldwork site. Assurance of the same fieldwork placement is not feasible if rescheduling occurs.

Student Responsibilities Prior to Fieldwork Experiences

1. **Introduction Letter:** The student is responsible for sending a letter or email of introduction to the fieldwork site prior to the end of the fall semester before fieldwork begins.
2. **Follow-Up:** The student will follow up with a phone call if an email or other response is not received within one week of initial contact with fieldwork site.
3. **Student Profile:** The student is responsible for the completion of a Student Profile, which is part of EXXAT, the online database system used by UMHB MSOT Fieldwork Education. The Student Profile seeks to give the prospective FWE additional information about the student, which may not be apparent in the letter of introduction.
4. **Student Goals:** The student is responsible for the development of a list of personal and professional goals prior to each fieldwork experience and to share this with their fieldwork educator. The purpose of this assignment is to have the student reflectively review their fieldwork education needs and take an active role in determining objectives for each fieldwork experience related to individual professional goals.

Prerequisites for Participation in Fieldwork Education

1. **ACADEMIC PERFORMANCE:** Students must have earned a grade of B or higher in all occupational therapy coursework. Any student on academic probation due to an overall GPA below a 3.0 may not enroll in a full-time fieldwork education experience.
2. **REGISTRATION:** Students must be officially registered for fieldwork education courses before they can begin a fieldwork education experience. Each student's name must appear on the class roster in order to begin the fieldwork experience.
3. **INFORMATION ABOUT FIELDWORK EDUCATION SITES:** The AFWC or designated faculty will inform students of the location of information related to each fieldwork site. Students must read the AOTA Fieldwork Data Form and the memorandum of understanding or affiliation agreement for each of their assigned fieldwork experiences. It is the student's responsibility to respond to any specific request made by the facility that has been approved by the program. If a student has

not been contacted by their fieldwork site coordinator or FWE 4 weeks prior to the fieldwork experience, the student should report this to the AFWC who will assist with the contact process.

4. **REQUIRED PAPERWORK/TESTING:** The student must meet the immunization requirements of the school and fieldwork site as set by the affiliation agreement. Students will complete a criminal background check, drug test and physical examination at companies/providers approved by UMHB prior to their first semester in the program at the student's expense. If a fieldwork site for a later fieldwork experience requires a more recent criminal background check or drug screen, the student is responsible for the cost of providing these to the fieldwork site, with a copy provided to the OT Program Director.
 - a. Proof of health insurance (*if required by fieldwork site*), biographical data forms, current CPR certification, results of current TB tests and the UMHB OT Student Affiliation Agreement must be submitted by the date assigned by the AFWC or designated faculty.
 - b. Up-to-date immunizations (see chart page 15)
 - c. Both BLS-CPR certification and TB tests must be current through the final day of the fieldwork experience.
5. **HIPAA TRAINING:** Students are required to attend a training on Universal Precautions, Blood-Borne Pathogens, body mechanics and HIPAA regulations. This will be scheduled for OT students during program orientation and throughout the didactic portion of the program.
 - a. Students failing to complete the scheduled training will be required to provide evidence of completion of alternative training.
 - b. Students who do not complete or provide documentation of appropriate training will not be eligible to attend their next fieldwork experience.

NOTE: *The AFWC or designated faculty member may cancel a student's placement at a fieldwork site if the student fails to submit all the required documentation in a timely manner.*

Background, Health and Wellness Requirements for Students

(See also Health and Training Policies section of this manual)

Background Check/Drug Screen	Completed upon entrance to program and for any site-specific requirements
CPR Certification	Completed prior to entrance to program. Must be current through end of fieldwork rotation
HIPAA Training	Completed during orientation to program; prior to Level II FW
Blood-Borne Pathogens Training	Completed during orientation to program and/or during program
Student Professional Liability Insurance	Provided by UMHB, as outlined in this Handbook
Proof of Health Insurance	Only if required by the fieldwork or capstone site, HIGHLY RECOMMENDED
TB Test (or Chest X-ray with + TB test)	Completed prior to admission to program and renewed annually, must be current through end of rotation
Immunizations Required & Documented Appropriately	Only if required by the fieldwork or capstone site. Must be submitted through ©.EXXAT

NOTE: If a fieldwork site has **specific expectations and requirements regarding background, health/wellness and immunizations**, the student will be provided with that information by the Program and is responsible for being in full compliance with those requirements.

Student Responsibilities during Fieldwork Experiences

The following are requirements for the students during the fieldwork experience. This list is not inclusive and subject to change.

1. The student must identify him/herself as a “student occupational therapist” to any patient with whom he/she is involved in care. The OTS must ensure that the patient understands the patient’s right to decline participation in fieldwork education practices.
2. **HOUSING & TRAVEL DURING FIELDWORK EXPERIENCES:** All arrangements and expenses pertaining to housing and travel during fieldwork experiences are the responsibility of the student. UMHB OT program will provide the student(s) with any information available regarding site-specific housing. When possible, student’s preferences are taken into consideration when determining fieldwork site selections, but specific selection cannot be guaranteed.
3. **UPDATE SITE AND FWE INFORMATION:** The student is to update this information on the first day in the fieldwork site for review by the AFWC or designated faculty. The update should include the contact information of the FWE and student, working hours, department location and dates/times when the FWE is not available. This information is used to schedule midterm visits or phone calls. Appropriate signatures may be required by the FWE or fieldwork site coordinator. This form is found on EXXAT.
4. **PERIODIC UPDATES:** Each student will be required to submit scheduled updates or self-assessment of their own performance to the AFWC or designated faculty. The form does not have to be reviewed by the FWE. The FWE is encouraged to utilize a weekly written feedback tool to increase student accountability and tracking toward predetermined objectives, as well as aiding in early identification of concerns. An example of a weekly written feedback tool can be found on EXXAT.
5. **CONFIDENTIALITY:** It is the policy of the UMHB OT Program that all patient information is treated with the appropriate level of confidentiality and adheres to the fieldwork site’s policies, which may include appropriate HIPAA regulations. This includes, but is not limited to, information shared during class presentations, labs and lectures. Patient releases should be obtained for images/videos and any information to be used in the academic and/or research setting.
 - a. Students are required to abide by the fieldwork site’s policy on confidentiality.
 - b. Students who believe they have witnessed a violation of the patient confidentiality policy should contact their FWE or the AFWC, depending upon the setting of the incident.
 - c. The FWE or AFWC should discuss the situation with the party(s) involved and inform them of the fieldwork site’s policy on confidentiality.
 - d. This discussion should be documented and placed in the appropriate file at the fieldwork site and in the fieldwork education file in the academic setting.
 - e. If a student on a fieldwork experience is involved with repeated violations, the FWE should report the information to the AFWC or designated faculty member.
 - f. The AFWC or designated faculty member and the FWE will discuss an appropriate plan of action for repeated violations in the fieldwork site.

6. **PROFESSIONAL BEHAVIORS:** Students are expected to demonstrate professional behavior at all times during fieldwork experiences. Considerations related to professional behavior include, but are not limited to:
 - a. **All program professional behaviors requirements.**
 - b. **CELL PHONES:** Cell phones should be turned off while in the fieldwork environment and stored away from the patient care areas. If the cell phone is used during a break, it should be turned back off at the end of the break.
 - c. **SOCIAL MEDIA/TECHNOLOGY:** Students should exercise extreme caution when using electronic and social media. Patient or fieldwork circumstances should not be discussed through these or other inappropriate means.
7. **MIDTERM CONFERENCE:** Site visit, video teleconferencing, phone call, and/or email communication are methods the AFWC or designated faculty will utilize to perform periodic and midterm conferencing. The student and the FWE will be interviewed about the ongoing fieldwork experience.
8. **STUDENT SELF-ASSESSMENT:** All students are required to complete a self-assessment at the midterm and final points of the Level II fieldwork experience. Program faculty believe that the practice of self-assessment during fieldwork experiences will contribute to the development of entry-level occupational therapists capable of ongoing and regular self-assessment.
9. **STUDENT EVALUATION OF THE FIELDWORK SITE:** The student will complete the AOTA's Student Evaluation of the Fieldwork Experience (SEFWE) at the end of the rotation and share the information with their FWEs following the final evaluation. This form affords feedback to the site about the fieldwork experience and the form also provides information to future UMHB OT students and the academic faculty about a specific site. The form will only be shared with other students after the approval of the AFWC or designated faculty member.
10. **ATTENDANCE REQUIREMENTS:**
 - a. Students must complete Level II fieldwork requirements within 24 months following completion of the didactic portion of the program.
 - b. For Fieldwork Level II, students must complete 24 weeks of full-time fieldwork.
 - c. Actual days and hours will vary by fieldwork site and Fieldwork Educator (FE) and may include weekends and holidays.
 - d. Days missed must be made up during that fieldwork experience or during a later rotation (within the 24-month period) as determined by the FWE or fieldwork site coordinator and AFWC or designated faculty.
 - e. When the student cannot attend fieldwork on a day that it is scheduled, the student must *immediately* notify the fieldwork site as well as the AFWC. The student should obtain a telephone number and discuss the procedure of notifying the fieldwork site/FWE for unexpected absences. Failure to notify the fieldwork site prior to the beginning of the scheduled fieldwork day is unacceptable and may place the student and fieldwork placement in jeopardy. The student should notify the AFWC as per the course guidelines. The student should then present the FWE and AFWC with a plan to complete the lost fieldwork time within the OT Program's rules regarding absence limitations. The student must complete the hours within the prescribed time frame. Failure to complete fieldwork hours will result in an incomplete for the course.
 - f. Students are not allowed to request time off from a fieldwork experience for job interviews.

- g. In the event of inclement weather students are to follow the attendance policies of the fieldwork site to which they are assigned. It is expected that students will use their best judgment in regards to their own personal safety.
 - h. At this time, no part-time placements are offered/available. If there is a future need to accommodate a part-time placement, the program will ensure that a minimum of a 50% FTE is on site. The student will complete a full 12-week equivalent of fieldwork time on a part-time basis in that scenario.
- 11. **INSURANCE SPECIFIC GUIDELINES:** It is the ultimate responsibility of the student to adhere to any student supervision guidelines that may be imposed on the fieldwork site by various insurance companies or provider networks. This should be clarified during orientation to the facility or possibly prior to beginning the fieldwork experience.
 - a. Medicare Guidelines: Students will likely have fieldwork experiences at sites that accept Medicare and are therefore subject to Medicare rules and regulations. Students have been instructed in Medicare regulations during academic coursework regarding the student role under Part A and B. For up-to-date Medicare guidelines, refer to the AOTA's reference page: Medicare Regulations and Guidance. It is expected that all fieldwork sites and FWEs adhere to appropriate rules and regulations regarding student patient contact. Please contact the AFWC or designated faculty if you need assistance with clarification on Medicare guidelines.
- 12. **INCIDENTS AT FIELDWORK SITE:** UMHB OT Program students involved in any accident or other incident in the fieldwork site which could adversely affect patient care should report the incident promptly to the FWE and AFWC. The FWE must be informed of any written report for which the student is responsible prior to the student leaving the fieldwork site, and must receive a copy of the incident report within 24 hours of completion. The student and faculty will also document the incident for the student's fieldwork evaluation, and attach the documentation to the fieldwork evaluation form.

Fieldwork Education Grading Criteria

All fieldwork courses in the OT curriculum will utilize a grade of CR (credit) or NC (no credit). In certain circumstances, a grade of IP (in progress) may be assigned if the fieldwork rotation is not completed by the end of a semester.

The grade in each course is determined by the course instructor. Specific course requirements for grading will be included in each course syllabus. The AFWC will assign grades for fieldwork education courses based on feedback provided by the fieldwork educator(s). Fieldwork performance will be evaluated using the AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students for each Fieldwork Level I experience and the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) for each Fieldwork Level II experience. The syllabus for Fieldwork Level II will outline performance expectations on the FWPE or other specified assessment tool.

Professional conduct is a component of academic and fieldwork performance and will be evaluated accordingly. Program faculty will regularly assess student professional conduct using the Professional Behaviors form and professional standards outlined in the AOTA *Code of Ethics, Guidelines for Professional Conduct* and the *Texas Practice Act*. Faculty may also be required to assess a student's professional behaviors.

Basic Problem & Conflict Management between Student and Fieldwork Educators

If the student feels that an experience is not meeting expectations and needs, ***it is the student's responsibility to take positive action***. Each student has the responsibility to seek help in resolving a problem from the FWE or the fieldwork site coordinator, and/or from the AFWC or designated faculty. Students on fieldwork experiences may contact the AFWC or designated faculty during the evenings or weekends (cell phone number will be provided).

Identification of the problem is the first step in the process, a step that definitely requires considerable thought and objectivity and which may require assistance. Communication is vital.

In the event that the persons involved agree that the conflict cannot be resolved, the student may be removed from the site. The student will be reassigned to another fieldwork experience as soon as an appropriate fieldwork site can be secured. In this occurrence, a grade of IP (in progress) will be assigned until the student completes the fieldwork experience at the new fieldwork site.

To avoid unnecessary conflicts of interest, students are not allowed to participate in fieldwork experiences at fieldwork sites where they have volunteered or worked in the past five years. Students will not be assigned to a fieldwork site where a relative is employed within the occupational therapy department of that facility.

Steps to Conflict Resolution between Student and Fieldwork Educator

Students that perceive a conflict has happened or is developing with a staff person, clinician or FWE should proceed in the following suggested manner:

1. *Approach the person involved and ask to have a meeting in private or during office hours.*
2. *Come to the meeting prepared with a list of facts (avoid vague perceptions or opinions).*
3. *Be respectful and listen, allow the person to complete their point before commenting.*
4. *The meeting should involve forming a plan of action for both parties.* Conflicts may not resolve in one meeting and a certain amount of compromise might be required to come to a successful resolution.
5. *Contact the AFWC or designated faculty to make them aware of the situation. They may become involved if requested or if they feel it is appropriate.*

If a student believes that he/she is experiencing unlawful discrimination or harassment at a fieldwork site, he/she should immediately report such concerns to UMHB through the university's published reporting system, as outlined on Appendix E of this Handbook, in the UMHB Student Handbook and [REPORT It](#) website.

Dismissal from a Fieldwork Site

A student can be considered for dismissal from a fieldwork site by their own request. Dismissal can also occur by the request of the fieldwork site coordinator, FWE, or determination of the AFWC or other

designated faculty. The appropriate action will be determined by the university based on the cause of the dismissal from the fieldwork site as well as the totality of the student's conduct and performance.

Evaluative Criteria

Student Evaluation

For Fieldwork Level I rotations the AOTA *Level I Fieldwork Competency Evaluation for OT Students* will be utilized. During each Fieldwork Level II rotation, the FWE will use the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student* (FWPE) for the midterm and final summative evaluation of the student. All evaluation forms will be available electronically to FWEs via EXXAT.

AOTA Level I Fieldwork Competency Evaluation for OT Students

The *Level I Fieldwork Competency Evaluation for OT Students* is utilized by the designated FWE to assess performance skills that build a foundation for future fieldwork success. The evaluation focuses on fundamentals of practice, foundations of occupational therapy, professional behaviors, screening and evaluation and intervention. Not all aspects of the evaluation are mandatory due to diversity of settings. The evaluation will be available on EXXAT.

AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)

The FWPE has been developed by the AOTA for evaluation of the student fieldwork performance Fieldwork Level II experiences. It is available in online format for the FWE and student to complete on EXXAT. The FWPE is designed to measure the performance of the occupational therapy process and to measure entry-level competence of the occupational therapy student. The student and FWE will separately rate the student's performance. Assessments should be shared in a formal evaluation conference between the student and FWE at both the midterm and final week of the fieldwork placement. It is the student's responsibility to assure the evaluations are completed and submitted to the AFWC or designated faculty. A minimum FWPE score of 111 is required for successful FWII A&B completion, graduation for MSOT students, and progression to doctoral capstone for OTD students.

Student Evaluation of the Fieldwork Experience (SEFWE)

Each student is required to complete the AOTA's *Student Evaluation of the Fieldwork Experience* (SEFWE) for each Fieldwork Level II experience. The form should be initiated at the time of the midterm and completed during the final week of the placement and shared with the FWE during the final evaluation conference. The completed form provides feedback to the fieldwork educator(s) and fieldwork setting in order to develop and refine their Level II fieldwork programs. The form also provides information to students who are selecting sites for future Level II fieldwork. Completed forms are to be submitted to the AFWC within 1 week of completing the fieldwork rotation. The SEFWE will be available on EXXAT.

Evaluation of the AFWC

The student, FWE, and academic faculty will have the opportunity to evaluate the performance of the AFWC. This feedback is vital for growth and improvement to better the fieldwork education experience. The AFWC feedback form will be available on EXXAT.

DOCTORAL CAPSTONE

Philosophy of Doctoral Capstone Education

The doctoral capstone is the result of intentional student planning and integration of knowledge and professional development that exemplifies the highest standard of self-directed scholarship and service within the UMHB program. Students who successfully complete the doctoral program will demonstrate the ability to evaluate their own professional development and dedication to remain occupation-centered, service-oriented, integrity-driven, and evidence-based in their pursuit of life-long learning.

Doctoral Capstone Overview

The doctoral capstone provides in-depth exposure to one or more ACOTE focus areas and is comprised of three components: capstone preparation, the capstone experience, and the capstone project. The capstone experience and project are directly aligned and occur simultaneously, following the successful completion of capstone preparation and level II fieldwork (ACOTE, 2023).

OTD Admission Process and Requirements

Students will have the opportunity to attend information sessions about the OTD throughout the first academic year (Spring-Fall) of their participation in the MSOT Program to learn about the expectations and additional requirements of doctoral students.

All students will first enter the MSOT program and complete Semester 1 (Spring 2), Semester 2 (Summer 1) and Semester 3 (Fall 1) as MSOT students. By October 1 of Semester 3 (Fall 1), MSOT students interested in pursuing the doctoral degree will apply directly to the OTD program (no use of the centralized application system is required).

OTD admission requirements include:

- MSOT program cumulative GPA of 3.5 or higher at time of application to OTD program
- A grade of “B” or better in all MSOT courses up to point of OTD application
 - Anticipated grade of “B” or better on MSOT courses in progress at time of application
- No more than one academic alert and no academic warnings received in MSOT program for professional behavior up to time of application
- Completion of OTD program consult with OTD Program Director and Doctoral Capstone Coordinator
- Written statement of interest which includes rationale for application to OTD program

Applications will be submitted by October 1st and reviewed by the doctoral admission committee. Students will be notified of admittance into the OTD no later than November 1st of MSOT Semester 3 (Fall 1).

Acceptance to the OTD program will be contingent upon students maintaining the minimal GPA requirement through the end of the MSOT Semester 3 (Fall 1).

Once a student has been notified of acceptance into the doctorate program, they have until the final day

of the MSOT Semester 3 (Fall 1) to confirm their acceptance in writing with the OTD program. A lack of written confirmation of acceptance by the final day of the MSOT Semester 3 (Fall 1) will result in being removed from the OTD roster and the student will continue to progress with the MSOT degree plan.

Applications will consist of the following items:

- I. Completion of OTD program consult with OTS Program Director and Doctoral Capstone Coordinator
- II. Written statement of interest which includes rationale for application to OTD program

Maintaining OTD Eligibility

Once the student begins coursework in the OTD program (Semester 4, Spring 2), the student may not switch back to the MSOT program. Exceptions may be granted under extenuating circumstances with program director approval.

OTD students will be held to the same academic and professional standards as MSOT students once they have entered the OTD program.

Student Preparation for Capstone OTD

The student occupational therapist will have successfully fulfilled the doctoral curriculum previously outlined as well as Level II fieldwork requirements of the MSOT Program prior to beginning the Doctoral Capstone Experience. See Graduate catalog for more information on all nine (9) Semester degree requirements for the MSOT/OTD programs.

Students will complete a series of four courses designed to prepare the student for successful engagement and completion of the Capstone Experience and Capstone Project, which must be completed prior to commencement of the Capstone Experience. The course sequence and descriptions are outlined below:

Spring of Year 2: Semester 4

OCTH 7101 Capstone 1: Exploration

1 credit

Students will begin the process of exploring doctoral capstone experience and project options in the areas of research, program development, advanced clinical practice skills, administration, and/or policy and advocacy. Students will explore personal interests and professional goals, and will initiate the needs assessment process for developing a capstone experience and project that can meet personal and professional goals.

Summer of Year 2: Semester 5

OCTH 7102 Capstone 2: Development

1 credit

Students will solidify a site for the capstone experience and begin collaborating with relevant stakeholders to form a capstone team. In collaboration with the capstone team, the student will develop final capstone objectives, identify needed resources, and submit a final needs assessment. The student will also update their professional development plan with feedback from their capstone team.

Fall Year 2: Semester 6

OCTH 7103 Capstone 3: Planning

1 credit

Students will develop in-depth plan for implementing and evaluating the capstone experience and project, to include an evaluation plan, sustainability plan, action plans, and a dissemination plan, resulting in a formal capstone proposal and a signed MOU by the completion of this course.

Summer Year 3

OCTH 7301 Capstone 4: Seminar

3 credits

Students will evaluate their current capstone proposals and make any necessary adjustments according to their site and capstone team. This course will establish a schedule of learning activities and steps to implement each phase of the capstone experience and project effectively, including orientation, screening and evaluation, discontinuation and sustainability, and dissemination.

Specific timing of each step may be modified with agreement from the faculty mentor and community preceptor depending on the requirements of the specific capstone project and availability of advisors. Each doctoral student will develop her/his own timeline and process summary specific to the individual needs of the capstone site and project in his/her capstone proposal. Course syllabi outline the minimum requirements for each course.

Capstone Experience:

The purpose of the Capstone Experience is to provide in-depth understanding of, implementation, and evaluation of occupational therapy service in the areas of advanced clinical skills, research, program development, policy and advocacy, and/or administration skills. Students will collaborate with their capstone team throughout the development and implementation of the Capstone Experience to develop and adhere to a signed Student Capstone Agreement including, at minimum, specific learning objectives, plans for evaluation, plans for supervision and mentoring, and outlined responsibilities of all parties.

The Capstone Experience will take place in the Fall semester of Year 3. Students will complete the Capstone Experience for a minimum of 14 weeks of full-time engagement, meeting the minimum requirement of 448 hours. Part-time or decelerated options will be considered at the discretion of the Doctoral Capstone Coordinator and agreement by the capstone team, with the expectation that students must still meet the minimum number of hours required.

Capstone Project:

The purpose of the Capstone Project is to demonstrate synthesis of in-depth knowledge in the focused areas of study during the Capstone Experience and to disseminate scholarly work in one of four areas:

1. Scholarship of Discovery
2. Scholarship of Integration
3. Scholarship of Application
4. Practice or Engagement, Scholarship of Teaching and Learning. (AOTA, 2016)

Students will complete the Capstone Project in conjunction with the Capstone Experience. Students will collaborate with their capstone team about the Capstone Project throughout the course of capstone

preparation and throughout the Capstone Experience. Each project will include a literature review, needs assessment, goals and objectives, and a plan to evaluate project outcomes that will be completed prior to the completion of the Capstone Experience. The project will culminate with a defense to the Capstone Team and a professional poster presentation to the community and relevant stakeholders.

Capstone Dissemination

Students are required to participate in a poster presentation event on the UMHB campus with faculty and community stakeholders following conclusion of the Capstone Experience. In addition, students will be encouraged and will have the opportunity to disseminate their capstone projects in various ways, including submission for publication or presentations at conferences.

Description of ACOTE Focus Areas

Clinical Skills			
A focus in clinical skills involves advancement or specialization in a clinical practice area. Examples of specializations include areas of practice, such as neurology, gerontology, pediatrics, mental health, physical rehabilitation, low vision, or assistive technology. It may also include specific practice settings, such as community-based practice, acute care, or school-based practice.			
Capstone Site	Site Mentor	Learning Activity Examples	Project Examples
Must include specialty practice that offers in-depth exploration and exposure to the student	Must be a licensed OT or OTA practitioner with direct interaction with clinical specialty area. The practitioner must have a specialty certification or at least 3 years of experience in the area of interest.	Learning activities may consist of continuing education or advanced training, implementing practice protocols or innovative service delivery methods, or obtaining AOTA-sponsored Foundations Badges, Micro-Credentials, or Professional Certifications. Learning activities may also be designed to prepare for entrance into a competitive fellowship post-graduation.	Project examples may include a comprehensive case study, a scoping literature review or critically appraised topic, or development of an evidence-based practice standard within the site.

Program Development and Evaluation

A focus in program development and evaluation involves identifying, developing, and evaluating the effectiveness of programs that meet the needs of groups or populations within clinical or community settings.

Capstone Site	Site Mentor	Learning Activity Examples	Project Examples
No capstone site requirement	Must be a credentialed practitioner, administrator, or have at least 3 years of experience in the setting.	Learning activities will include performing needs assessments, community profiles, designing and implementing programs in clinical or community settings, and evaluating effectiveness of the program in meeting the needs of groups and populations.	Projects may include development of a novel or innovative program for a site, report on effectiveness of an evidence-based program being implemented at a site, or quality improvement of an already established program.

Administration

A focus in administration involves gaining in-depth exposure to and knowledge of systems of practice and management in established or emerging areas of practice. Two tracks are available in this focus area:

- I. Organizational leadership: prepares students for future leadership positions within healthcare organizations, which could include hospitals, long-term care organizations, or government agencies.
- II. Entrepreneurship: prepares students for new business ventures, such as private practice or product-based companies.

Capstone Site	Site Mentor	Learning Activity Examples	Project Examples
Organizational leadership: Site must be a healthcare organization with administration roles in operations, finance, management, policy, and strategy.	Organizational leadership: Site mentors must have a direct leadership role within the organization, which must include administration or management duties.	Learning activities may include exposure to and engagement in administrative duties, developing remediation plans, or taking advanced training courses in entrepreneurship or organizational leadership.	Projects may include conducting financial analyses, developing a structured care model, submitting a grant proposal to obtain funding for continued programming, or developing a comprehensive business plan.

Entrepreneurship: Site must be an established company that is not associated with a larger health system or organization.	Entrepreneurship: Site mentors must be entrepreneurs who have engaged in developing either a for-profit or not-for-profit business.		
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OTD Student Advising

In Summer 2, the second semester of the OTD program, students will be reassigned as needed to their Doctoral Capstone Faculty Mentor as their primary academic advisor. This will be initiated and approved by the Doctoral Capstone Coordinator and the Faculty Mentor.

Student advising will follow the same guidelines as the MSOT program.

Capstone advising is provided by Doctoral Capstone Coordinator and the Faculty Mentor during the capstone preparation phase and throughout Level II fieldwork as outlined in the Doctoral Capstone Coordinator and Faculty Mentor Roles and Responsibilities.

Capstone Site Development Guidelines

OCTH 7102 Capstone 1: Exploration

Students, with guidance from the Doctoral Capstone Coordinator, will identify potential sites that align with their identified ACOTE focus area and interests and will initiate contact and communication with potential sites to identify the best fit. Course requirements include developing and receiving feedback on a phone script or email for initial contact and engaging in a mock interview with Doctoral Capstone Coordinator prior to making initial contact with a site.

Affiliated Sites:

Students will have access to current fieldwork sites and sites that have signed intents to accept doctoral capstone students during this process.

It is the responsibility of the student to identify if a desired site is currently a fieldwork site or affiliated site for the program. For sites with signed intents or that are currently fieldwork sites, the Doctoral Capstone Coordinator will make the first contact to establish initial interest in accepting a doctoral capstone student. Once the site has agreed to consider a student, then the student will follow course guidelines for initiating contact with the site.

Non-Affiliated Sites:

If a site is not currently affiliated with the program as a fieldwork site or otherwise, it is the responsibility of the student to follow course guidelines for initiated contact with the potential site.

Students must meet with the Academic Fieldwork Coordinator and Doctoral Capstone Coordinator to identify appropriate sites that align with both the Capstone and Level II Fieldwork placements during the second Spring semester.

- I. A student's Capstone site and Level II Fieldwork may not be completed at the same location. They may be completed within the same "site" as indicated on EXXAT, but the location must be different.
- II. Both the Academic Fieldwork Coordinator and Doctoral Capstone Coordinator will advise students on Capstone site development to ensure that the student receives a range of opportunities and that Level II Fieldwork is completed prior to commencement of the Capstone Experience.
 - a. In the event of a Level II Fieldwork being completed off-cycle, the student will delay the commencement of their Capstone Experience. It is the student's responsibility to communicate any changes in scheduling with the Capstone site.

OCTH 7103 Capstone 2: Development

Students, with guidance from the Doctoral Capstone Coordinator, will establish an initial site Student Capstone Agreement with their identified Capstone site in order to complete the needs assessment with input from the site. Students are responsible for communication and collaboration with the site during this course.

OCTH 7104 Capstone 3: Planning

Students, with guidance from the Doctoral Capstone Coordinator, will complete a capstone proposal that will inform the Student Capstone Agreement. The course will culminate with a Capstone Proposal Presentation to the capstone team and a signed Student Capstone Agreement by all team members, outlining:

1. Individual specific doctoral capstone experience objectives
2. An action plan for learning activities and assessment for meeting objectives
3. Plans for evaluation, supervision, and mentoring
4. Responsibilities of all parties

Program Responsibilities to Capstone Site

1. Assure that all students selected for participation in the doctoral capstone have satisfactorily completed all portions of the UMHB OT curriculum that are a prerequisite for participation in the Capstone Experience.
2. Assign grades to students participating in the capstone experience
3. Inform all UMHB OT students and personnel participating in the Capstone Experience that they are required to comply with the rules and regulations of the capstone site while on the premises of the site and comply with the requirements of Federal and State laws and regulations related to the site, including without limitation, privacy laws.
4. Provide information requested by the capstone site related to UMHB OT students unless prohibited by Federal or State law.
5. Assign a faculty representative to coordinate any UMHB OT activities at the capstone site, in collaboration with the site.

6. Provide the Facility with the current UMHB OT curriculum, Capstone Experience period and dates, course objectives, and syllabus, as well as all forms regarding students' capstone experience and instructions for completion of these forms, if applicable.
7. Other responsibilities may be specified in the fully executed affiliation agreement between the UMHB OT Program and capstone site. It is each entity's responsibility to adhere to specific requirements.
8. The Student Capstone Agreement will be reviewed and signed by the Doctoral Capstone Coordinator. The Doctoral Capstone Coordinator will orient the Site Mentor to the doctoral capstone process, including the Student Capstone Agreement, and will provide formative and summative evaluation procedures and documents for the mentor to complete as a formal measure of the student's performance.

Capstone Site Responsibilities

Site requirements will be outlined in the signed Student Capstone Agreement , which will be developed in collaboration with the site mentor for the designated site.

Site Mentor Requirements

1. Documented evidence of expertise in capstone content area.
2. Willingness and ability to provide evidence of credentials and expertise.
3. Agreement to work with student for the duration of the capstone preparation and experience.
4. Willingness to provide routine feedback to student throughout the process (face to face or virtually).
5. Willingness to support the student in development of capstone project and dissemination.
6. Willingness to provide evaluation of student outcomes.
7. Capstone mentors cannot have any familiar relation to the student.

OTD Student Responsibilities Prior to Capstone Experience

1. **Student Profile:** The student is responsible for the updating any changes to the Student Profile, which is part of EXXAT, the online database system used by UMHB MSOT Fieldwork and Capstone Education
2. Establish a capstone site according to UMHB guidelines
3. Establish a capstone team by having each member sign the *capstone team agreement form*, and initiate and engage in regular communication and collaboration for developing the capstone proposal
4. Submit a capstone proposal, which will include:
 - a. literature review
 - b. capstone objectives, including learning activities and assessment methods
 - c. plan for maintaining ethical standards throughout capstone experience
 - d. supervision and mentorship plan
 - e. quality management and improvement plan
 - f. project outcomes evaluation plan
 - g. student performance and site evaluation plan
 - h. dissemination plan

5. Develop and adhere to a professional development plan
6. Create a timeline and schedule of activities to be performed that align with site and learning objectives
7. Follow the process for academic and capstone advising as outlined in this handbook

OTD Student Responsibilities During Capstone Experience

This list is not inclusive and subject to change.

1. The student must identify him/herself as a “student occupational therapist” to any patient with whom he/she is involved in care. The OTS must ensure that the patient understands the patient’s right to decline participation in fieldwork education practices.
2. **HOUSING & TRAVEL DURING CAPSTONE EXPERIENCE** All arrangements and expenses pertaining to housing and travel during capstone experience are the responsibility of the student. UMHB OT program will provide the student(s) with any information available regarding site-specific housing.
3. **TIME TRACKING:** Students must adhere to the doctoral capstone experience guidelines for acquiring the minimum required hours, which is a minimum of 448 hours, with at least 80% of those hours being directly related to a documented objective. No more than 20% of the time may be devoted to related, but off-objective activities. The student is responsible for documenting hours using the UMHB OT Time Log and acquiring weekly signatures from both the student and the site mentor.
4. **PERIODIC UPDATES:** Students are required to submit any assignments or documentation assigned by the Doctoral Capstone Coordinator by the posted deadline. Any updates or assignments can be found on Canvas within OCH 7600 Capstone Experience and OCH 7100 Capstone Project Dissemination.
5. **CONFIDENTIALITY:** It is the policy of the UMHB OT Program that all patient information is treated with the appropriate level of confidentiality and adheres to the capstone site’s policies, which may include appropriate HIPAA regulations. This includes, but is not limited to, information shared during class presentations, labs and lectures. Patient releases should be obtained for images/videos and any information to be used in the academic and/or research setting.
 - a. Students are required to abide by the capstone site’s policy on confidentiality.
 - b. Students who believe they have witnessed a violation of the Program or capstone site’s patient confidentiality policy should contact their site mentor or the Doctoral Capstone Coordinator, depending upon the setting of the incident.
 - i. The site mentor and/or Doctoral Capstone Coordinator should discuss the situation with the party(s) involved and determine the appropriate action.
 - ii. This discussion should be documented and placed in the appropriate file at the capstone site and in the capstone education file in the academic setting.
 - c. If a student on a capstone experience commits a violation of the site policies, the site mentor and Doctoral Capstone Coordinator will be informed and take disciplinary action as follows:
 - i. The first Capstone Experience violation will result in an academic warning with a clear and measurable plan for remediation. Dismissal from the Capstone Experience may occur on the first offense at the discretion of the Doctoral Capstone Coordinator should the severity of the violation warrant.

- ii. Any violation of the terms of an Academic Warning during the Capstone Experience will result in dismissal from the Capstone Experience.
 - iii. No more than two separate violations may be committed throughout the duration of the Capstone Experience. A third individual violation will result in dismissal from the Capstone Experience and consequently the UMHB OTD Program..
- 6. **PROFESSIONAL BEHAVIORS:** Students are expected to demonstrate professional behavior at all times during capstone experience. Considerations related to professional behavior include, but are not limited to:
 - a. **All program professional behaviors requirements.**
 - b. **CELL PHONES:** Cell phones should be turned off while in the capstone experience environment and stored away from the patient care areas. If the cell phone is used during a break, it should be turned back off at the end of the break. Exceptions may be provided by the site mentor on a case-by-case basis.
 - c. **SOCIAL MEDIA/TECHNOLOGY:** Students should exercise extreme caution when using electronic and social media. Patient or capstone circumstances should not be discussed through these or other inappropriate means without direct relation to capstone objectives.
- 7. **MIDTERM CONFERENCE:** Site visit, video teleconferencing, phone call, and/or email communication are methods the Doctoral Capstone Coordinator or designated faculty will utilize to perform periodic and midterm conferencing. The student and the site mentor will be interviewed about the ongoing capstone experience.
- 8. **STUDENT EVALUATION OF THE CAPSTONE SITE:** The student will complete the UMHB OT Doctoral Capstone Site Evaluation at the end of the experience and share the information with their site mentors following the final evaluation outlined by the capstone team. This form affords feedback to the site about the capstone experience, and the form also provides information to future UMHB OT students and the academic faculty about a specific site. The form will only be shared with other students after the approval of the Doctoral Capstone Coordinator or designated faculty member.
- 9. **ATTENDANCE REQUIREMENTS:**
 - a. Students must complete the capstone experience requirements within 12 months following completion of Level II Fieldwork.
 - b. Successful completion of the capstone experience includes a minimum of 14 weeks of full-time work, with full-time being defined at 32 hours per week, for a total of 448 hours. Part-time or decelerated options will be considered at the discretion of the Doctoral Capstone Coordinator and agreement by the capstone team. Students must still meet the minimum number of hours and any extension beyond the academic semester may result in a delayed graduation date.
 - c. Actual days and hours will be determined by the student and site mentor with approval by the capstone team. This may include weekends and holidays.
 - d. Prior fieldwork experience, volunteer hours, or paid work experience may not be substituted for the hours engaged in the capstone experience.
 - e. Hours spent gathering data on-site, implementing, and evaluating the capstone project within the capstone site may be counted toward completion of the capstone experience.

Hours spent on writing literature reviews, developing the project, writing or documenting the project outcomes, preparing for project dissemination may NOT be counted toward completion of the capstone experience unless approved by the capstone team.

- f. When the student cannot attend on an agreed upon day that it is scheduled, the student must *immediately* notify the site mentor as well as the Doctoral Capstone Coordinator. Failure to notify the capstone site prior to the beginning of the scheduled day is unacceptable and may place the student and capstone experience in jeopardy. The student should notify the Doctoral Capstone Coordinator as per the course guidelines. The student should then present the site mentor and Doctoral Capstone Coordinator with a plan to complete the lost time within the OT Program's rules regarding absence limitations. The student must complete the hours within the prescribed time frame. Failure to complete capstone hours will result in an incomplete for the course.
 - g. Students are not allowed to request time off from the capstone experience for job interviews or paid employment.
 - h. In the event of inclement weather, students are to follow the attendance policies of the capstone site to which they are assigned. It is expected that students will use their best judgment in regards to their own personal safety.
10. **Capstone Site Rules regarding Medicare and other insurance company requirements:** It is the ultimate responsibility of the student to adhere to the student supervision guidelines that may be imposed on the capstone site by various insurance companies or provider networks. This should be clarified during orientation to the facility or possibly prior to beginning the capstone experience.
- a. Medicare: Students may have capstone experience at sites that accept Medicare and are therefore subject to Medicare rules and regulations. Students have been instructed in Medicare regulations during academic coursework regarding the student role under Part A and B. For up-to-date Medicare information, refer to the AOTA's reference page: Medicare Regulations and Guidance. It is expected that all capstone sites and capstone mentors adhere to appropriate rules and regulations regarding student patient contact. Please contact the Doctoral Capstone Coordinator or designated faculty if you need assistance with clarification on Medicare Regulations and Guidance. .
11. **INCIDENTS AT CAPSTONE SITE:** UMHB OT Program students involved in any accident or other incident in the capstone site which could adversely affect patient care should report the incident promptly to the site mentor and Doctoral Capstone Coordinator. The site mentor must be informed of any written report for which the student is responsible prior to the student leaving the capstone site and must receive a copy of the incident report within 24 hours of completion. The student and faculty will also document the incident for the student's capstone evaluation and attach the documentation to the capstone evaluation form.

Capstone Team Roles and Responsibilities

In addition to the OTD student, the Capstone Team includes the following:

- 1. Doctoral Capstone Coordinator
- 2. Faculty Mentor
- 3. Site Mentor

***OTD faculty may fulfill multiple roles on the Capstone Team, including the Doctoral Capstone Coordinator, the Faculty Mentor, and/or the Site Mentor.*

***There must be a minimum of 3 members of the Capstone Team, 2 of which must include the OTD student and the Doctoral Capstone Coordinator. In the case that the Doctoral Capstone Coordinator also fulfills the roles of the Faculty Mentor and Site Mentor, the student will identify an outside expert who can serve as the third team member to provide expertise in the area of focus or interest. This team member does not need to be affiliated with the Capstone Site.*

Doctoral Capstone Coordinator Roles and Responsibilities

Spring 2 (2027):

- Doctoral Capstone Coordinator will lead OCH 7101 Capstone 1: Exploration with instruction on the process, ACOTE focus areas, and expectations of the doctoral capstone.
- Collaborate with the student and AFWC to ensure there is no overlap between capstone interest areas and Level II Fieldwork placements.
- Advise students on capstone direction and potential sites with qualified site mentors
- Assign faculty advisors based on areas of focus and topics selected.

Summer 2 (2027):

- Doctoral Capstone Coordinator will lead OCH 7103 Capstone 2: Development with instruction and feedback provided on the needs assessment, literature review, and objectives and goals of the capstone, as well as establishing and collaborating with the site mentor.
- Establish capstone site and site mentor at the start of this semester with signed understanding of roles and expectations.

Fall 2 (2027):

- Doctoral Capstone Coordinator will lead OCH 7104 Capstone 3: Planning with instruction and feedback provided on developing the capstone proposal.
 - a. The capstone proposal will consist of a literature review and synthesis and goals and objectives of the experience/project with an action plan for meeting them, including a list of learning activities and assessment of knowledge. The proposal will also include methods of evaluating successful implementation of the capstone, performance evaluation methods, and a plan for dissemination of scholarly work and outcomes.
- Supervise, attend, and provide feedback for the student's capstone proposal defense in person at the end of the semester.
- The site mentor, faculty advisor, Doctoral Capstone Coordinator, and student will sign off on the feasibility of the project so that the student can complete the project in the 14-week period and a memorandum of understanding (MOU) will be signed.

Spring/Summer 3 (January-July 2028)

- Students will be responsible for maintaining monthly communication with site mentors and initiating adjusting capstone plans as needed with the support and approval of the Doctoral Capstone Coordinator to ensure readiness for beginning the Capstone Experience in August.

- The student will schedule at minimum, one advising meeting, with the Doctoral Capstone Coordinator during each Level II Fieldwork experience. This can be done in person or virtually.
- The Doctoral Capstone Coordinator will lead OETH 7301 Capstone 4: Seminar where students will engage in an intensive preparation course for 4 weeks prior to the commencement of the Capstone Experience creating a weekly schedule, tracking logs, and an orientation plan with the input of members of the capstone team as needed.

14-week Capstone Experience (August-November 2028):

- Oversee student during the Capstone Experience between the dates of August 7th and November 23rd. Assign and provide feedback to discussion board posts, evaluations, and adjustments to the capstone as needed.
- The Doctoral Capstone Coordinator will meet with the site mentor and student at least once during the 14 weeks either in person or virtually to discuss progress toward goals and address remediation plans as needed.
- The faculty advisor and Doctoral Capstone Coordinator will advise on dissemination of their scholarly work and is invited to attend the professional poster during the first week of December and prior to graduation.

Capstone Faculty Advisor Roles and Responsibilities

The site mentor during the experiential component of the academic capstone program would assist the student in the following manner:

Spring 2 (2027):

- The Doctoral Capstone Coordinator will assign advisees with faculty based on areas of focus and topics selected.

Summer 2 (2027):

- Provide guidance to the student during the needs assessment as needed as they establish and collaborate with the site mentor. The needs assessment was initiated in Spring and will be completed in the Summer by the student. A copy of the needs assessment and capstone objectives will be given to the site.
- Review the completed literature review of evidence to support the experience activities and project being planned for the site and provide guidance as needed.
- The student will contact the faculty advisor monthly or as needed to ensure that the capstone is developed thoroughly to meet the needs of the site.

Fall 2 (2027):

- The student will prepare the capstone proposal outlining how the experience and project will be implemented. This will be accomplished in collaboration with the capstone team, which consists of the doctoral student, faculty advisor, site mentor, Doctoral Capstone Coordinator.
 - a. The capstone proposal will consist of a literature review and synthesis and goals and objectives of the experience/project with an action plan for meeting them, including a list of learning activities and assessment of knowledge. The proposal will also include

methods of evaluating successful implementation of the capstone, performance evaluation methods, and a plan for dissemination of scholarly work and outcomes.

- Attend the student's capstone proposal defense either in person or virtually at the end of the semester.
- The site mentor, faculty advisor, Doctoral Capstone Coordinator, and student will sign off on the feasibility of the project so that the student can complete the project in the 14-week period and a Student Capstone Agreement will be signed.

Spring/Summer 3 (January-July 2028):

- The student will be completing MSOT Level II Fieldwork requirements off-campus. Students will be responsible for maintaining monthly communication with site mentors and initiating adjusting capstone plans as needed with the support and approval of the Doctoral Capstone Coordinator to ensure readiness for beginning the Capstone Experience in August.
- The student will schedule at minimum, one advising meeting, with the faculty advisor during each Level II Fieldwork experience. This can be done in person or virtually.
- Students will engage in an intensive preparation course for 4 weeks prior to the commencement of the Capstone Experience, where they will create a weekly schedule, tracking logs, and an orientation plan with the input of the faculty advisor and other members of the capstone team as needed.

14-week Capstone Experience (August-November 2028):

- The student will complete the Capstone Experience between the dates of August 7th and November 23rd. Specific dates and hours will be agreed upon by the student, site, and Doctoral Capstone Coordinator. Part-time schedules can be accommodated with approval of all parties, with the expectation that the student will complete the minimum required hours.
- The faculty advisor does not need to be present at the site, but needs to meet with the student once monthly at a minimum to ensure that the capstone objectives are being met.
- The faculty advisor and Doctoral Capstone Coordinator will advise on dissemination of their scholarly work and is invited to attend the professional poster during the first week of December and prior to graduation.

Capstone Site Mentor Roles and Responsibilities

The site mentor during the experiential component of the academic capstone program would assist the student in the following manner:

Spring 2 (2027):

- A site representative will meet with the student initially to establish a fit between student interests and objectives and the site needs and objectives.

Summer 2 (2027):

- Confirm match for student and site and establish a site mentor that has expertise in the area of focus. The site mentor does not need to be an occupational therapist.

- Meet with student for the needs assessment to identify program to be developed or enhanced and objectives to meet those needs. The needs assessment was initiated in Spring and will be completed in the Summer by the student. A copy of the needs assessment and capstone objectives will be given to the site.
- The student will prepare a literature review to find evidence to support the experience activities and project being planned for the site.
- The student will contact the site monthly or as needed to ensure that the capstone is developed thoroughly to meet the needs of the site.

Fall 2 (2027):

- The student will prepare the capstone proposal outlining how the experience and project will be implemented. This will be accomplished in collaboration with the capstone mentor as agreed upon by student, site mentor, and other members of the doctoral capstone team.
 - a. The capstone proposal will consist of a literature review and synthesis and goals and objectives of the experience/project with an action plan for meeting them, including a list of learning activities and assessment of knowledge. The proposal will also include methods of evaluating successful implementation of the capstone, performance evaluation methods, and a plan for dissemination of scholarly work and outcomes.
- Attend the student's capstone proposal defense either in person or virtually at the end of the semester.
- The site mentor, faculty advisor, Doctoral Capstone Coordinator, and student will sign off on the feasibility of the project so that the student can complete the project in the 14-week period and a Student Capstone Agreement will be signed.

Spring/Summer 3 (January-July 2028):

- The student will be completing Level II Fieldwork experience off-campus. Students will be responsible for maintaining monthly communication with site mentors and initiating adjusting capstone plans as needed with the support and approval of the Doctoral Capstone Coordinator to ensure readiness for beginning the Capstone Experience in August.
- Students will engage in an intensive preparation course for 4 weeks prior to the commencement of the Capstone Experience, where they will create a weekly schedule, tracking logs, and an orientation plan with the input of the site mentor and other members of the capstone team as needed.

14-week Capstone Experience (August-November 2028):

- The student will complete the Capstone Experience between the dates of August 7th and November 23rd. Specific dates and hours will be agreed upon by the student, site, and Doctoral Capstone Coordinator. Part-time schedules can be accommodated with approval of all parties, with the expectation that the student will complete the minimum required hours.
- The site mentor is as hands on as he or she needs to be but needs to meet with the student once a week to ensure that the capstone objectives are being met.
- The site mentor should offer suggestions on how to make processes flow smoother; however, the student does not need direct supervision and should not be completing the exact same duties as, or serving as an assistant to, the site mentor.

- The site mentor will ensure that the project meets the needs of the site

The site mentor is invited to attend the professional poster presentation on the capstone experience and project during the first week of December and prior to graduation

Background, Health and Wellness Requirements for Students

(See also Health and Training Policies section of this manual)

Background Check/Drug Screen	Completed upon entrance to program and for any site-specific requirements
CPR Certification	Completed prior to entrance to program. Must be current through end of fieldwork rotation
HIPAA Training	Completed during orientation to program; prior to Level II FW
Blood-Borne Pathogens Training	Completed during orientation to program and/or during program
Student Professional Liability Insurance	Provided by UMHB, as outlined in this Handbook
Proof of Health Insurance	Only if required by the fieldwork or capstone site, HIGHLY RECOMMENDED
TB Test (or Chest X-ray with + TB test)	Tuberculosis Screening: All students must complete tuberculosis (TB) screening prior to admission and renewed annually, must be current through the end of all fieldwork or capstone requirements. Acceptable TB tests include: A two-step Mantoux tuberculin skin test, serum QuantiFERON-TB test, or serum T-SPOT test. Students may obtain testing through their preferred healthcare provider. However, the two-step TB skin test is available free of charge through the UMHB Health Center. Test results must be submitted through CastleBranch®. If a TB screening result is positive upon admission or at any time during enrollment, the student must undergo further evaluation by a healthcare provider at their own expense. A medical clearance letter from the provider must confirm that all additional testing, including a chest X-ray, shows no evidence of active TB and that the student is cleared to return to campus and clinical sites. The provider's medical clearance letter must be presented to the UMHB Health Services Center. In addition, the student

	must keep the UMHB Health Services Center informed of any follow-up care throughout the prescribed treatment plan. Additionally, if the student needs disability accommodations during the course of treatment period (including absences) or upon approved return to campus and clinical sites, it is the student's responsibility to contact the Student Disability Services office.
Immunizations Required & Documented Appropriately	Only if required by the fieldwork or capstone site. Must be submitted through CastleBranch®.

NOTE: *If a capstone site has **specific expectations** and requirements regarding background, health/wellness and immunizations, the student will be provided with that information by the Program and is responsible for being in full compliance with those requirements.*

Doctoral Capstone Grading Criteria

OCTH 7600 Capstone Experience and OCTH 7100 Capstone Project Dissemination will utilize a grade of CR (credit) or NC (no credit). In certain circumstances, a grade of IP (in progress) may be assigned if the capstone course is not completed by the end of a semester.

The grade in each course is determined by the course instructor. Specific course requirements for grading will be included in each course syllabus. The Doctoral Capstone Coordinator will assign grades based on feedback provided by the established and approved student evaluation criteria outlined in the capstone proposal.

Professional conduct is a component of academic and capstone performance and will be evaluated accordingly. Program faculty will regularly assess student professional conduct using the Professional Behaviors form and professional standards outlined in the AOTA *Code of Ethics, Guidelines for Professional Conduct* and the *Texas Practice Act*. Faculty may also be required to assess a student's professional behaviors.

Basic Problem and Conflict Management Between Student and Capstone Team

If the student feels that an experience is not meeting expectations and needs, ***it is the student's responsibility to take positive action***. Each student has the responsibility to seek help in resolving a problem from the site mentor, and/or from the Doctoral Capstone Coordinator or designated faculty. Students on capstone experience may contact the Doctoral Capstone Coordinator or designated faculty during the evenings or weekends when needed (cell phone number will be provided).

Identification of the problem is the first step in the process, a step that definitely requires considerable thought and objectivity and which may require assistance. Communication is vital.

In the event that the persons involved agree that the conflict cannot be resolved, the student may be removed from the site. In this occurrence, a grade of IP (in progress) will be assigned until the student completes the fieldwork experience at the new fieldwork site.

To avoid unnecessary conflicts of interest, students are not allowed to participate in capstone experiences at sites where they have volunteered or worked in the past five years or at sites where they completed fieldwork for the MSOT program.

Students will not be assigned to a capstone site where a blood or affinity relationship exists within the occupational therapy department of that facility.

- Blood Relationship: A person's parents, children (including adopted children), siblings, grandparents, grandchildren, aunts, uncles, nieces, nephews and first cousins.
- Affinity Relationship: A person's spouse, stepchildren, stepparents, step grandparents, grandchildren, foster children

Steps to Conflict Resolution between Student and Site Mentor

Students that perceive a conflict has happened or is developing with a staff person, clinician or site mentor should proceed in the following suggested manner:

6. *Approach the person involved and ask to have a meeting* in private or during office hours.
7. *Come to the meeting prepared* with a list of facts (avoid vague perceptions or opinions).
8. *Be respectful and listen*, allow the person to complete their point before commenting.
9. *The meeting should involve forming a plan of action for both parties.* Conflicts may not resolve in one meeting and a certain amount of compromise might be required to come to a successful resolution.
10. *Contact the Doctoral Capstone Coordinator* or designated faculty to make them aware of the situation. They may become involved if requested or if they feel it is appropriate.

If a student believes that he/she is experiencing unlawful discrimination or harassment at a capstone site, he/she should immediately report such concerns to UMHB through the university's published reporting system, as outlined on Appendix E of this Handbook, in the UMHB Student Handbook and [REPORT It](#) website.

Rescheduling Capstone Experience

A student may request or be required to reschedule the Capstone Experience following submission of the capstone proposal, but before commencement of the experience, for various reasons. This may be initiated by the site or the student due to a health concern, conflict of interest, staffing or ethical issue, or for other reasons.

A student who wishes to reschedule a capstone experience prior to commencement must follow the following process.

- I. Submit a written request for rescheduling the capstone experience which should include a clear description of the reasons for the request and a plan for completing the experience within 24 months of completing Level II Fieldwork.
- II. The appropriate action will be determined by the Doctoral Capstone Coordinator based on the cause of the reschedule request as well as the totality of the student's conduct and performance.
- III. Once approved by the Doctoral Capstone Coordinator, the student is responsible for contacting the capstone team and establishing a plan for successful completion.

Dismissal from Capstone Experience

A student can be considered for dismissal from a capstone site by their own request. Dismissal can also occur by the request of site mentor or faculty mentor, or determination of the Doctoral Capstone Coordinator or other designated faculty. The appropriate action will be determined by the university based on the cause of the dismissal from the capstone site as well as the totality of the student's conduct and performance.

Evaluative Criteria

Capstone Program Evaluation

Students will develop a plan for evaluating process and outcomes of the capstone experience with the guidance of the Doctoral Capstone Coordinator during the capstone preparation phase.

Student Evaluation

Each student will be evaluated at midterm and during the final week using the UMHB Capstone Student Evaluation Form. The evaluation will be completed by all members of the capstone team, including the Doctoral Capstone Coordinator, Site Mentor, and Faculty Mentor.

Site and Site Mentor Evaluation

Each student is required to complete a Site and Site Mentor Evaluation Form. The form should be initiated at the time of the midterm and completed during the final week of the placement and shared with the site and site mentor during the final evaluation conference. The completed form provides feedback to the site and site mentor in order to develop and refine their ability to accept and support capstone students in the future. The form also provides information to students who are selecting sites for future capstone experiences. Completed forms are to be submitted to the Doctoral Capstone Coordinator within 1 week of completing the capstone experience. The form will be available on EXXAT.

Doctoral Capstone Coordinator Evaluation

The student, site mentor, and academic faculty will have the opportunity to evaluate the performance of the Doctoral Capstone Coordinator. This feedback is vital for growth and improvement to better the capstone education experience. The Doctoral Capstone Coordinator feedback form will be available on EXXAT.

Graduation requirements:

- Satisfactory completion of all MSOT Level I and level II fieldwork experiences

- Satisfactory completion of all coursework with a minimum course and program GPA of 3.0
- Successful completion of all doctoral capstone requirements
- Successful completion of required volunteer hours
- Successful completion of required professional development hours

DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

UMHB PROGRAMS OF OCCUPATIONAL THERAPY STUDENT HANDBOOK ACKNOWLEDGEMENT AND AGREEMENT

By signing below, I acknowledge that:

1. I have received information regarding the University of Mary Hardin-Baylor's OT Program policies, rules and procedures.
2. I am required to read this OT Student Handbook and the University's Student Handbook (<https://www.umhb.edu/students/student-handbook>) in their entirety.
3. I understand that the University's Graduate [Catalog](#) contains policies, rules and procedures that I must follow ().
4. I understand that I am required to read other policies that may be furnished to me from time to time during my enrollment in the program. I understand that I may request a written copy of each handbook or policy from the OT program director.
5. I understand that the OT program assigns students to all fieldwork placement sites and that there is no guarantee I will be assigned to a specific location or preceptor. I also understand that fieldwork placement sites are subject to change, sometimes without advanced notice. I understand that I must provide my own transportation and housing.

My signature further reflects my commitment to continuously comply with all policies and procedures of the OT program and the University.

Print Name

UMHB Student ID #

Student Signature

Date

Original: Student's education record in the OT Program

Copy: Student

APPENDIX A: ESSENTIAL FUNCTIONS

OCCUPATIONAL THERAPY PROGRAM - ESSENTIAL FUNCTIONS STATEMENT

The mission of the UMHB Occupational Therapy Program is to develop compassionate, well-prepared practitioners who possess a strong professional identity and love for lifelong learning and are prepared to engage in ethical evidence-based, entry-level practice, leadership, scholarship and service. To be successful in the program, students must have the ability to perform certain essential functions.

All applicants must verify their ability to complete these essential functions, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish tasks; for example, provision of support services to significantly decrease or eliminate physical and educational barriers caused by disability. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks or time restrictions which are required for competent entry-level practice.

If admitted, a student with a disability who requires disability accommodations must register with UMHB's Student Disability Services office . An offer of admission may be withdrawn or a student may be dismissed from the program if it becomes apparent that the student cannot complete essential tasks, or that fulfilling functions would create a significant risk of harm to the health or safety of others.

The following essential functions define the minimal physical, sensory, cognitive, professional, and behavioral abilities required for successful program completion.

Area of Skill	Essential Function	The Student is able to
Cognitive - Intellectual	The ability to recall and comprehend information and to apply this information to complex problems. The ability to learn complex information, be able to perform clinical problem-solving, and synthesize and apply information from the discipline of occupational therapy and related disciplines for sound clinical and professional judgment and development of appropriate plans of care.	Recall, interpret, analyze and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation. Recognize and define problems, develop and implement solutions, evaluate outcomes and adapt plan based on outcome assessment. Be able to recognize adverse reactions and emergency or urgent client related situations, and respond appropriately and calmly.
Communication	The ability to utilize appropriate and effective spoken, written, and nonverbal communication	Effectively process and comprehend written and verbal communications, in the English

	with clients/patients, caregivers, and other professionals from diverse lifestyles, cultures, beliefs, sexual orientation, races, ethnic groups, socioeconomic positions, and abilities. The ability to appropriately exchange information with others and to effectively educate and explain occupational therapy, assessment and intervention procedures to clients, caregivers, and other professionals.	language, in any form of media at a level consistent with full participation in academic and fieldwork environments. Participate in group and individual discussions, present oral and written reports and provide constructive feedback in the English language. Be able to recognize and interpret nonverbal behaviors and their effect on communication. Communicate effectively and professionally in written communication and documentation, utilizing correct spelling and grammar.
Sensorimotor	Adequate sensory and motor function to fully engage in all classroom, laboratory, community, clinical and fieldwork experiences during an 8-hour day and 40-hour week. Possess sufficient motor, sensory, memory, and gross/fine motor coordination abilities to perform routine client/patient care and ensure patient safety.	Demonstrate a variety of patient evaluations and interventions including (but not limited to): palpation, patient transfers, joint measurement, manual muscle testing, standardized and non-standardized assessments, ADL and IADL retraining, motor retraining Safely guard and mobilize patients with limited or no active movement. Demonstrate observational, reading and interview skills to obtain accurate information in classroom, laboratory, and fieldwork settings.
Social-Behavioral	Interpersonal abilities sufficient for appropriate, respectful and effective interaction with individuals and caregivers of diverse abilities and backgrounds.	Demonstrate empathy, compassion, integrity, honesty, and concern for others of all backgrounds.

	Ability to practice in a professional and ethical manner and possess the emotional stability to practice in a stressful work environment. Consistently engage appropriately and professionally with colleagues, clients, caregivers, peers, faculty, fieldwork educators, and others. In order to effectively interact with others, students must possess self-control, insight, the ability to reflect on one's own behavior, and receive and integrate feedback from others. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and education process.	Receive and deliver constructive feedback in a calm and respectful manner Demonstrate professional, ethical and legal behavior in academic and fieldwork environments. Deal with sensitive, confidential information respectfully and within the ethical standards of the profession. Demonstrate the ability to work productively in teams and groups. Appropriately handle the physical, emotional and mental challenges of a rigorous curriculum and varied educational and practice environments.
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ESSENTIAL FUNCTIONS ACKNOWLEDGEMENT AND AGREEMENT

I acknowledge that I am able to perform the Essential Functions identified above with or without reasonable accommodations. If I require any accommodation, I understand that it is my responsibility to contact the university's Student Disability Services office and comply with the University's policy on requesting accommodations. I further understand that such accommodations, if granted, are not applied retroactively.

Print Name

UMHB Student ID #

Student Signature

Date

Original: Student's education record in the OT Program

Copy: Student

APPENDIX B: PROFESSIONAL BEHAVIORS

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Please complete this questionnaire BEFORE the first scheduled meeting with your faculty advisor each semester.

1 = does not meet expectations 2 = approaching expectations 3 = meets expectations
4 = exceeds expectations 5 = exemplary

Item	1	2	3	4	5
Tasks Subsection	Total:				
I am attentive and professional during learning activities which may include but is not limited to ethics, regulations, policies and procedures.					
I actively participate and present ideas in class or during group discussions related to schoolwork.					
I am on time for all learning-related activities.					
I am committed to learning as evidenced by coming to class prepared and seeking out new knowledge and understanding related to the course material.					
I demonstrate a positive attitude towards life-long learning and the profession.					
I show confidence and self-assurance related to all learning activities such as identifying, articulating and analyzing problems. I Distinguish relevant from irrelevant and I recognize and differentiate among facts, illusions and assumptions.					
I complete my portion of group assignments					
I use supplies and equipment according to instructor guidelines.					
I notify the appropriate instructors before an absence.					
I discuss concerns with instructors.					
Oneself Subsection	Total:				
I recognize my own strengths and limitations.					
I assume responsibility for my own actions.					
I set realistic personal goals.					
I critique my own performance.					
I exhibit flexibility by adapting to unexpected changes in the schedule.					
I prioritize multiple commitments by using my time and resources wisely.					
I identify my learning needs and resources.					
I focus on the tasks at hand without dwelling on past mistakes					
I use appropriate outlets to cope with stressors.					
Others Subsection	Total:				
I give constructive feedback to peers and others.					
I accept constructive feedback without defensiveness.					
I demonstrate appropriate follow-up to feedback, and/or missed time or work.					
I reconcile differences through appropriate channels of communication.					
I show an awareness of, and respect for, cultural diversity of peers and others by engaging in effective and non-judgmental interactions					
I show respect for the opinions and feelings of peers and others.					
I show respect for the confidentiality of peers and others.					
I display professional appearance and attire.					
I separate personal and professional issues.					

APPENDIX C: STUDENT PROFESSIONAL PORTFOLIO

Professional Development Units

Student: _____ Faculty Advisor: _____

PDU Tracker:

Event	Date	Time (¼ hour increments)	Instructor/Sponsor	Location

Volunteer Service Hours Tracking Form

Student: _____ **Faculty Advisor:** _____

Must document a minimum of 20 hours per year

[illegible]

When applicable, save certificates of completion to show your advisor.

Volunteer service hours should be related to your professional development in some way. For example, volunteering at the animal shelter is great, but it does not impact your growth toward becoming an OT in any way.

Examples of Acceptable Activities:

- SOTA sponsored service activities
- Church activities
- Serving at a local homeless/women's shelter
- Working in a community garden
- Volunteering with kids at a youth center
- If you are unsure if a volunteer activity would qualify, please ask your advisor.

****Note:** Job/work related activities cannot count as volunteer service. Regardless of the activity, if you are being paid for the service, then it is not volunteering.

APPENDIX D: ACADEMIC ADVISING DOCUMENTS

ACADEMIC ADVISING RECORD

Student's Name: _____

Date: _____

Purpose of Conference: ____ Routine Advising ____ Special Circumstance

Specific Outcomes & Recommendations:

Student's Comments:

*Student's Signature: _____ Advisor's Signature: _____

Additional Signatures (if required): _____

One copy to the student, one copy is retained in the student's record.

**Signature of student indicates he/she has read this Advising Record. It does not necessarily indicate agreement*



Academic Alert Form

Student: _____
Student ID #: _____
Course: _____

Date: _____
Program: OT

Your academic and/or clinical performance is not currently meeting the professional performance standards of this program. The faculty wish to assist you in making steady academic/clinical progress by helping you identify performance factors that may be hindering your success. Although the outcome of your success in this course / program has not yet been determined, focusing on the following issue(s) and making the necessary corrections will be beneficial to your academic/clinical performance.

Performance Factors (check all that apply)

Comments:

- ☐ Excessive absences from class/clinical. _____
- ☐ Substandard test/assignment performance. _____
- ☐ Failure to request make-up for tests and/or assignments. _____
- ☐ Failure to submit assignment on time. _____
- ☐ Lack of preparation and response in class activities or clinical assignments. _____
- ☐ Unacceptable conduct/behavior in class/clinical. _____
- ☐ Substandard communication techniques with faculty, Staff, patients, patient families, or other students. _____
- ☐ Unprofessional Behavior. _____
- ☐ Substandard clinical performance: _____
 - ☐ Unsafe performance of a technical skill. _____
 - ☐ Other: _____

Correction Plan is self-evident for some factors. Additional suggestions for improvement include:

Student Comments:

Received by:

Provided by:

Student _____ Date _____

Faculty _____

Program Director _____

8-8-25

Academic Warning Form

Student Name:	Student ID #
	Academic Term and Year:
Category of Academic Warning: ☐ Academic Probation (attach Notice of Probation letter) ☐ Elevation of Academic Alert during semester (attach Academic Alert)(automatic for academic dishonesty alert) ☐ Failure to comply with a Remediation Plan (attach) ☐ Violations of Program Policies or Procedures (attach pertinent policy, excerpts from handbook, clinical manual, etc.)	
Details:	
Conditions of Warning / Outcomes: (Check all that apply)	
☐ Successfully complete Remediation Plan(attach)	☐ Successfully complete additional Academic Assignments(attach details)
☐ Meet with Advisor on or before (date) _____	☐ Other: _____
☐ Submit required documents on or before (date) _____	☐ Refer to Dean of Students for additional review
This Academic Warning is provided to support and assist the student in academic success. Failure to attain and sustain required academic performance and/or failure to comply with the terms of this Academic Warning will jeopardize the student's standing in the Program and will result in additional action, including dismissal from theProgram.	
Student Signature:	Date:
Program Director Signature	Date:

REV 8/2025

APPENDIX E : ANNUAL SECURITY AND FIRE SAFETY REPORT (CLERY REPORT) AND OTHER SAFETY INFORMATION

In compliance with federal reporting requirements contained in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Mary Hardin-Baylor Police Department publishes an Annual Security and Fire Safety Report. This report includes statistics for the previous three years concerning reported crimes and fires that occurred on-campus in certain off-campus buildings or property owned or controlled by UMHB and on public property within, or immediately adjacent to and accessible from the campus. This report also includes UMHB's policies concerning campus security and fire safety.

A copy of the University of Mary Hardin-Baylor Annual Campus Fire and Safety Report is available for your review. A printed copy of this report can be obtained by contacting the University of Mary Hardin-Baylor's Campus Police Department at (254) 295-5555 or at <https://www.umhb.edu/resources/police/policies-reports#1845>.

Each year, an e-mail notification that provides the web site containing this report is sent to the UMHB email address of all current students, faculty and staff. Additionally, all prospective students and prospective employees are entitled to request a copy of the University of Mary Hardin-Baylor Annual Campus Security and Fire Report. Printed copies of the report may also be obtained at the University Police Department located in suite 107 of the Mabree Student Success Center, by calling (254) 295-5555, by emailing police@umhb.edu or by writing to:

UMHB Police Department
UMHB Box 8350
900 College
Belton, Texas 76513

Daily Crime and Fire Log

The University Police Department maintains a combined Daily Crime and Fire Log. This log provides limited information pertaining to all crime and fire incidents reported to the Department. The University Police publishes the Daily Crime and Fire Log, Monday – Friday, when the University is opened. This log is available for inspection at the UMHB Police Department located at 905 Moore Ave, Belton Texas.

Alcohol and Other Dangerous Drugs Biennial Report

The university also publishes an Alcohol and Other Dangerous Drugs Biennial Report. The purpose of this report is to comply with the Drug-Free Schools and Campuses Regulation (EDGAR Part 86). Institutions of Higher Education (IHE) receiving federal funds or financial assistance are required to maintain programs which prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. To comply with this regulation, IHE, such as the University of Mary Hardin-

Baylor, are required to complete biennial reviews of their Alcohol and Other Drug (AOD) program to determine effectiveness and consistency of enforcement of sanctions, along with the number of alcohol and drug violations.

For a printed copy of either report, please contact the UMHB Police Department at (254) 295-5555, or visit in person at 905 Moore Avenue, Belton, Texas, 76513.

Sexual Assault or Sexual Violence

The University strives to create a campus environment that is free from sexual violence, sexual assault, sexual harassment, or gender-based harassment, all of which are prohibited by university policy and by federal law. Detailed information about reporting crimes, sex offenses, or violations of the university's policies can be found in the Student Handbook at <https://www.umhb.edu/students/student-handbook>, the university's Title IX webpage at <http://www.umhb.edu/titleix> and UMHB's Annual Campus Crime and Fire Safety Report at <https://www.umhb.edu/resources/police/policies-reports#1845>. In accordance with state law, the university has an anonymous reporting portal on its homepage at <https://www.umhb.edu/>.

University Police

The University of Mary Hardin-Baylor Police Department operates under the authority given to private universities in section 51.212 of the Texas Education Code and section 2.12 of the Texas Code of Criminal Procedures. The University of Mary Hardin-Baylor Police Department functions as an organized police department within the State of Texas.

As part of the Campus Planning and Support Services Division, the department employs both full-time and part-time police officers. Each UMHB police officer is licensed and certified by the Texas Commission on Law Enforcement. Each of our officers are vested with all rights, powers, and privileges associated with the position of Peace Officer in the State of Texas and have arrest authority. In addition, UMHB officers are authorized to take enforcement action on property owned or controlled by the university and at off-campus locations when performing duties assigned by the University.

The UMHB Police Department is staffed 24 hours a day, 365 days a year. The UMHB Police Department is located on the first floor of the Mabree Student Success Center at 905 Moore in Belton, Texas. Administrative offices are closed on campus holidays and weekends. The UMHB Police emergency number is answered 24 hours a day, 7 days a week, including holidays. Individuals in need of Police assistance should call 911 or (254) 295-5555, or 5555 from any campus telephone.

[Learn more about the University Police Department](#)

Inclement Weather and University Cancellation Notices

During inclement weather, university officials may use the CruAlert system and local news media outlets to disseminate information regarding changes to university class schedules, office operations, and/or special events. In addition, information pertaining to change in the university's normal

schedule is available on the university's website.

Please do not contact the university police for routine schedule information during times of a weather emergency.

In the event of severe weather, the CruAlert system will provide information and instructions. This information may be sent using one or more of the following methods:

1. Text message to cell phone (automatically opted in)
2. Audio message to a cell phone or other telephone (including parents/guardians)
3. Email notification to UMHB email account
4. Outdoor mass notification system
5. Designated websites (www.umhb.edu)
6. Radio and TV alerts through local news media
7. Other emerging communications platforms (e.g., Twitter, Facebook, etc.)
8. The University's Website and the University Police Department's webpage are immediately accessible via computer by all employees, students, and guests.

When a TORNADO WARNING is issued, occupants should move to designated interior classrooms, offices, restrooms, locker rooms, or other secure locations. When possible, do not shelter in areas with windows or exterior walls/doors.

Mandatory make-up class time or additional work will be determined by the MSOT program director. Typically, the class will be made up during regular gaps between classes. This may include earlier, later, or weekend hours. Students are expected to be present for make-up classes and responsible for any make-up work. If inclement weather occurs when a student is to report to a fieldwork placement site and the site is closed, the student is excused from fieldwork activities for that day only. However, the student must immediately inform the AFWC via email notification about the closure.

Learn more about the university's [CruAlert System](#).

Reporting a Crime or Emergency

The University is part of the Bell County 911 system. When summoning emergency assistance, individuals should:

First, call 911 directly:

1. To summon an ambulance to the UMHB campus for medical emergencies
2. To summon the Fire Department for on-campus fires
3. To report a crime in progress

In addition to dispatching medical and fire personnel, 911 dispatchers should also notify university police department. **When calling 911:**

- First, provide the emergency dispatcher with your specific campus location (especially

if you are calling from a cell phone).

- Second, as time and circumstances allow:
 - Call the University Police Department at (254) 295-5555 immediately after you disconnect from 911
 - Send a reliable person to watch for and guide emergency personnel to the scene.
- Third, as time and circumstances allow:
 - For MEDICAL EMERGENCIES: provide basic first responder care as needed (within the scope of your training) until emergency personnel arrive.
 - For FIRE: activate nearby alarms, evacuate the areas and assist others.
 - For CRIMES IN PROGRESS: evacuate or shelter in place, as appropriate to the situation.

For non-emergency situations on campus: Call the University Police Department directly at (254) 295-5555.

In addition, reports of suspected criminal activity or past fires may be made to an individual identified as a Campus Security Authority.

Fire Safety, Fire Drills and Fire Alarms

The university has adopted a number of procedures designed to prevent fires on campus, including prohibitions regarding open flames, cooking devices, space heaters, etc. Additional information is located in the [Guide to Campus Housing](#) for students who reside on campus.

If you discover a fire or any signs of a fire in a UMHB building, parking lot, or on the grounds of the campus, you should immediately call 911. If time allows, also call the UMHB Police Department at (254) 295-5555.

If you observe smoke or other signs of fire in a building, exit immediately. As you approach the exit, you will find a red fire alarm pull station. Follow the directions on the pull station to activate the building's fire alarm system.

If you find evidence of a fire that has already been extinguished and you are not sure whether the police department has responded, please notify the police department so they have the opportunity to investigate and document the incident.

Upon activation of any fire alarm system, all building occupants are required to evacuate and follow staff directions to the nearest assembly point. When evacuating a building you should:

1. Use the nearest unaffected exit.
2. Use stairs and not the elevator.
3. Use your hand to test the door for heat prior to attempting to open any closed door.
4. Stay low to the ground and proceed to the nearest exit or shelter in place if you encounter smoke.
5. Close all doors during the evacuation to limit the spread of fire and/or smoke.
6. Once you are safely away from the building, call 911. If time allows, call the UMHB Police Department at (254) 295-5555.

When a fire alarm is activated, the elevators in most buildings will be recalled to the first floor and stop automatically. If caught in the elevator, push the emergency phone button. The emergency elevator phones typically ring to the UMHB Police Department.

All alarm activations are investigated and documented by the UMHB Police Department. In addition to the police department's response, the City of Belton Fire Department responds to alarm activations upon requests.

Fire drills

Unless a drill has been announced, any fire alarm should be treated as an actual fire event. It is the responsibility of all occupants of university buildings to be familiar with building exits, and follow all instructions given during an evacuation.

Fire alarm locations

Residence Halls and UMHB facilities are equipped with a fire alarm system, which may be activated, by a:

- manual pull
- heat detector
- smoke detector
- sprinkler system
- standpipe system

Upon activation, an audio/visual warning device will alert the buildings occupants of a potential hazard.

Some of the university's apartments and houses are equipped with single-station automatic smoke detectors. These devices will sound an alarm at the device once smoke is detected.

All of the university's alarm systems are local alarm systems, and are not monitored at a remote location. In addition to fire detection equipment, all UMHB facilities have fire extinguishers located throughout the building. Use good judgment to determine your ability to extinguish a fire. Never attempt to extinguish a fire unless it is small and manageable and you have been trained to do so. Fire extinguishers are meant for small fires. Again, it is safer to evacuate the building than try to

extinguish a fire if you are unfamiliar with how to properly use a fire extinguisher.

Automatic sprinkler systems are located in several buildings on campus.

All fire alarm systems and fire suppression systems are inspected on an annual basis by a licensed contractor. In addition, UPD personnel also inspect fire extinguishers on a routine basis.

“Never Walk Alone” Campus Safety Escort

The UMHB Police Department provides safety escorts for any member of the university community from dusk to dawn. In addition, safety escorts during daylight hours may be provided when documented safety concerns exist. This service is limited to locations on the campus.

Fieldwork Sites often have similar services.

Weapons on Campus

UMHB prohibits the possession of:

1. any dangerous weapon as defined by Chapter 46 of the Texas Penal Code (either openly or in a concealed manner), or
2. facsimiles of dangerous weapons such as “hoax bombs”, water guns or toy guns and knives, on campus and at all University-sponsored events and trips.
3. Prohibited weapons include (but are not limited to) Clubs, Explosive Weapons, Handguns, Firearms, “location-restricted” Knives with a blade over 5 1/2 inches, Chemical dispensing devices (other than a small chemical dispenser such as pepper spray sold commercially for personal protection), and Conducted Energy Device - CED or “tasers” (other than a small CED which is sold commercially for personal protection and does not resemble a firearm).

Any personal protective device allowed on campus should not be displayed except when the need for self-defense can be reasonably anticipated.

If allowable personal protection devices or any object allowed on campus is displayed or otherwise misused by a person in a manner or circumstance that would reasonably be perceived as a threat, that conduct will be considered a violation of the university’s rules of conduct and also may constitute a crime under state or federal law.

Student-owned sporting firearms or other weapons (including all BB and pellet guns) are the responsibility of the owner and must be stored at an appropriate off-campus location.

As a private religious university, UMHB policy, as allowed by state law, prohibits the possession of firearms, explosives, weapons, or any item that may be construed as such, in any building or property under university control. **This prohibition applies regardless of whether a state license to carry a firearm has been issued to the possessor.** There are some limited exceptions to this policy including, but not limited to certified and licensed law enforcement personnel who are authorized to carry a firearm. Anyone found violating the university’s weapons policy shall be subject to the disciplinary

policies and procedures applicable to students, as well as criminal prosecution.

University policy does not prohibit the storage or transportation of a firearm or ammunition in a locked, privately owned or leased motor vehicle by a person who is authorized to possess the firearm.

Emergency Preparedness and Alert Systems

In the event of an emergency on campus, the university will, to the best of its ability, activate its Mass Notification System. This system uses a variety of methods to provide information to the UMHB community. The following means of communication comprise the mass notification system:

- Two outdoor sirens
- Telephone notification
- Text notification
- Email notification
- Intranet/internet notification
- UMHB TV and Public Broadcast Stations.

[Additional information is available here.](#)

It is the responsibility of each student to maintain updated and accurate contact information with the UMHB Registrar's Office

Timely Warnings

When a situation arises either on or off campus that, in the judgment of the Chief of Police, constitutes an ongoing or continuing threat to the campus, a campus-wide warning may be issued.

Anyone with information warranting a timely warning should report the circumstances to the UMHB Police Department by phone at (254) 295-5555 or in person at the office located at 905 Moore Street in the Mabee Student Success Center.

Public Access to UMHB Campus

The University of Mary Hardin-Baylor private property, accessible to members of the public who have a legitimate need to visit the campus. The times in which campus buildings as well as recreational areas are closed will fluctuate throughout the year. Once a building is secured, access is restricted to authorized personnel only. Students needing access to “closed” buildings must provide the university police department with written authorization from their instructor or other authorized university administrator.

University buildings and facilities are open during normal business hours Monday-Friday and for limited hours on Saturday and Sunday. The campus is considered closed during university approved holidays and at other times designated by the university. Any individual found in or trying to enter a “closed” building is subject to disciplinary action and/or criminal prosecution.

Information regarding student and visitor access to residential buildings may be found in the [Guide to Campus Housing](#).

Students should notify the University Police Department at 254-295-5555 for assistance regarding concerns about visitors on campus.

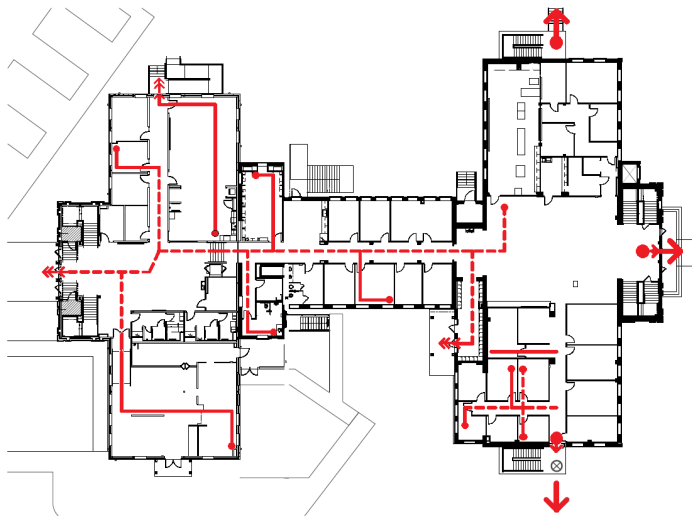
APPENDIX F: HARDY HALL EMERGENCY RESPONSE PLAN

R.A.C.E. Fire Response Procedure

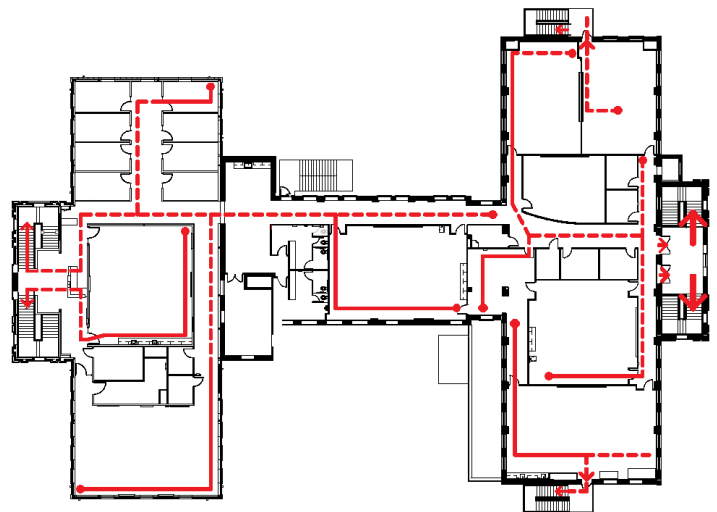
You must follow the R.A.C.E. fire procedure before attempting to extinguish any fire.

R	Rescue/Remove Rescue or remove any persons from the immediate scene
A	Alert/Activate Pull the nearest alarm and call 911, then the following numbers: University Police: 254-295-5555
C	Confine Close all doors to the hazard or fire area
E	Extinguish/Evacuate Extinguish using the closest fire extinguisher if the fire impedes your evacuation. Evacuate to the Quad and remain until accounted for.

Evacuation Routes



Hardy Hall First Floor



Hardy Hall Second Floor

Assembly Points

After evacuating a building, all occupants are required to report to the facilities primary assembly location. Reporting to the primary assembly point aids in the accountability process.

- | | |
|--------------------------------|--|
| 1. Outdoor Primary Location: | Quadrangle located in front of Hardy Hall. |
| 2. Outdoor Alternate Location: | Lord Hall |
| 3. Indoor Primary Location: | Walton Chapel |
| 4. Indoor Alternate Location: | Mayborn Campus Center |

APPENDIX G: STUDENT PARTICIPATION AGREEMENT

University of Mary Hardin-Baylor

Programs in Occupational Therapy

STUDENT ACKNOWLEDGMENT AND AGREEMENT

PRINT STUDENT NAME:	
STUDENT UMHB ID #:	
AREA CODE & CELL PHONE #:	

Confidentiality of Information _____ Initials

1. During the course of my participation in the OT program, I understand that I will have access to, and be provided with, certain confidential information for educational purposes including but not limited to: patient information, information obtained prior to the simulation or actual fieldwork experience, information obtained during the simulation or actual fieldwork experience, and information obtained during the debriefing portion of the simulation or actual fieldwork experience.
2. I agree to maintain strict confidentiality about the details of simulated fieldwork experiences, including patient identification, the simulation scenarios, and the performance of any participant(s). I will not discuss my assignments, findings, or experiences in the simulation center or debriefing room until all students have completed the assignment. Doing so may compromise the learning experience for my peers.
3. During the course of my participation in this program, I may have access to medical information which UMHB may have a duty to treat as confidential. I agree that I will maintain strict confidentiality of records, documents and all other information to which I have access during and after my student participation in the OT program. I understand that the intentional disclosure by me of the information to any unauthorized person could result in disciplinary action including expulsion from the university, and/or criminal or civil penalties.
4. I will not permit myself or any other person to copy or reproduce OT program or fieldwork or capstone facility documents other than what is required/allowed in the regular course of my academic studies. Furthermore, I will immediately report to the faculty or other university administrator any unauthorized use, alteration, duplication, or disclosure of information.

Use of Equipment and Supplies _____ Initials

1. I acknowledge that OT student fieldwork supplies are intended for educational purposes only and are not intended for general consumer, personal, clinical or diagnostic use. I will follow all instructions provided regarding the utilization and return of fieldwork or capstone lab supplies.

2. I acknowledge that the use of student fieldwork or capstone lab supplies involves potentially hazardous activities. Universal precautions are required to prevent contact with blood or other potentially infectious body fluids. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious. Any syringes or needles must be kept in a contained location and must be disposed of in a biohazard container after use.
3. I acknowledge that I am solely responsible for the appropriate utilization and security of student fieldwork or capstone lab supplies issued by the University of Mary Hardin-Baylor. The university strongly recommends that students keep their supplies in a secure place.

Participation in Class, Simulation Lab, Fieldwork, Capstone and Other Educational Activities

Initials

1. I agree to conduct myself in a professional manner at all times.
2. I agree to comply with all university policies, including but not limited to standards of conduct, the use of alcohol and drugs, safety rules, the use of personal protective equipment, dress code, and emergency procedures.
3. I acknowledge that my participation in class or fieldwork/capstone assignments while impaired by alcohol or drugs, horseplay and other unsafe behaviors are strictly prohibited.
4. I agree that I will immediately report to my supervisor or other university administrator any injury, accident, exposure to blood or bodily fluids, or other serious incident that I incur or witness.
5. In addition to my duty to self-report to the Dean of Students (or to submit the report by another legitimate source such as spouse or legal counsel) any charge or indictment or information filed in connection with an alleged violation by the student of any Federal, state, or local statute, rule, or regulation punishable as a crime within three (3) calendar days of charges being filed, I agree to self-report to the OT Program Director within the same timeframe.
6. I agree to follow OT program procedures and the verbal or written instructions of UMHB faculty/administrators and fieldwork/capstone site supervisors.
7. I will remain current on all procedures and rules related to the OT program and to attend all mandatory training or orientation sessions. I understand that I am required to successfully complete training provided by the university or fieldwork/capstone sites to which I am assigned, and abide by all rules regarding emergency response procedures, bloodborne pathogens and general safety procedures.
8. I agree to complete my assignment on time as scheduled.
9. I understand that I am required to stay within my assigned student scope of responsibility. I understand that I am not allowed to make a diagnosis or recommendation for treatment of any patient, and I am not allowed to assess/critique an existing diagnosis or recommendation for treatment of any patient.
10. If I need a short break, I will leave the environment quietly without disturbing my peers. I will speak at the volume and tone appropriate to the setting.
11. I understand that participating in simulation-based training is part of my fieldwork preparation. I will engage in and participate in the simulation fully as a professional and treat it as a realistic patient care experience. I will remain current on all procedures and rules related to the OT program, and I will attend all mandatory training or orientation

sessions.

Authorization to Audiovisual Record and Display of My Coursework _____Initials

1. I understand that all classrooms, labs and simulated fieldwork experiences may be audio and video recorded to be used for debriefing and educational purposes.
2. Photographs may be taken of any activity in the OT programs. These photographs may be used for the UMHB website and/or promotional purposes. I understand that I will not be compensated in any way for the use of my image or coursework.
3. The university may also photograph, video, and/or audio record me during examinations and these recordings may be used as evidence for any cases of expected violation of any university, college or program policies.
4. I agree to allow the University of Mary Hardin-Baylor to use any of my work produced for any UMHB course to be displayed, available to accrediting agencies, or be used in recruitment. I understand and agree that I shall not have any rights or claims of any kind against UMHB, or its students or employees, arising out of this use.

Consent for Drug Testing _____Initials

1. As a participating student attending UMHB, I hereby acknowledge that I have received information about and have been allowed an opportunity to discuss the Drug and Alcohol Testing policy with representatives of UMHB. The policy is also available [here](#). I understand the meaning, goals, and provisions of this policy as well as sanctions and interventions that will be administered if I am found to have tested positive for prohibited substances.
2. I understand that my participation in drug testing is a condition for my participation in this program. I agree to participate, and I accept the conditions of the policy as interpreted by designated representatives of UMHB. I understand that I may revoke this consent form at any time. However, if I revoke this consent form or refuse to participate in drug testing, I understand that I surrender the privilege to participate in the program at UMHB.
3. I agree that employees, agents, or drug testing vendors designated by UMHB will: oversee my participation in drug testing and related activities; obtain urine or other specimens from me; test and analyze such specimens; maintain records and results of such tests and use those records for the purposes of the policy; and take other actions as provided in the policy. I agree to provide any specimens as requested. I understand that my selection to participate in testing may or may not be as a result of random selection.
4. I agree to disclose all medications that I may take during my participation in the program to the drug testing facility as required per the UMHB's Drug and Alcohol Policy. I understand that taking nutrition supplements may result in a positive drug test and that I take supplements at my own risk.
5. I understand that a violation of UMHB's Drug and Alcohol Policy or my failure to report for testing at the date, time and place designated or any attempt I make to alter, mask or substitute my specimen will result in sanctions, including temporary or permanent suspension from participation in the program, and that professional counseling and/or follow-up testing may be required as terms for reinstatement. If I am selected to participate in a drug test, the contact information above will be used as the primary means to contact me. I attest that it is current and if it changes, I agree to notify the OT

program director and the Registrar's Office immediately.

Consent to Release Information _____ Initials

1. I authorize the OT program director, or designee, to release information regarding my compliance with the drug and alcohol policy, including my drug testing results, counseling reports or other information relevant to my continuation in the Program. This release of information shall include the UMHB administration, referring physicians, UMHB counselors, my parent/legal guardian or spouse, another institution for which I have applied for admission, and any designee of the foregoing.
2. I authorize the OT program director, or designee, to release information to fieldwork sites (preceptor and administrative personnel) the results of my background check, and my required vaccination/immunization status as stated within the rules, regulations, and contractual affiliation agreement of the facility and UMHB.
3. I understand that this consent and the results of my drug testing shall only be disclosed in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Buckley Amendment), including my right to obtain copies of my records related to the Program.

Release of Liability and Indemnity Agreement _____ Initials

I understand that participating in the Occupational MSOT or OTD program and related activities, including fieldwork sites/patient settings, is potentially hazardous. The risks include exposure to contagious illnesses, such as MRSA, influenza, and COVID-19, in fieldwork sites; contact with other sick patients; contact with blood or bodily fluids; exposure to radiation and chemicals; the use of tools or equipment provided by UMHB or fieldwork sites; and other risks which are too numerous for an exhaustive list. While particular health and safety protocols, rules and personal discipline may reduce these risks, the possibility of serious illness or death will still exist. In consideration of the opportunity to participate in the OT program, I am accepting and assuming full responsibility for any risk of death or injury arising from my participation.

I forever discharge, waive, and release any claim to recover from UMHB or its employees or agents (the "Released Parties") any damages, costs, attorneys' fees, expenses, or obligations of any kind which I or any person acting on my behalf might otherwise have for injuries, illnesses, disabilities, death, or property loss which I may sustain arising out of my participation in the OT program. Neither I nor any representative acting on my behalf will make any claim or bring any suit or action against the Released Parties for injuries to me or damage to my property arising out of the OT program even if it is caused by the negligence of the Released Parties, excepting only harm intentionally caused by the Released Parties.

If I bring a lawsuit or action against one or more of the Released Parties in connection with a claim I have undertaken to waive and release with this Agreement, I will indemnify and hold the Released Parties harmless from all damages, costs, and expenses, including but not limited to attorneys' fees and court costs, which any of the Released Parties might incur in defending such an action.

I understand that UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends that I maintain individual medical insurance for the duration of my participation in the OT program.

I affirm that I am at least 18 years of age. I have read this document carefully, and I understand that it is a binding commitment which waives and releases legal rights which I might otherwise have.

Print Name

UMHB Student ID #

Student Signature

Date

Original: Student's education record in the OT program

Copy: Student

APPENDIX H: PARTICIPATION OF OT STUDENTS AS HUMAN SUBJECTS

Functional anatomy and physical diagnosis are best learned through the study of living subjects. Firm foundations laid early in physical diagnosis will prevent uncomfortable floundering and error in clinical areas involving actual patients. For this reason, students in the program are required to participate as living subjects, as well as examiners (in an interchangeable fashion), during selected courses during the pre-clinical and clinical phases.

Generally, students learn these examination techniques and skills with the guidance of an experienced instructor. Students also agree to practice comprehensive examinations on both genders to successfully complete the program. Failure to practice skills on both genders may result in dismissal from the program.

Students will practice various therapeutic techniques in the required lab and, occasionally, lecture or classroom courses. In addition, to provide students both a complete perspective on various therapies and the opportunity to practice, students are expected to practice obtaining medical histories and performing physical exam techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians.

Any student who is uncomfortable signing this acknowledgment or has concerns about participating in these classroom or lab exercises should discuss these concerns with the OT program director. In addition, any student who believes that they have been subjected to inappropriate conduct in the course of a classroom or lab exercise should promptly discuss these concerns with the OT program director or Title IX Coordinator.

By signing below, I hereby affirm that I understand this policy and agree to abide by it. I affirm that I am at least 18 years of age.

Print Name _____ **UMHB Student ID #** _____

Student Signature _____ **Date** _____

Original: Student's education record in the OT program

Copy: Student

APPENDIX I: STUDENT EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS FORM

Programs in Occupational Therapy

The OT Programs utilize guidelines from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) to address student exposure to infectious and environmental hazards. Students are required to complete this form documenting exposures to infectious and environmental hazards. In addition, this form documents sensitivity/allergies to latex and other environmental factors that inhibit student learning. Students will submit the completed form to the OT Program Director (pre-clinical) at gkrug@umhb.edu.

Student's Information	
Name:	Student ID #
Cell #:	Alternate #:
UMHB Student Email:	Date of this report:
Phase of training: ☐ Pre-Clinical ☐ Clinical	Instructor / Preceptor:
Incident Details	
Date of Exposure:	Time of Exposure:
Where did the exposure occur (i.e. classroom/lab/clinic)?	
City and State	Who was the exposure incident reported to at the facility?
Details of the exposure: Include the type of infectious or environmental hazard, areas of the body affected, and mechanism of injury:	
Personal Protective Equipment (PPE) worn at the time of exposure:	
☐ Gloves ☐ Mask ☐ Face Shield ☐ Eye Gear ☐ Other PPE (describe) _____	
Types of sensitivities/allergies to latex and other environmental factors that inhibit the student's learning:	

Outcomes:
This information is collected for continuous quality purposes. This incident may be reviewed to determine if any environmental controls, remediation, or other appropriate follow-up is needed to prevent future incidents.

Student Signature:	Date:
OT Program Director Signature:	Date:

APPENDIX J: STUDENT INFORMATION FORM



Student Information Form

Legal Name: _____ UMHB ID #: _____

Preferred Name/Nickname: _____

Date of Birth: _____

Permanent Address:

Current Address:

Cell Phone: _____ Alternate Phone: _____

Contact in case of emergency:

Name: _____

Relationship: _____

Phone #: _____

Alternate Contact in case of emergency:

Name: _____

Relationship: _____

Phone #: _____

Shirt Size:

Unisex ____ S ____ M ____ L ____ XL

Men's ____ S ____ M ____ L ____ XL

Women's ____ S ____ M ____ L ____ XL

APPENDIX K: PHOTOGRAPHIC CONSENT AND RELEASE FORM



THE UNIVERSITY OF MARY HARDIN BAYLOR PHOTOGRAPHIC CONSENT AND RELEASE FORM

I hereby authorize the University of Mary Hardin-Baylor Occupational Therapy Program, and those acting in pursuance of its authority, to:

- (a) Record my likeness and voice on a video, audio, photographic, digital, electronic, or any other medium.
- (b) Use my name in connection with these recordings.
- (c) Use, reproduce, exhibit, or distribute in any medium (print publication, video tapes, CD-ROM, Internet/www) these recordings for any purpose that the University, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

I release the university and those acting pursuant to its authority from liability for any violations of any personal or proprietary right I may have in connection with such use. I understand that all such recordings in whatever medium shall remain the property of the University. I have read and fully understand the terms of this release.

Client Name: _____

Parent/ Guardian Signature: _____ Date: _____