



**TENNESSEE
STATE UNIVERSITY**

OCCUPATIONAL THERAPY STUDENT HANDBOOK

DEPARTMENT of OCCUPATIONAL THERAPY

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Table of Contents

Purpose of Department of Occupational Therapy Student Handbook.....	5
Section I: University Information.....	6
History of Tennessee State University	6
TSU Governance	8
Vision Statement of Tennessee State University	8
Mission Statement of Tennessee State University.....	8
Core Values of Tennessee State University	8
SECTION II: Department Information	10
History of the TSU Occupational Therapy Program	10
Occupational Therapy Program Accreditation	10
Degree Overview	10
Transfer Credits and Credit for Previous Work Experience	10
Transfer Credit (TSU).....	10
Transfer credit (TSU MOT program).....	10
Credentialing.....	11
Program’s Philosophy of Learning	11
Mission of the Occupational Therapy Department.....	11
Student Learning Outcomes.....	12
MOT Program Curricular Design	12
Curricular Design Threads	12
Program of Study.....	13
Year 1 – Fall Semester, 14 Credit Hours.....	13
OCCT 5110 Anatomy 4 Credits	13
OCCT 5000 Fieldwork Seminar 1 Credit.....	13
OCCT 5010 Foundations of Occupational Therapy 1 Credit.....	13
OCCT 5050 Occupational Analysis 3 Credits.....	13
OCCT 5160 Psychosocial Dysfunction 3 Credits	13
OCCT 5170 Psychosocial Dysfunction Applied 2 Credits	13
Year 1 – Spring Semester, 12 Credit Hours.....	14
OCCT 5180 Biomechanics 3 Credits.....	14
OCCT 5120 Neurobiology 3 Credits	14
OCCT 5250 Pediatric Lecture 3 Credits.....	14
OCCT 5251 Pediatric Lab 2 Credits	14
OCCT 5254 Pediatric Practicum 1 Credit	14
Year 1 - Summer Semester, 11 Credit Hours.	14
OCCT 5550 Physical Dysfunction I 3 Credits.....	14
OCCT 5561 Physical Dysfunction I Lab 2 Credits	15
OCCT 5554 Physical Dysfunction I Practicum 1 Credit	15
OCCT 5900 Analysis of Research 2 Credits.....	15

OCCT 5760 Administration & Leadership in Occupational Therapy 3 Credits	15
Year 2 – Fall Semester, 12 Credit Hours.....	15
OCCT 5660 Research I 3 Credits	15
Year 2 – Spring Semester, 11 Credit Hours.....	16
OCCT 5400 General Diagnoses 3 Credits.....	16
OCCT 5421 Clinical Practice 2 Credits.....	16
Year 2 – Summer Semester, 6 Credit Hours.....	17
Year 3 – Fall Semester, 6 Credit Hours.....	17
Education:.....	19
Occupational Therapy Department Facilities.....	21
Faculty and Staff Offices: 4 th floor.....	21
Advising and Appointments with Faculty Members	22
Departmental Communication to and among Students.....	22
Safety and Security.....	22
Graduate Assistantships.....	23
Employment and participation in TSU extracurricular activities	23
Clinical Education (Fieldwork).....	23
Program Costs	23
Section III: Academic Policies & Procedures.....	24
Graduation and Credentialing Requirements Grading Scale	24
Retention Requirements	24
Student Professionalism Expectations	24
1. Integrity	25
2. Respect.....	25
3. Responsibility	25
4. Competence	25
5. Maturity.....	25
6. Communication	25
7. Teamwork/Cooperation	25
Evaluation of Student Professionalism and Remediation	25
Timeliness of Assignments	25
Class Attendance and Absences.....	25
Exam Administration	26
Dress and Professional Appearance.....	26
Use of Technology – For In-person and Remote Learning Spaces.....	27
Policy on Appropriate Use of Equipment and Supplies	27
Standard Precautions and Infection Control.....	29
Academic Integrity	29
<i>Plagiarism</i>	30
Grade Appeals and Grievances	31
Repeating a Course	31
Section IV: Student Support Services.....	32
Financial Assistance.....	32

Services for Students with Disabilities32
Counseling Center32
Health Services32
Student Organizations/Honor Societies/Leadership Opportunities32
** Occupational therapy students are required to become members of the national and state associations
while in the program.....33
APPENDIX..... 35
Required Student Forms35

Purpose of Department of Occupational Therapy Student Handbook

The Department of Occupational Therapy Student Handbook provides new and continuing students with necessary information about the occupational therapy program at TSU. This manual is to be used in addition to the [Tennessee State University Graduate School Catalog](#).

This document does not take the place of Tennessee State University's official documents, but rather encourages individuals to review, reflect upon, and understand the position of the occupational therapy program.

TSU Student Handbook:

https://www.tnstate.edu/Campus_life/documents/StudentHandbook.pdf

Note: Sections of this Department Manual may change throughout the year without advance notice. Efforts will be made to notify students and distribute changes in a prompt manner.

Excellence

is our Habit!

Section I: University Information

History of Tennessee State University

Tennessee State University is a comprehensive urban coeducational land-grant university founded in 1912 in Nashville, Tenn. The 450-acre main campus, with more than 65 buildings, is in a residential setting; the Avon Williams Campus is found downtown, near the center of the Nashville business and government district.

Through successive stages, TSU has developed from a normal school for Negroes to its status as a national university with students from 42 states and 52 countries. The present-day Tennessee State University exists because of the merger on July 1, 1979, of Tennessee State University and the former University of Tennessee at Nashville.

By virtue of a 1909 Act of the General Assembly, the Agricultural and Industrial State Normal School was created, along with two other normal schools in the State of Tennessee and began serving students on June 19, 1912. William Jasper Hale was appointed as head of the school. The original 247 students, along with the faculty and staff, worked as a family. Everyone worked to keep the institution running in its early years, from clearing rocks to harvesting crops to carrying chairs from class to class.

In 1922, the institution was raised to the status of four-year teachers' college and was empowered to grant the bachelor's degree. The first degrees were granted in June 1924. During the same year, the institution became known as the Agricultural and Industrial State Normal College. In 1927, "Normal" was dropped from the name of the College.

As the college grew in scope and stature throughout the 1920s and 1930s, so too did its impressive roster of alumni who embodied the school's charge: "Enter to learn, go forth to serve." In 1943, when William Hale retired after more than 30 years at the school's helm, an alum was chosen to succeed him. From 1943 until his retirement in 1968, Walter S. Davis led the institution through an era of tremendous growth, in areas as multifaceted as academics, facilities and worldwide recognition.

The General Assembly of 1941 authorized the State Board of Education to upgrade substantially the educational program of the College, which included the establishment of graduate studies leading to the master's degree. Graduate curricula were first offered in several branches of teacher education. The first master's degree was awarded by the College in June 1944.

Accreditation of the institution by the Southern Association of Colleges and Schools was first obtained in 1946. In August 1951, the institution was granted university status by approval of the State Board of Education. The reorganization of the institution's educational program included the establishment of the Graduate School, the School of Arts & Sciences, the School of Education, and the School of Engineering. Provisions were also made for the later addition of other schools in agriculture, business, and home economics.

The University (then known as Tennessee Agricultural & Industrial State University) was elevated to a full-fledged land-grant university status by approval of the State Board of Education in August 1958. The Land-Grant University program, as approved by the State Board of Education, included the School of Agriculture & Home Economics, the Graduate School, the Division of Extension and Continuing Education, and the Department of Aerospace Studies. The School of Allied Health Professions and the School of Business were created in 1974. In addition, the School of Nursing was established in 1979. Currently, TSU consists of five colleges and three schools: The College of Arts & Sciences, the College of Business, the College of Education,

the College of Engineering & Technology, the College of Health Sciences, the School of Agriculture & Home Economics, the School of Nursing, and the School of Graduate Studies.

In 1968, Andrew Torrence, also an alum, was named the university's third president. It was during his relatively brief tenure that the state legislature formally dropped "Agricultural & Industrial" from the university's name, which became Tennessee State University. In addition, one of the most significant events of the Torrence presidency would not be fully resolved or have its impact felt for decades to come.

It was in 1968 that a TSU faculty member named Rita Sanders Geier filed a lawsuit alleging a dual system of higher education in Tennessee based on race. An agreement in this case, which over the years evolved into Geier vs. Tennessee, would not be reached for over 30 years.

When Frederick Humphries became TSU's president in 1975, Nashville still was home to two public four-year universities. On July 1, 1979, the former University of Tennessee at Nashville was merged with TSU because of a court order in the 1968 Geier vs. Tennessee case.

Humphries was the first TSU president to face the challenge of keeping the balance between TSU's role as one of America's preeminent historically black universities and as an emerging comprehensive, national university.

The University of Tennessee at Nashville began in 1947 as an extension center of the University of Tennessee and offered only one year of extension credit until 1960, when it was empowered by the Board of Trustees of the University of Tennessee to offer two years of resident credit.

Authorization was granted to extend this to three years of resident credit in 1963, even though the Knoxville unit awarded degrees.

To realize its commitment as a full-function evening university, the UT-Nashville campus became a full-fledged, four-year degree-granting institution in 1971 upon successfully meeting the requirements for accreditation of the Southern Association of Colleges and Schools. During the same year, the General Assembly sanctioned the institution as a bona fide campus of the University of Tennessee, and the new University occupied its quarters in the building at the corner of Tenth and Charlotte avenues in downtown Nashville.

It was the erection of the above-mentioned building which gave rise to the decades-long litigation to "dismantle the dual system" of higher education in Tennessee. The litigation resulted in the merger of both institutions (ordered by Judge Frank Gray in February 1977), resulting in an expansion of the present-day Tennessee State University.

The Geier vs. Tennessee case went on for 32 years. Initially brought by Rita Sanders Geier, who taught at TSU, TSU professors Ray Richardson and H. Coleman McGinnis intervened as co-plaintiffs in the lawsuit, as did the U.S. Department of Justice. After numerous court-ordered plans failed to produce progress on the matter, a mediated Consent Decree, agreed upon by all parties, was ordered by the court on Jan. 4, 2001.

TSU fifth president, Otis Floyd, assumed his post in 1987 following a year as interim president. He left the University when he was appointed chancellor of the Tennessee Board of Regents in 1990. Floyd kept TSU moving forward in both capacities, initiating efforts that resulted in the university receiving an unprecedented \$112 million from the state general assembly for capital improvements in 1988. Under this plan, nearly all buildings on campus have been renovated, and eight new buildings have been constructed, including the Floyd-Payne Campus Center, the Ned McWherter Administration Building, the Wilma Rudolph Residence Center, and the Performing Arts Center.

Since 1991, Dr. James Hefner served as president of Tennessee State University, just the sixth president in its illustrious 91-year history. Through its eight colleges and schools, the TSU of today offers 43 bachelor's degrees and 26 master's degrees and awards doctoral degrees in 6 areas: biological sciences, computer information systems engineering, psychology, public administration, curriculum and instruction, and administration and supervision.

In 2004, TSU was striving to meet the needs of future students with the first capital campaign in the university's history, a \$50 million campaign to help meet the challenges of providing a sound educational foundation to a diverse student body with an even broader diversity of needs...all the while remembering the school's charge: "Enter to learn, go forth to serve."

Tennessee State University's seventh President, Melvin Johnson, assumed his post in July 2005.

Tennessee State University's eighth President, Portia Shields assumed her duty January 2, 2011.

Dr. Glenda Baskin Glover assumed the presidency of TSU on January 2, 2013. She retired in June, 2024.

Dr. Ronald Johnson assumed the role of Interim President effective July 1, 2024.

Source: www.tnstate.edu/about_tsu/

TSU Governance

Pursuant to the Focus on College and University Success (FOCUS) Act, Tennessee State University is governed by a Board of Trustees comprised of ten (10) members, of which nine (9) are voting members. The Board of Trustees appoints one student, non-voting member. Of the voting members:

- Eight (8) members are appointed and approved by the Governor and ratified by the Tennessee General Assembly.
- One member – a faculty Trustee – is appointed by TSU's Faculty Senate.

Source: www.tnstate.edu/board/

Vision Statement of Tennessee State University

Tennessee State University aspires to be the premier public urban, comprehensive institution achieving prominence through innovation and instruction, research, creativity, and service with the dissemination of knowledge and information.

Mission Statement of Tennessee State University

Tennessee State University, through its legacy as an HBCU and land grant institution, transforms lives, prepares a diverse population of leaders, and contributes to economic and community development by providing affordable and accessible educational programs at various degree levels promoting academic excellence through scholarly inquiry, teaching, research, lifelong learning, and public service.

Core Values of Tennessee State University

Tennessee State University maintains the following core values:

- Learning everyday
- Making excellence a habit
- Thinking beyond the obvious

- Working relentlessly
- Serving everyone, we encounter

Source: <https://www.tnstate.edu/president/mission.aspx>

SECTION II: Department Information

History of the TSU Occupational Therapy Program

Tennessee State University's Occupational Therapy (OT) program started as a Bachelor of Science in fall 1991 and transitioned to the Master of Occupational Therapy in fall 2006. Our program has a history of graduating a diverse student population. Most graduates find employment within six months of graduation.

Occupational Therapy Program Accreditation

The OT program has maintained full accreditation since 1992 by the American Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin avenue, suite 510e Bethesda, md 20814-6116. ACOTE's telephone number, c/o AOTA, is (301) 652-aota (2682) ext. 2914, and its web address is <https://acoteonline.org/>. Accreditation ensures our program has met the standards set by ACOTE in fulfilling our mission to train competent entry-level clinicians.

Degree Overview

Students matriculating in the occupational therapy department have a major of occupational therapy (OCCT) and are pursuing the degree Master of Occupational Therapy (MOT).

The MOT degree is open to students who obtain their undergraduate degree in addition to nine prerequisite courses (see Graduate catalog or OT program website) if these were not completed as part of their undergraduate degree. The MOT degree requires completion of 72 graduate credit hours including twelve (12) credit hours of Level II Fieldwork experiences. The MOT program is offered within the College of Health Sciences.

Transfer Credits and Credit for Previous Work Experience

Transfer Credit (TSU)

At the master's level, a student may be allowed a maximum of twelve (12) semesters or eighteen (18) quarter hours of graduate credit from another accredited college or university. At the educational specialist and doctoral level, a maximum of six (6) semester hours may be transferred. The [Transfer of Credit](#) is a fillable form that is to be completed with assistance from the assigned faculty advisor or program coordinator. The course credits being considered for transfer must be evaluated by the graduate program coordinator, department chair, college dean of the academic unit, and the dean of the Graduate School. Only courses in which the student earned grades of "B" or better, and which are taken within the degree program time limit, will be considered for transfer.

Transfer credit (TSU MOT program)

Consistent with the TSU Transfer Credit Policy, a maximum of twelve (12) semester credited hours or eighteen (18) quarter hours may be accepted from another occupational therapy ACOTE accredited program. However, the transfer courses must be equal in content and credit hours as well as within a similar schedule as the TSU MOT lock step program. Courses that will place the student outside the TSU MOT established schedule, if accepted, may delay the student's graduation. Students requesting transfer credits must be submitted and approved through the TSU system prior to beginning the TSU MOT program.

The TSU MOT program does not allow MOT credits for prior work experience. This also includes work experience within the profession of occupational therapy.

Credentialing

Upon completion of all requirements, 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 graduate will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are based on the results of the NBCOT certification exam. **A felony conviction may affect a graduate's ability to sit for the NBCOT exam or attain state licensure.**

Program's Philosophy of Learning

The occupational therapy program at TSU recognizes occupation to be an individual's goal-directed use of time, energy, interest, and attention; and assumes that occupation is best analyzed by examining the activities in which people engage. It is believed that activities are of a changing nature not only throughout the lifespan of each individual, but also through time as the needs, interests and goals of our society change and progress.

The program further recognizes that each person's ability to compensate for lost or underdeveloped abilities is unique. Health is not absolute, but depends on an individual's sociocultural group, environment, personal needs, and choices. A unique role of occupational therapy lies in its capacity to integrate biological, psychological, sociological and technological components within its view of health and to analyze the factors which influence an individual's performance of work, educational, leisure, and play activities; social participation; instrumental activities of daily living; and personal/basic activities of daily living. Student learning experiences will be structured in the curriculum with respect to three interactive processes – person, environment, occupation (PEO) and ongoing development of individuals across the lifespan.

The faculty in the Department of Occupational Therapy believes that every person has value. We emphasize the right of everyone to make choices and to determine their personal goals. We further believe that in a helping relationship, active participation from the recipient is essential. This belief in active participation applies to both clients and students. Consequently, students shall be responsible for contributing to the structure and content of their learning experiences.

The faculty is committed to helping students develop problem solving skills by supporting risk taking and encouraging interactive learning, develop an appetite for life-long learning, become grounded in occupational therapy theory, history, and philosophy upon which the profession was built, demonstrate professionalism and act in compliance with the OT values and Code of Ethics (AOTA, 2020), and provide excellent client services. This includes the use of evidence-based practice and collaborative communication with the client, to achieve the desired outcome of engagement in occupation. Students will be expected to examine their own attitudes, values, and personal characteristics as a model for assessing the needs of others.

Mission of the Occupational Therapy Department

To fulfill the University mission of “promoting life-long learning, scholarly inquiry, and a commitment to the service of others” the mission of the Tennessee State University Occupational Therapy Graduate Program is to provide the community with competent occupation-based, client-centered practitioners in existing and emerging practice settings.

The Occupational Therapy Entry-Level Graduate Program is committed to:

- Recruiting and developing the talents of diverse individuals to serve individual consumers and populations to promote, maintain, and improve their health and well-being.
- Developing professionalism, creative problem solving, and critical thinking skills for graduates to serve

consumers in suburban, as well as urban, and rural underserved areas.

- Training future practitioners to conduct evidence-based practice and scholarly inquiry.
- Shaping the skills, knowledge, and attitudes that will enable occupational therapy practitioners to collaborate with other professionals in the workplace and promote the profession.
- Preparing successful leaders and change agents who will value and pursue life-long learning to advance practice, attain post-professional degrees, and conduct scholarship in the region and throughout the nation.

Student Learning Outcomes

- Graduating students will implement client-centered and occupational-based, occupational therapy evaluations in traditional practice settings under the supervision of a licensed occupational therapist.
- Students will demonstrate the ability to gather data using peer reviewed journal articles required to make informed decisions in occupational therapy practice.
- Students will develop professional skills and commit to continued professional development for use in occupational therapy practice.

MOT Program Curricular Design

The curriculum design for the MOT program is based on 5 main threads. They are foundations, self-reflection, skill competencies, clinical reasoning, and clinical practice. We believe it is paramount that students need a solid core foundation for which future courses will build upon with the ultimate goal of students being ready and competent to enter clinical practice. Clinical practice, however, includes more than just the evaluation treatment planning and therapy interventions. It also includes a solid knowledge base in the business of OT socio- culture-economic-demographics factors that may have an effect on OT practice, advocating for the profession and clients, and a willingness to assume a leadership role into the OT profession.

The curriculum is also designed to follow along with the structure of Bloom's Taxonomy. As students matriculate the program, courses are structured to facilitate movement along Bloom's continuum from knowledge to evaluation in the cognitive domain; integration and competent skill performance in the psychomotor domain; and progress to adopt professional values and attitudes in the affective domain.

Curricular Design Threads

- **Foundations:** Creating a solid knowledge base to build on as the students matriculate the curriculum. Courses that provide this base include Foundations in OT, Anatomy, Neuroanatomy, Biomechanics, Occupational Analysis, and Administration and Leadership
- **Self-Reflection:** Being able to perform self-analysis to assess one's knowledge base, skill level, professionalism and to be receptive to and adjust accordingly to constructive feedback. Courses that require this reflection include Psychosocial Lecture and Applied, Fieldwork Seminar, and Analysis of Research
- **Clinical Reasoning:** Being able to analyze and synthesize all appropriate information to make solid evidence-based decisions regarding client evaluations and interventions. Courses that target this ability include Psychosocial Lecture, Pediatric lecture and lab, Physical Dysfunction I & II lecture and lab, School-base OT, General Diagnosis Applied
- **Skill Competencies:** Acquiring the needed skill sets for successful practice as an occupational therapist. Courses that require demonstration of skills include Clinical Practice, Practicum courses for pediatrics, Physical Dysfunction I & II, Research I & II, Modalities in OT
- **Clinical Practice:** Through the curricular design threads, students become prepared to pass the comprehensive final exam and ultimately the NBCOT board exam, and to perform successfully on

Internships I and II.

Program of Study

The TSU Occupational Therapy Program is a full-time program made up of a professional curriculum consisting of 72 credit hours.

Year 1 – Fall Semester, 14 Credit Hours.

OCCT 5110 Anatomy

4 Credits

This course is designed to provide students with a comprehensive review of human anatomy. The course will emphasize major muscles, skin, bones and joints, internal organs, blood vessels, and major nerves.

Prerequisites: Admission into MOT program, Anatomy and Physiology I and Anatomy and Physiology II.

OCCT 5000 Fieldwork Seminar

1 Credit

This course will provide students with an overall understanding of the fieldwork process including the purpose of fieldwork, fieldwork policy as defined by the Department of Occupational Therapy, fieldwork selection process, professional behaviors and other expectations of students prior to and during fieldwork, conflict resolution and other student concerns pertinent to fieldwork. **Prerequisite:** Admission in the MOT program

OCCT 5010 Foundations of Occupational Therapy

1 Credit

This course introduces students to the profession of occupational therapy. Topics to be covered include: historical development of the profession, educational and credentialing process, functions of national, state, and local professional associations and human service organizations, professional role delineations within occupational therapy, teaming, promotion of the profession to the public, importance of theory development and documentation to the profession, and an introduction to the variety of service models.

Prerequisite: Admission in the MOT program.

OCCT 5050 Occupational Analysis

3 Credits

This hands-on course offers students an opportunity to use critical and creative thinking with difficult occupational related problems. Students will apply occupational therapy practice models in order to analyze and modify the demands of various occupations, activity, and purposeful activities and acquire basic skills in the therapeutic use of self. **Prerequisite:** Admission in the MOT program.

OCCT 5160 Psychosocial Dysfunction

3 Credits

This course will provide students with an overall understanding of mental health issues and psychiatric diagnoses experienced by children, adults, and older adults along with an in-depth knowledge of the theoretical perspectives used in the Profession of Occupational Therapy to address them in a variety of treatment venues. The course content will be divided into three parts based upon a mental health continuum. The three parts of the continuum are as follow: chronic serious mental illness, wounded well (environmental stressors and related mental health issues), and mental health issues related to physical illness and disability. **Prerequisites:** Admission to the MOT program. **Co-requisite:** OCCT 5170.

OCCT 5170 Psychosocial Dysfunction Applied

2 Credits

This course will encompass the study of psychosocial factors affecting one's overall health throughout the lifespan and an individual's ability to function within the community and society. This course will provide students with an overall understanding of the assessment and treatment process of individuals whose quality of life has been impacted by mental health issues and/or psychiatric diagnoses. Students will participate in comprehensive learning experiences that provide in-depth knowledge regarding evidence-

based assessment and intervention processes pertinent to the profession of Occupational Therapy and related disciplines. **Prerequisites:** Admission to the MOT program. **Co-requisite:** OCCT 5160.

Year 1 – Spring Semester, 12 Credit Hours.

OCCT 5180 Biomechanics

3 Credits

This course is designed to build on prior knowledge of human anatomy and will focus on human motion, forces that effect motion, and the principles underlying assessment of joint motion, muscle strength, muscle tone, motor control, and coordination. Students will learn and apply the principles of biomechanics and kinesiology to human motion needed for all functional daily activities within the context of occupational performance. **Prerequisites:** One semester of college physics with a lab, OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160, and OCCT 5170.

OCCT 5120 Neurobiology

3 Credits

This course will provide students with an opportunity to study the systems and function of the human nervous system, including concepts related to occupational performance. This will include the sensory system, motor control systems, cognitive system, and the affective system. **Prerequisites:** OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160, and OCCT 5170.

OCCT 5250 Pediatric Lecture

3 Credits

This course will provide instruction in pediatric occupational therapy concepts including developmental theory models, typical and atypical development, culture, occupational roles and dynamics between the child and family and the community as related to the Person- Environment-Occupation Model. A variety of service delivery settings will be addressed. **Prerequisite:** OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160 and OCCT 5170. **Co-requisite:** OCCT 5251, OCCT 5254.

OCCT 5251 Pediatric Lab

2 Credits

This course provides the opportunity to develop professional reasoning and a variety of practical skills including application of the Person-Environment-Occupation Model to the therapeutic use of self, specific assessment and intervention techniques and application of assistive technology for the pediatric population. Students explore methods of data collection and documentation related to occupational behavior with the Person-Environment Occupation Model. Students are also exposed to methods of inquiry that promote the development of evidence based, client and family centered intervention strategies for the pediatric and adolescent populations. **Prerequisites:** OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160 and OCCT 5170. **Co-requisites:** OCCT 5250 & OCCT 5254.

OCCT 5254 Pediatric Practicum

1 Credit

This course presents students with an opportunity to explore pediatric service delivery settings. Students are guided through analyzing the relationships between person, environment, and occupation through various models of occupational therapy. Students practice effective oral and nonverbal communication skills, and the process of naturalistic inquiry. **Prerequisites:** OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160, and OCCT 5170. **Co-requisites:** OCCT 5250 and OCCT 5251.

Year 1 - Summer Semester, 11 Credit Hours.

OCCT 5550 Physical Dysfunction I

3 Credits

This course is designed to provide students with in-depth instruction on occupational therapy assessment and intervention planning for orthopedic and other medical conditions that occur in adulthood and late adulthood. Occupational therapy intervention models and frames of reference used with these populations will also be explored. As students gain an appreciation for client-centered and occupation-based practice, they will learn how to facilitate health, prevent injury, and promote recovery and adaptation to disease.

and disability. **Prerequisites:** OCCT 5180, OCCT 5250, OCCT 5251 and OCCT 5254. Co-requisites: OCCT 5561, OCCT 5554.

OCCT 5561 Physical Dysfunction I Lab

2 Credits

This lab course is to be taken concurrently with Physical Dysfunction I. This course provides instruction for and practice of skills required for occupational therapy interventions for orthopedic and other medical conditions that commonly occur in adulthood and late adulthood. Students will learn professional reasoning skills, how to administer and interpret client evaluations, and how to develop evidence-based, client-centered intervention strategies that achieve functional outcomes. Exposure to methods of inquiry that precedes patient evaluation is included. **Prerequisites:** OCCT 5120, OCCT 5250, OCCT 5251 and OCCT 5254. Co- requisites: OCCT 5550, OCCT 5554.

OCCT 5554 Physical Dysfunction I Practicum

1 Credit

This course is to be taken concurrently with Physical Dysfunction I and Physical Dysfunction I Lab. In this course, students will participate in a community-based or medical fieldwork experience where they will have opportunities to observe and interact with clients who are in adulthood or late adulthood and have orthopedic and medical diagnoses. Students will develop documentation skills needed for appropriate communication of clinical observations and will apply the information learned in the classroom to the clients observed in the clinical environment. **Prerequisites:** OCCT 5180, OCCT 5250, OCCT 5251 and OCCT 5254. Co-requisites: OCCT 5550, 5561.

OCCT 5900 Analysis of Research

2 Credits

This course provides students with an overview of evidence-based practice including research theory, research design, qualitative and quantitative methodology, international influences and critical analysis of contemporary journal articles. Students will also explore the relationships between theory, research, practice, and professional development. **Prerequisites:** OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251, and OCCT 5254.

OCCT 5760 Administration & Leadership in Occupational Therapy

3 Credits

This course will provide students with an overview of the healthcare industry and acquaint OT students with the business and leadership component of occupational therapy. Students will be introduced to issues that pertain to administering a department or facility. In addition, students will learn leadership concepts and theories from both the formal and informal perspectives.

Students will also learn about the leadership opportunities in occupational therapy at the national, state, and local levels. **Prerequisites:** OCCT 5120, OCCT 5180, OCCT 5250, OCCT 5251, and OCCT 5254.

Year 2 – Fall Semester, 12 Credit Hours.

OCCT 5660 Research I

3 Credits

This course is the first of two applied research courses in the MOT curriculum. Students will learn to apply research concepts introduced in the Evidence-Based Practice course and will focus on the concepts related to the introduction, literature review and methodology sections of a research project. Students will explore a clinical problem, learn to develop a research question and formulate a hypothesis. Scientific writing skills and APA format will be fostered, research ethics will be discussed, Human Subjects Training will be completed, and the students will be guided through a typical IRB process. Hands on experience with research design, statistics, and data collection will provide the students with an opportunity to synthesize the didactic material. **Prerequisites:** OCCT 5760.

OCCT 6560 Physical Dysfunction II 3 Credits

This course is designed to provide students with an in-depth instruction on occupational therapy assessment

and intervention planning for neurological and other complex medical conditions that occur in adulthood and late adulthood. Occupational therapy intervention models and frames of reference used with these populations will be explored. Students will advance their understanding of the concepts presented in Physical Dysfunction I by applying them to more complex diagnoses and clinical situations. **Prerequisites:** OCCT 5550, OCCT 5561, and OCCT 5554. **Co-requisites:** OCCT 6561 and OCCT 6554.

OCCT 6561 Physical Dysfunction II Lab 2 Credits

This lab course is to be taken concurrently with Physical Dysfunction II. This course provides instruction for and practice of skills required for occupational therapy interventions for neurological and other complex medical conditions that commonly occur in adulthood and late adulthood. Students will learn professional reasoning skills, how to administer and interpret client evaluations, and how to develop evidence-based, client-centered intervention strategies that achieve functional outcomes while incorporating the interactive elements of the person, environment, and occupation. Exposure to methods of inquiry that precedes patient evaluation is included. **Prerequisites:** OCCT 5550, OCCT 5561, and OCCT 5554. **Co-requisites:** OCCT 6560 and OCCT 6554.

OCCT 6554 Physical Dysfunction II Practicum 1 Credit

This course is to be taken concurrently with Physical Dysfunction II and Physical Dysfunction II Lab. In this course, students will participate in a community-based or medical fieldwork experience where they will have opportunities to observe and interact with clients who are in adulthood or late adulthood and have neurological and other complex medical conditions. Students will develop documentation skills needed for appropriate communication of clinical observations and will apply the information learned in the classroom to the clients observed in various practice settings. **Prerequisites:** OCCT 5550, OCCT 5561, and OCCT 5554. **Co-requisites:** OCCT 6560 and OCCT 6561.

OCCT 5450 School-Based Occupational Therapy 3 Credits

This course is designed to prepare students to work in the school setting with children and adolescents with disabilities. Students learn about occupational therapy in the school environment and how to design educationally appropriate occupational therapy services. Students are exposed to the role of the COTA, the roles of other team members, IEP dynamics related to teaming, and student advocacy. IDEA and Section 504 funding issues are also covered. **Prerequisites:** OCCT 5250, OCCT 5251, OCCT 5254.

Year 2 – Spring Semester, 11 Credit Hours.

OCCT 5400 General Diagnoses 3 Credits

There are many medical diagnoses that Occupational Therapists must understand in order for the patient or client to be provided with the most efficient and effective therapy interventions. This class will explore common medical, orthopedic and neurological diagnoses that an OT practitioner may encounter daily. The pathophysiology, epidemiology, medical management, alternative treatment (CAM) and the general problems that occupational therapists address will be identified and discussed. **Prerequisites:** OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251, and OCCT 5254.

OCCT 5421 Clinical Practice 2 Credits

This course focuses on synthesizing and integrating the knowledge of the musculoskeletal systems and biomechanical concepts discussed in previous classes through problem-based learning. Students will review anatomy, biomechanical concepts, pertinent medical diagnoses, palpation skills, evaluations, and interventions for clients with varying medical, orthopedic, and neurological diagnoses. Emphasis will be placed on facilitating the student to have confidence and competence with addressing more complex clinical cases. **Prerequisites:** OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.

OCCT 5860 Research II**3 Credits**

This course is the second of two applied research courses in the MOT curriculum. Building on the content of Research I, this course will focus on topics related to how data is processed and presented. Focus of didactic material will be on concepts related to the results and discussion sections of a research project. Students will be given the opportunity to run statistical analyses on data sets and create tables, graphs, and figures to represent the results. Hands on experiences will also be provided for creating a professional research poster, giving an oral presentation on research related material, and applying the results of a research project to a greater body of knowledge. APA formatting and scientific writing skills will be fostered during this class.

Prerequisites: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, OCCT 5450, OCCT 5760, OCCT 5900.

OCCT 6810 Modalities in Occupational Therapy**3 Credits**

This course provides students an opportunity to learn the theory and to practice the application of thermal and electrical modalities used by occupational therapy practitioners. This course meets the requirements established by Tennessee's Health Related Board for certification in the use of modalities in occupational therapy practice. **Prerequisites:** OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.




Year 2 – Summer Semester, 6 Credit Hours.**OCCT 6904 Internship I/First Level II Fieldwork Experience****6 Credits**

This first internship course requires the minimum of 12 weeks, the equivalent of 470 hours, of participation in an assigned and approved practice setting under the supervision of an occupational therapy practitioner, or another health care professional, according to accreditation standards. The setting must be approved by the Academic Fieldwork Coordinator in the Occupational Therapy Graduate Program. Students must successfully complete all required Occupational Therapy courses prior to enrolling in this course. **Prerequisite:** Students must successfully complete the comprehensive exam.

Year 3 – Fall Semester, 6 Credit Hours.**OCCT 6914 Internship II/Second Level II Fieldwork Experience****6 Credits**

This second internship course requires the minimum of 12 weeks, the equivalent of 470 hours, of participation in an assigned and approved practice setting under the supervision of an occupational therapy practitioner, or another health care professional, according to accreditation standards. The setting must be approved by the Academic Fieldwork Coordinator in the Occupational Therapy Graduate Program. **Prerequisites:** OCCT 6904.

College of Health Sciences, Department of Occupational Therapy Faculty and Staff

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Education:

- MPT in Physical Therapy, Tennessee State University, Nashville, TN
- B.S. in Psychology/Sociology, Tennessee State University
- Certificate in Higher Education Leadership, Tennessee State University, Nashville, TN



Ms. Genna Baker

Administrative Assistant IV
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Occupational Therapy Department Facilities

Occupational therapy classes are held in the **Health Sciences Building (HSB)** on the TSU main campus at 3500 John A. Merritt Blvd. Nashville, TN 37209.

Students must obtain campus parking passes and identification badges. ID badges are required to access campus facilities.

OT Classrooms/Labs

Room 111	HSB, first floor, classroom and physical dysfunction lab
Room 126	HSB, first floor, activities of daily living training lab Room
112	HSB, first floor, anatomical model's lab
Room 209a	HSB, second floor, lecture classroom Room
209b	HSB, second floor, lecture & lab classroom

Other Student Areas

Room 305	HSB, third floor, computer lab (paper is supplied for students – contact OT dept. administrative assistant for supplies.
Rooms 107, 108, 109; 202, 203, 204	HSB, floors 1-2, independent and group study rooms – can be reserved (request from OT dept. administrative assistant)

Vending machines are located on each floor by the stairwell. Student lounges and lockers are also available on floors 1-3. There is a food POD on the first floor. Note there is no refrigerator available in the lounges at this time. Microwave available in lounge on floor 2 only.

Faculty and Staff Offices: 4th floor

Room 435	Dr. David Eades, Assistant Professor
Room 436	Dr. Kimberly Walker, Assistant Professor
Room 437	Open Faculty
Suite 438	Ms. Genna Baker, Administrative Assistant IV; OT Suite
Suite 440	Dr. Laura Carpenter
Room 441	Ms. Candace Brown, Assistant Academic Fieldwork Coordinator
Room 442	Dr. Guinevere Bennett, Faculty
Room 443	Dr. Lauren Beard, Faculty, Academic Fieldwork Coordinator
Room 434	Graduate Assistant Office
Suite 432	Dean of COHS and staff

Advising and Appointments with Faculty Members

Faculty post available office hours on their syllabi for times to meet with students outside of class. Appointments must be scheduled with faculty directly or please contact OT dept. administrative assistant to help set up an appointment.

Upon entering the OT Program, students will be assigned an advisor from one of the full-time faculty who is an occupational therapy practitioner. Advisee assignments will be made by the program director with consideration of faculty workloads and other assignments. Generally speaking, each cohort will be divided equally among the faculty unless other needs preclude this arrangement.

Student advising meetings will occur a minimum of one time each semester they are enrolled in didactic work. Ideally, these meetings will occur around the mid-point in the semester. Other meetings may be held as needed, should the student experience need or the advisor identify a need. Advisors will also be involved in any issues that arise during the students' matriculation and affect academic progress, such as issues of academic integrity, health issues, etc.

During Fall semester meetings, students will be required to complete the Evaluation of Classroom Professionalism document and bring it to the advising meeting for review with the advisor. The faculty will discuss the results, highlighting strengths and discussing solutions for any identified weaknesses. Results of this self-assessment are used for program assessment purposes and summarized anonymously by the administrative assistant. During other semesters, professionalism issues are discussed more generally during advising meetings.

Departmental Communication to and among Students

Students have a TSU email address that is used in conjunction with the TSU e-Learn system and university communications. Students must provide a preferred email address for additional communication about program information.

Students should report any changes in personal address and telephone number to the administrative assistant. Students are required to review and update their contact information throughout the program and for future correspondence.

Safety and Security

The full scope of responsibilities of the TSU Police Department is described in the *Tennessee State University Police Department Campus Handbook*. The extension number for the TSU Police Department is **615-963-5171**. Students are encouraged to report any suspicious persons, potentially unsafe or hazardous conditions encountered in the building or on campus.

Students should closely guard all personal items of value. TSU and the Department of Occupational Therapy accepts no responsibility or liability for the loss or theft of personal items from the premises. Individuals are discouraged from using facilities during times when the building is sparsely occupied. Students are encouraged to study in groups.

In the event of emergencies, TSU sends mass emails to the university community. Tiger ALERTS is the official text notification system.

Evacuation Maps are located near stairwells, elevators, and throughout each floor of every building on

the TSU Main Campus & Avon Williams Center.

Defibrillators are located on each floor of the COHS next to the elevators.

For on-campus emergencies, including fire, dial the campus police department 615-963-5171; For off-campus emergencies dial 911 (9-911 of using campus phone)

Graduate Assistantships

When approved by TSU, the program offers graduate assistantship opportunities for the spring and fall semesters of the second year. Information and applications are provided in the summer semester.

Employment and participation in TSU extracurricular activities

Students are free to engage in employment and extracurricular activities. However, students are responsible for the impact and consequences of these activities on their professional education. To this end, students are expected to attend all scheduled classes, including occasional evening sessions to accommodate adjunct faculty or guest lecturers and to participate in other departmental related activities outside of scheduled classes.

Clinical Education (Fieldwork)

Full details of clinical education (fieldwork) expectations and policies can be found in the *Department of Occupational Therapy Fieldwork Manual*. Available on the Occupational therapy department website.

Level II fieldwork experiences must be completed no later than 24 months following the completion of academic coursework to ensure graduation.

Program Costs

In addition to tuition (current fees are posted on TSU webpage/link on OT department webpage) and personal living costs, students can expect to incur costs for the following items: Nametag, Transportation and uniform costs associated with service learning and clinical education, books and other supplemental reading and materials, lab fees, dues for membership in organizations (SOTA and AOTA are required), health insurance (policy available through the university), costs related to maintaining medical records, CPR, liability insurance, etc. Fees may be subject to change and student will be notified as soon as possible when changes occur.

Section III: Academic Policies & Procedures

Graduation and Credentialing Requirements Grading Scale

A = 92.5-100%	Excellent. Work of exceptional quality, which indicates the highest level of attainment in a course
B = 82.5-92.49%	Very Good. Work above average quality representing substantial fulfillment of the minimum essentials of a course
C = 73.5-82.49%	Average. Work of average quality representing fulfillment of the minimal requirements of a course
F = <73.5%	Work representing unacceptable performance

Retention Requirements

Consistent with the TSU Graduate School, students must maintain a minimum average grade of B, (3.0 quality points on a 4.0 system). Any course attempts resulting in a grade of less than C may be repeated once, and the second grade will replace the first. A student may repeat a maximum of two (2) courses in each program for the purposes of improving grades. The MOT program is designed as a lock step program. Therefore, any student who receives a grade of less than a “C” in any course will be required to retake that course the next time it is offered during the academic year. Other courses in the curriculum cannot be taken out of sequence.

Any student who does not achieve a 3.0 overall GPA for one semester will be placed on academic probation and the student is given the opportunity to raise his or her GPA to a 3.0 the following semester. If the student does not achieve the 3.0 GPA in the identified semester, he or she will be dismissed from the MOT program. Students may file an appeal for readmission, but students are allowed one appeal for readmission. The appeal needs to follow the established process noted in the Graduate Catalog. Students are responsible for communicating with the Financial Aid Department regarding any implications of being placed on academic probation.

A comprehensive examination, which consists of written and practical components, must be passed with a score of 75% or better before the student can be enrolled in OCCT 6904 or OCCT 6914. The exam may be attempted twice. If a student is not successful in achieving a minimum score of 75% on the second attempt, he or she will be dismissed from the MOT program. Any need to repeat the exam will require retaking both parts because the comprehensive exam is considered one exam with two parts.

Student Professionalism Expectations

All students in the Graduate Occupational Therapy Program at Tennessee State University must exhibit professional behavior throughout the matriculation process of his/her educational experience. Institution Policy Statement and Code of Student Conduct are referenced in the *TSU Student Handbook*. Every graduate occupational therapy student will be required to sign a form indicating that he/she has read, understands, and accepts the disciplinary actions articulated in the student handbook. Additionally, as a graduate student in the occupational therapy program, you are training for a profession that requires specific professional attributes and abilities. It is imperative to learn and acquire these skills throughout your academic experience and as you transition into your chosen profession. These elements include professional ethics, professional responsibility, professional competency, and professional behaviors and conduct that reflect these professional standards (Deiuliis, 2017). Students are required to abide by the *AOTA Code of Ethics* (2020) which has been adopted by the Tennessee Board of Occupational Therapy for licensure and the National Board for Certification in Occupational Therapy (NBCOT).

Professional Behaviors (conduct):

1. Integrity

Acting with honesty, maintaining confidentiality, following policies and procedures of the department, valuing and caring for equipment and resources, promoting fairness and objectivity

2. Respect

Honoring the rights, feelings, and opinions of others without judgment, displaying cultural sensitivity, maintaining professional boundaries with others, recognizing others' needs

3. Responsibility

Arriving on time, notifying faculty if absent or late, completing assignments on time, using class and break times wisely, reviewing materials before class, recognizing own limitations, asking for help when needed

4. Competence

Engaging in self-reflection, actively engaging in class discussions without being disruptive to others, demonstrating flexibility with changing conditions and assignments, performing tasks neatly and accurately, demonstrating safety awareness, engaging in critical thinking/problem solving, explaining the purpose of occupational therapy

5. Maturity

Conducting self in a professional manner at all times, demonstrating humility, accepting constructive criticism without defensiveness, displaying a positive attitude, displaying appropriate manners and appearance, monitoring stress and using appropriate coping mechanisms

6. Communication

Demonstrating active listening, addressing others in a professional manner, contributes to learning environment by asking relevant questions, making relevant comments, displaying positive nonverbal communication, engaging in assertive behavior, Using professional terminology, applying APA format, proofreading all work, using professional email correspondence

7. Teamwork/Cooperation

Making positive contributions to team process, accepting group decisions, completing own share of the work, giving credit to those who deserve it, returning equipment and supplies in good order for others

Evaluation of Student Professionalism and Remediation

Student professionalism is evaluated as described in the section under academic advising.

If a professional behavior issue is identified, the student's advisor will first speak with the student to counsel the student. If the student has a recurrence of the unprofessional behavior, the OT Department faculty and Chair will discuss the issue and determine a remediation plan. Unprofessional behavior may cause a student to lose course points and/or be ineligible to participate in fieldwork experiences or progress in the program.

Timeliness of Assignments

Students are required to submit papers, projects, and any other assigned materials on time, unless the faculty member has approved an extension. The faculty member has the discretion to lower grades for assignments turned in late, as detailed in the course syllabus.

Class Attendance and Absences

Students are expected to attend every class meeting. Students who miss more than 20 percent of scheduled class sessions, will have 5% of the total class grade reduced per unexcused absence beyond the

20%. Faculty are not obligated to provide make-up opportunities for any unexcused absences.

Work, medical, or other outside obligations should not be scheduled during class time and are not considered an excused absence. Excused absences may include illness, hospitalization, accidents, or other extenuating circumstances. Students are expected to notify their instructor and supply any written verifications as soon as possible.

Arriving to class late (including returning from a break late) is disruptive to peers and the instructor. Although occasional tardiness may be unavoidable, timely arrival is defined as arriving at the classroom five minutes before class starts. Students who arrive to class more than five minutes late on more than one occasion should expect the instructor to refer them to meet with the program director for development of a time management remediation plan.

Refer to the Occupational Therapy Department Fieldwork Manual for attendance and absence policy related to Level I and Level II fieldwork.

Exam Administration

During exams/quizzes, the following will be required of students:

- All backpacks and bags will be closed and stowed along the wall of the room, away from desks
- Desks will be completely empty except for laptop or iPad used to take the exam and scratch paper given by the instructor (scratch paper must be returned to the instructor after the exam)
- Cell phones and other devices must be set to “do not disturb” during the exam. If students have concerns about family members reaching them, they are advised to share the phone number for the OT Department’s Administrative Assistant, who will contact the student should an emergency arise during the exam.
- Exams/quizzes will be administered using the eLearn site, with the Respondus Lockdown Browser enabled. Students are responsible for maintaining their personal computer or iPad to access the exam/quiz with the lockdown browser.
- Students must submit their exam before leaving the room to use the restroom.
- Instructors may assign seats on day of test

The following ARE NOT allowed during and exam/quiz:

- Students may not wear hats or hoods during exams
- Students may not wear arm jewelry (e.g., bracelets) or watches/smart watches during exams
- Students may not wear airpods or headphones of any sort during exams (earplugs are allowed if inspected by instructor/proctor prior to exam)
- Students may not drink beverages, including water, during exams.

If materials or exams are reviewed during class or other scheduled times, students must return all examinations and materials to the instructor prior to leaving the class. Photos are not to be taken or information duplicated in any form. Keeping, duplicating, or recreating examinations constitutes academic dishonesty and will result in disciplinary action.

Dress and Professional Appearance

Students enrolled in the Graduate OT Program at TSU are expected to dress appropriately and professionally any time they are representing the program on and off campus, which includes in the classroom, on fieldtrips, and during fieldwork experiences. Please be advised that individual faculty members can exercise discretionary dress code restrictions for the safety and protection of students and/or

clients. Students are expected to adhere to the specific dress codes of fieldwork facilities.

Examples of appropriate dress include but are not limited to:

- Clean and neat Scrubs
- Clean tennis shoes, closed toe shoes
- Slacks/pants (clean, neat jeans without holes are acceptable)
- Collared shirts, clean, pressed, solid color tee shirts/long sleeved tee shirts
- Manicured nails and hair that does not interfere with client handling

Examples of inappropriate dress and appearance include:

- Shorts that are above the knee
- Clothing that fits too tight or reveals cleavage, stomach, midriff, low back or reveals undergarments
- Clothing or accessories that depict or allude to obscenity, violence, sex, alcohol, tobacco, illegal substances, or conveys political or religious opinions or slogans
- Blue jeans with holes in them
- Sweatpants
- High heel shoes, flip flops
- Use of cologne, aftershave, or perfume that is distracting to others
- Nail length more than ¼" No artificial nails or polish that can come off during pt handling
- Jewelry or other accessories that are excessive, dangling, or distracting

Use of Technology – For In-person and Remote Learning Spaces

Laptops are expected to be used for classroom and school activities only, and for the course that the student is presently attending at that time. Any use for personal purposes may result in disciplinary actions at the discretion of the instructor.

Cell phones: Phones or other electronic devices are to be turned off and out of site inside and outside of classroom where learning experiences are taking place. If you have an emergency, please notify the faculty member/instructor prior to class, and leave the classroom quietly.

Texting is prohibited. Pictures of classroom materials may only be taken with approval of the instructor. Personal device use may result in disciplinary action at that discretion of the instructor.

Recordings: Students must get permission from the course instructor to record classroom or outside of class experiences. When permitted to record, the recording must not be duplicated, placed on the internet, or shared with others and erased at the end of the semester.

Social Media: Students are prohibited from posting about any clinical experiences. Do not ask teachers, supervisors, or other professionals to “friend” you. Always use professional etiquette.

Policy on Appropriate Use of Equipment and Supplies

It is our goal to keep our learning environment safe for both faculty and students. It is the student’s responsibility to adhere to all safety precautions provided by your instructor. It is also a student’s responsibility to report any injury and or potential area of concern.

General safety precautions:

- Always be aware of your immediate surroundings to reduce chance of injury

- Always remember to use universal precautions when dealing with any open skin injury
- Leave walkways free of clutter
- Make sure you clean up any spills
- Inspect all equipment to be sure they are in proper working order
- If the fire alarm sounds make sure you vacate the building immediately
- Make sure you go to the basement area when severe weather warnings are issued

Safety Precautions:

Transfer Lab

Four basic principles ensure a successful transfer:

1. Safe for your patient
2. Safe for you
3. Successful completion of the transfer
4. Maximum involvement of the patient

Student Precautions:

- Hair - Make sure if you have long hair that you have it pulled back and secured so it does not affect your vision or get in the patient's way.
- Nails - Make sure your fingernails are not long as to possibly scratch the person you are transferring.
- Shoes - Make sure you wear slip resistant shoes, such as tennis shoes or other rubber-soled shoes.
- Body Mechanics - Make sure you always attend to your body mechanics. Poor lifting mechanics can cause you injury and may cause complications for your patient's safety.
- Jewelry - Make sure you are not wearing any type of jewelry that may become entangled with any one you are transferring. Remove items such as long loose necklaces or long dangly earrings.
- Area - Make sure the area of transfer is not blocked by any items that may inhibit a successful transfer, such as rugs, chairs, bed sheets or spreads. Also make certain the transfer target (chair, bed, wheelchair, tub bench, mat table etc) is secure as to not move as you complete the transfer.
- Patient safety - always make sure of your patient's safety. If the transfer (practice or real) is not going well stop reconsider and change as needed.
- Injuries - Make sure you report all injuries to your instructor or Department head no matter the significance of the injury. Follow universal precautions when attending to any injuries. Please report any injuries to 866-245-8588.

Safety Precautions: Activities Lab

Student Precautions:

- Sharps - Make sure you use any sharps with caution as to not cause yourself or a classmate injury.
- Leather Tools - Make sure you use all leather tools only for the purpose for which they were designed.
- Glues - Make sure you follow all directions and safety precautions when using any type of glue.
- Fumes - Students should be aware of any noxious fumes and either open windows for ventilation or perform the take outside if possible.
- Skin Irritants - Make sure when handling any chemical substance that you wear gloves.

Make sure to protect other exposed skin areas. If any contact occurs, make sure to irrigate the area immediately.

- Injuries - Make sure you report all injuries to your instructor or department head no matter the significance of the injury. Follow universal precautions when attending to any injuries.

Safety Precautions: Modalities Lab

Student Precautions:

- Be familiar with the appropriate operation of the device before using.
- Visually inspect the device for damage before operating any equipment.
- If equipment malfunctions during set up or operation discontinue use immediately, turn off the device, unplug the device, and mark as defective: Do not use, and report the problem to your instructor.
- Heating devices used in therapy, such as hydroculators, have the potential to result in burns if you reach directly into the tank. Use the safety equipment provided.
- Be sure that no electrical cords and equipment cables are in the path of other students.

Safety Precautions: Splinting Lab

Student Precautions:

- Water heated during the splinting process can cause burns. Do not reach directly into the splint pans. Tongs or other equipment will be provided.
- Check the temperature of heated splinting material before applying it to a body part.
- Some splinting material may shrink during the cooling process; use caution and accommodate as needed when fabricating a circumferential splint.
- Be aware of your own position and the proximity of other students when cutting large sheets of splinting material.
- Do not stand directly in front of a heat gun when it is use.
- Utility knives are sharp

Standard Precautions and Infection Control

The OT Department follows health care recommendations of Centers for Disease Control and World Health Organization.

1. Hand hygiene – perform frequently especially after contact with persons or equipment. Wash hands for 40-60 seconds; Hand rubbing with sanitizer for 20-30 seconds
2. PPE use (when applicable) may include wearing of gloves, gown, facial protection to be removed without touching outside surface after direct contact and disposed. Wash hands afterwards.
3. Cough etiquette – cover nose and mouth when coughing/sneezing with tissue or mask if possible, or cough into crook of elbow, dispose of tissues and perform hand hygiene afterwards
4. Environmental cleaning – use of cleaning supplies provided to disinfect surfaces following contact, including wiping of tables, chair arms, items, mats, etc. Linens used are to be placed in dirty laundry container to be laundered. Sweeping of any visible debris

Academic Integrity

Academic integrity includes five fundamental values: **honesty, trust, fairness, respect, and responsibility** and extends into clinical and community learning, and any interactions in the teaching-

learning process (Deluliis, 2017)

Honesty begins with you and extends to your classmates, faculty, and others in the classroom and clinical environment. As knowledge is pursued, you must be honest with yourself and others. This will lead you towards learning how to accept responsibility for your own actions, even if there is a personal cost.

Trust is promoted when there is consistent honesty. When there is trust, collaboration can occur freely between students as well as between students and faculty.

Fairness is essential to the educational process and includes predictability, clear expectations and a response to dishonesty that is consistent and just. Both students and faculty expect fairness.

Respect for yourself and others in all learning environments is essential for exploring new topics, learning new skills, learning from prior experiences, and building upon prior success. To make the most of a learning environment, there must be active involvement and mutual respect between students, faculty, and others in the educational or clinical environments.

Responsibility means being committed to honesty and acting against dishonesty. This includes avoiding personal dishonesty while discouraging and preventing others from being dishonest.

AVOID these behaviors: (Misconduct includes, but is not limited to these examples.)

- Cheating on any oral, written, or practical examination or assignment. Laptop computers, cell phones, note sheets are not allowed during exams.
- Lying to fellow students, faculty, or others in learning environments (classroom and clinical environments).
- Unauthorized access or collaboration on assignments or exams.
- Stealing of any property (physical or intellectual) or destruction of property, including assessment tools.
- Fabrication, forgery, alteration of documents.
- Plagiarizing on any written assignment in the classroom or clinical environment.
- Being disrespectful to classmates, faculty, or others in the learning environments.

Plagiarism

Plagiarism is the direct use of another person's words or ideas as your own or implying that another person's words are your own (due to inadequate or inaccurate citations of references). This includes submitting another person's assignment as your own or using information received during an examination. Self-plagiarism refers to the practice of presenting one's own previously published or submitted work as though it were new (APA, 2020). In this program, the American Psychological Association (APA) format is required for all written work. Please refer to the seventh edition of the *Publication Manual of the American Psychological Association (2020)* for specifics.

Guidelines to follow include, but are not limited to:

- Use direct quotes sparingly. They should not be a major component of your work but used more to state something specific that cannot be said in a better way.
- When paraphrasing or restating information from another document, use appropriate citations for that source. Citations require appropriate references and vice versa.
- In this OT program, collaborative research will occur. To avoid questions of plagiarism within your group, it is suggested that you use caution. If you have questions about how to correctly use the APA format or to determine if the content is reference appropriately, ask your instructor. Ultimately, you are responsible for making sure your group work does not

include plagiarism.

Consequences for Academic Misconduct

The faculty member who observed or who has become aware of any infraction or misconduct as outlined above automatically refers violations to the Department Head. The Department Head is responsible for the initial investigation of the infraction, utilizing information supplied by the faculty member and the student(s) involved.

If the infraction is suspected plagiarism or cheating, the Department Head will refer the matter to the Occupational Therapy Academic Integrity Committee (OTAIC). This committee will review the case and make a final decision regarding whether plagiarism or cheating has occurred. If the committee determines plagiarism or cheating has occurred, a score of zero will be assigned for that assignment or exam. A written warning will be provided to the student and copy will be placed in the student's file. Conviction of a second offence will result in an "F" for the class. If a third offence of plagiarism or cheating occurs, this will result in dismissal from the Occupational Therapy program. If the OTAIC finds that plagiarism or cheating has not occurred, there will be no further ramifications for the student. Be assured that the entire information gathering, investigation process, and dissemination of the consequences will occur in a discreet and confidential manner.

Grade Appeals and Grievances

Academic decisions and/or grievances may be addressed in the following order:

1. Written appeal to the faculty member
2. Written appeal to the Department Head
3. Written appeal to the OTAIC
4. Written appeal to the Dean of the College of Health Sciences

The particulars of the appeal process, including appeals beyond the level of the Dean of the College, and policies about probation, suspension, and dismissal are detailed in the *TSU Student Handbook*.

Grades, transcript information, drop/adds, withdrawals and other data perceived by the student in error must be appealed by the student within thirty days. Appeals made after this time will not be reviewed.

Refer to the *TSU Student Handbook* for policies on withdrawal and refunds of tuition and fees.

https://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf

Repeating a Course

A given course may be repeated one time only, and the second grade will replace the first. A student may repeat a maximum of two (2) courses in a given program.

Section IV: Student Support Services

It is imperative for students to become familiar with the services on campus. Students might be recommended to pursue assistance from University resources as they pursue their education and professional growth and development. Detailed information regarding University resources can be in the in the University's Student Handbook.

[Student Support Services \(tnstate.edu\)](http://tnstate.edu); [Academic Support \(tnstate.edu\)](http://tnstate.edu); [The Adult and Distance Learners Informational Portal \(tnstate.edu\)](http://tnstate.edu)
[Libraries & Media Centers \(tnstate.edu\)](http://tnstate.edu)

Financial Assistance

Upon acceptance into the graduate program, students may apply for available stipends or other financial aid.

Services for Students with Disabilities

The Office of Disability Services (ODS) seeks to coordinate university-wide services available to students with current medical/psychological documented disabilities. Services ranges from providing physical accommodations on campus to helping students with learning disabilities succeed in classroom activities. Students seeking reasonable accommodations must register with the Office of Disables Student Services. For further information, contact the Office of Disability Services in Kean Hall, Suite 131 (phone: 615-963-7440).

Counseling Center

All enrolled students at TSU are eligible to receive counseling services free of charge at the University Counseling Center. A psychiatrist is also available; however, students are responsible for covering their own prescriptions. Students who do not have health insurance are encouraged to pursue alternative forms of coverage. For further information, contact the University Counseling Center (615) 963-5611. After Hours Emergency Line 24/7 (615) 338- 6341x9111.

Health Services

All new incoming students are required to show proof of immunizations. Student health services include first aid, emergencies, counseling on health problems, gynecology, and referrals. A physician who examines, administers, and prescribes treatment and medication holds clinics Monday through Friday. Student health plans are available. The Student Health Center is located at the Floyd-Payne Campus Center in Kean Hall. (615) 963-5084. Studenthealthservices@tnstate.edu

Student Organizations/Honor Societies/Leadership Opportunities

TSU Tiger Clinic. Student-run clinic (currently physical and occupational therapy department supported)

Student Occupational Therapy Association (SOTA). All occupational therapy students are required to actively participate in SOTA which includes paying membership dues, attending meetings (only one meeting may be missed during a semester), and participating in service determined by the association.

Coalition of Occupational Therapy Advocates for Diversity (COTD). National OT organization doing work in Justice, equity, diversity, inclusion (JEDI), ant-racism and anti-oppression... to make health equity a priority at all levels of healthcare." <https://www.cotad.org/>

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. This society recognizes and encourages superior scholarship among students enrolled in professional entry-level

programs at accredited schools across the United States.

Phi Kappa Phi and Alpha Kappa Mu are national honor societies open to students in all disciplines. The societies recognize outstanding academic achievement in undergraduate and graduate students.

**** Occupational therapy students are required to become members of the national and state associations while in the program.**

American Occupational Therapy Association (AOTA) For more information and a description for member benefits please review this organizations website <http://www.aota.org>

Tennessee Occupational Therapy Association (TOTA) The state occupational therapy association provides opportunities to network with potential fieldwork educators and employers. For more information, please view this organizations webpage <http://www.tnota.org>

References

- American Occupational Therapy Association. (2020). 2020 occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74, 7413410005.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association*, 7th ed. APA.
- Deiuliis, E.D. (2017). *Professionalism across occupational therapy practice*. SLACK.
- Tennessee Board of Occupational Therapy. (November, 2012). Rules of the Tennessee board of occupational therapy. Retrieved from: <https://publications.tnsosfiles.com/rules/1150/1150-02.20121126.pdf>.

APPENDIX

Required Student Forms

Forms will be reviewed and signed on orientation day and kept in student records

- Essential Functions
- Acknowledgement of drug/alcohol policy
- Consent to release information
- Acknowledgement and commitment to professional behaviors and standards from the handbook (keep full policy in professionalism section)
- Commitment to academic integrity (keep full policy in professionalism section),
Acknowledgement of FW policies and manual
- Clinical education policy
- Client confidentiality
- Student Classroom Evaluation of Professionalism (for advising)

ESSENTIAL FUNCTIONS:

The following are the essential functions for a student in the Occupational Therapy Program:

I. Communication:

1. Possess sufficient expressive and receptive communication skills to be able to communicate effectively with teachers, university staff, peers, clinical instructors, and clinical staff, patients/residents/clients and their family members

II. Physical Ability:

1. Possess sufficient functional mobility skills to enter the Health Science Building, access appropriate classrooms, other campus buildings and offices, bookstore, and appropriate other clinical/educational sites
2. Demonstrate proficiency in CPR
2. Safely transfer a teacher/peer/patient/resident/client from one surface to another
3. Possess sufficient strength, active range of motion, endurance, balance, and coordination to be able to complete evaluations, develop, and implement appropriate occupational therapy treatment plans

III. Cognition

1. Maintain attention for the duration of each scheduled class period, clinical experience, treatment period, and examination period
2. Possess cognitive skills at the level of analytical clinical reasoning and problem-solving skills
3. Able to respond to emergencies with appropriate actions
4. Learn and apply universal precaution techniques
5. Able to complete class assignments and examinations within given time limits

IV. Sensation:

1. Tactile sensation sufficient to palpate muscle tendons, and muscle or joint excursions and to take a pulse
2. Auditory sensation sufficient to take blood pressure
3. Proprioception sensation sufficient to be able to feel and respond to patients movements

V. Visual Acuity and Perception:

1. Possess sufficient visual acuity and perceptual skills to read text books, handouts, examinations, clinical evaluation materials, computer screens, administer and score clinical evaluation instruments, medical/patient records

VI. Social/Emotional

1. Be able to appropriately manage the stresses of the program
2. Be able to work cooperatively with teachers/peers/staff/clinical instructors/clinical and site staff

VII. Environmental Factors:

1. Be able to tolerate working indoors with varying temperatures

VIII. Equipment

1. Use computers and various computer accessories and adaptations
2. Use occupational therapy clinical equipment and various craft activities

I, _____, agree that I am able to implement the above-stated essential functions. If I am unable to implement any of the essential functions, I will inform the Office of Disability Services and obtain official documentation from an official source (e.g., my physician) The Office of Disability Services will recommend reasonable accommodations in order to help me successfully complete the occupational therapy program.

Signature of
Student

Date

Witness

Date

Acknowledgement of Drug/Alcohol Policy for Occupational Therapy
(Please read the Code of Student Conduct in the University Student Handbook)

I hereby acknowledge that I have read the Code of Student Conduct section of the [University Student Handbook](#), which includes: University's policy governing the use and/or abuse of drugs and alcohol, disciplinary offenses and sanctions, drug screens for fieldwork experiences/internships and the TN Board of Occupational and Physical Therapy Examiners, and the implications of positive drug screen results. I understand that I am financially responsible for the cost of all drug screens.

I understand the purpose of the policy is to provide a safe working environment for persons (i.e., patients/clients, students, university and fieldwork site staff) and property. Accordingly, I understand that prior to participation in the fieldwork or internship experience(s), I may be required by the affiliate agency to undergo a drug screen of my blood and urine. I further understand that I am subject to subsequent testing based on a reasonable suspicion that I am using or under the influence of drugs or alcohol such that it impairs my ability to perform competently the tasks required of me.

I agree to be bound by this policy and understand that refusal to submit to testing or that a positive result from testing under this policy may affect my ability to participate in fieldwork/internship experiences and may result in dismissal from the program and Tennessee State University.

I authorize a physician, laboratory, hospital, or medical professional recommended by the assigned fieldwork site, the University, or the Department of Occupational Therapy to conduct a drug screen(s) and provide the results thereof to the Department of Occupational Therapy and the assigned affiliate fieldwork site from which the drug screen was requested. I hereby release Tennessee State University from any claims or liability arising from such test(s), including, but not limited to, the testing procedure(s), the analyses, the accuracy of the analyses, and/or the disclosure of the results.

I understand that I am subject to the terms of the general student Code of Conduct of Tennessee State University and to the Drug Free Schools and Communities Act adopted by the University, as well as, federal, state, and local laws regarding drugs and alcohol.

Student Signature

Date

Printed Name

Witness

Date

CONSENT TO RELEASE INFORMATION

I authorize the Department of Occupational Therapy to release and transmit to fieldwork facilities my related personal data records (including criminal background checks, drug screen results, physical examination results, immunizations, liability, and health insurance) that are requested and necessary for fieldwork placement and/or experiences while I am in the OT program and while records are retained for up to five years. I understand that I can obtain a copy of any of these records if I desire.

I authorize Tennessee State University Department of Occupational Therapy faculty or staff to release my likeness or voice on a video, audio, photographic, digital, electronic, or other medium for the purpose of promotional or learning efforts. I understand that all such medium shall remain the property of the University and may be used, reproduced, or distributed.

Signature of Student

Date

Printed name of the student

Acknowledgement and Commitment to the Professional Behaviors and Standards of the University and Occupational Therapy Student Handbook

I hereby acknowledge that I have received and read the Occupational Therapy Student Handbook and am expected to understand the responsibilities, expectations, privileges, and rights pertaining to student affairs as identified in the University and Departmental Student Handbooks.

I understand the academic and professional development requirements for remaining in the Occupational Therapy program.

I understand that normal progress in the occupational therapy program is based upon maintenance of a minimal average grade of “B” (3.0 quality points on a 4.0 system). Any course attempts resulting in a grade of C or less than a “C” may be repeated once, when the course is next offered and the second grade will replace the first. As stated in the Academic Standards for the Graduate School at TSU, “grades less than a “C” are counted in compiling the general average, but they may not be included in the requirements for the degree” (TSU online Graduate Catalog). All Academic Standards for the Graduate School will apply.

I understand that if I fail to register for any semester or withdraw from any occupational therapy course without prior written approval from the Department Chair, that I may be dismissed from the Occupational Therapy Program.

I understand that if I borrow any materials from the Department of Occupational Therapy or a fieldwork site where I am assigned, I will be required to return or replace any materials that are lost or damaged. Failure to replace any item(s) will result in receiving an “I” grade in the course for which I borrowed the item and may result in my inability to graduate from the Occupational Therapy program.

I understand that attendance is required for all classes, and I may be dismissed from the Occupational Therapy program for excessive unexcused absences.

Commitment to Academic Integrity

I have read, understand, and accept the expectations and disciplinary actions of the Occupational Therapy Department, as articulated in the Occupational Therapy Academic Integrity Policy.

I understand that the OT Department upholds the values of honesty, trust, fairness, respect, and responsibility.

I understand that cheating, lying, stealing, plagiarizing, being disrespectful, and being unprofessional in all learning environments will not be tolerated.

I understand that suspicion of academic misconduct will be shared with the Department Head. If the committee determines plagiarism or cheating has occurred, a score of zero will be assigned for that assignment or exam. A written warning will be provided to the student and copy will be placed in the student’s file. Conviction of a second offense will result in an “F” for the class. If a third offense of plagiarism or cheating occurs, this will result in dismissal from the Occupational Therapy program.

I understand that there will be no ramifications if the alleged offense of academic integrity is erroneous. The process will be discreet and confidential.

I understand that I am able to appeal a grade for the class if I feel like I have been erroneously accused of academic misconduct.

Signature: _____

Date: _____

Printed Name: _____

Acknowledgment of Fieldwork Policies and Fieldwork Manual

I hereby acknowledge that I have read and understand the OT Fieldwork Manual and that I agree to abide by the manual. These documents reflect the requirements and expectations for professionalism while participating in assigned fieldwork, internships, and any offsite community experiences. I understand that inappropriate or unprofessional conduct in the classroom or community may preclude me from participation.

I understand that I will be required to provide multiple documents to the Department of Occupational Therapy prior to initiating any fieldwork or service-learning experience. These include immunization records (Varicella, MMR, TB test, Tetanus, Hep B or declination form), physical examination records, CPR certification and Influenza vaccine during the months of October through March. I am required to keep these records up to date and to provide the OT program with copies. I understand that I must comply with any and all additional requirements as required by assigned facility at my own expense.

I understand that background checks and drug screens must be completed and provided to the Department of Occupational Therapy prior to any fieldwork experiences. Additional criminal background checks and/or drug screening may be required by some facilities. I understand that a criminal background check or positive drug screen may preclude my ability to participate in fieldwork, may result in the inability to successfully complete the OT program, or may preclude my ability to obtain licensure or employment. I release institution and its agents and employees from any and all liability in connection with any exclusion that results from information contained in a background check or drug screen. I understand that all fieldwork related requirements must be completed and obtained at my own expense.

I understand that I am required to purchase liability insurance through a vendor determined by the Department of Occupational Therapy while in the program. I must provide evidence of this coverage to the Department of Occupational Therapy and have it available for the designated person at the assigned fieldwork site.

I understand that during my Level II internships, the university liability insurance will expire and I will be required to purchase my own personal liability insurance that I will maintain as a professional occupational therapist. The coverage of the liability insurance must be at least \$1,000,000 per occurrence/\$3,000,000 aggregate. I must provide proof of maintaining liability coverage to the Department of Occupational Therapy and to the facility if requested.

I understand that I am responsible for all costs incurred related to health problems and that I will be required to show proof of health insurance coverage to the Department of Occupational Therapy and have this available for the designated person at the assigned fieldwork site. If I change health insurance companies, I shall notify the Department of Occupational Therapy.

In the event that I am hospitalized for any reason during my educational or fieldwork experiences in the Occupational Therapy Program, I must provide the Department of Occupational Therapy with written documentation approving the resumption of my educational or fieldwork experiences before I resume my educational or fieldwork activities.

Signature: _____

Date: _____

Printed Name: _____

Clinical Education Policy

I understand that I may be placed at fieldwork sites outside of the Nashville area and/or Tennessee as part of either Level I or Level II fieldwork. Furthermore, I will be responsible for my travel, room, board and other expenses during my fieldwork experiences. Clinical site assignments for students are made at the discretion of the course faculty member/Academic Fieldwork Coordinator.

I understand that I must have an overall grade point average of B in order to participate in Level II internships, and must successfully pass the comprehensive exam at the end of the spring semester.

I understand that I am required to complete the hours determined by the instructor for Level I Fieldwork and two 12-week Level II assignments that are approved by the Academic Fieldwork Coordinator (AFWC) and Department of Occupational Therapy. In the event that my fieldwork facility cancels a placement, I will cooperate with the AFWC until a different site is obtained. I must complete Level II fieldwork within 24 months of completing my academic coursework to be eligible to sit for the National Certification Exam.

I understand that I am expected to report to any fieldwork or community setting on time (as indicated by the setting/AFWC). I must provide appropriate notification of lateness or absence to the fieldwork educator, and/or clinical

site. If a student is late, the fieldwork educator has the right to tell the student that he or she cannot participate in clinical activities for that day. Lateness will be converted to absences.

I also agree to abide by the following clinical education policies:

Removal from Clinical Activity: Any student who poses an immediate threat or danger to the patients, staff, or others at the facility, including the student him or herself, shall be dismissed from participation in the clinical experience. The Fieldwork Educator (FWE) must notify the Academic Fieldwork Coordinator (AFWC) whenever a determination is made that a student poses an immediate threat or danger to the patients, staff, or others at the clinical facility, including the student himself or herself. A student may be removed from a clinical facility, held legally liable, or be removed from the program if he/she does not follow the policies and procedures of the facility, fails to follow a FWE's instruction, causes harm or injury to a patient, fellow student, university employee or an employee or invitee of the facility, or negligently, maliciously, or deliberately harms a patient. If a claim is made against the student, the student must notify the student's malpractice insurance carrier and the AFWC in writing. Failure to notify the AFWC of a claim shall constitute grounds for dismissal from the program. Under state law, Tennessee State University cannot be held legally liable for any form of student conduct or any act or omission on the part of a student during a clinical rotation or any clinical activity.

Patient Injury and Reporting Requirements: Any student who intentionally, deliberately, or negligently causes harm to anyone associated with a clinical facility, including a patient, staff member, visitor, patient family member, may be immediately dismissed from participation in the clinical experience. In such incidences, written information will be requested from the facility to enable the Occupational Therapy academic faculty to determine whether the student should be also dismissed from the academic program. In the event of a dismissal from the program, the student will be entitled to the due process procedures applicable to dismissal from an academic program. If a student injures a patient, the student must take appropriate, reasonable, and available steps to insure the patient's immediate safety, report the injury to the supervising clinical instructor, and insure that an incident report is filed according to the facility's policies. Thereafter, the policies of the facility applicable to patient injury will apply. If a patient injury is the result of a student mishap or error, the AFWC must be notified. The clinical site may remove the student from the clinical facility if necessary until an investigation of the matter can be completed. In such an event, the student may be allowed to complete the clinical education experience at another facility, but only after appropriate administrative or disciplinary policies and procedures of the academic program have been followed. The facility retains complete responsibility for patient care, providing adequate supervision of students at all times. Tennessee State University shall not be responsible for personal injury or property damage or loss resulting from the conduct of any student or facility employee. No claim may be sustained or damages paid related to the conduct of a student or any other non-state-employee.

Student Injury or Accidents during Clinical Experience: Students are responsible for their own transportation to and from clinical sites. Neither facility nor TSU is responsible for student injuries while traveling to or from a site. If a student is injured during a clinical experience, he/she should report immediately to the faculty and a charge nurse on the unit. Students may be required to go to a facility's employee health, clinic, facility, or the Emergency Department depending on the severity of the injury and the policies or the agency. Fees for these visits may not be covered by the agency and students are therefore required to maintain their own health insurance. Standard Precautions- Students are required to implement Standard Precautions in all clinical settings where they may be exposed to blood or other body fluids. Standard Precautions should be used when in contact with human tissues, cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Students who are exposed to body fluids while in the clinical/practicum setting should notify the preceptor, responsibly faculty, and the appropriate supervisory person in the agency. The student should follow-up with procedures available for employees of the clinical facility. This includes the right to request patient testing, individual counseling, and obtaining follow-up information for health care.

Signature: _____

Date: _____

Printed Name: _____

Client Confidentiality Form

I hereby give my word that I will adhere to the confidentiality requirements of HIPAA regulations and the policies and procedures of each facility in which I participate in service learning or fieldwork experiences. All client records will remain confidential at all times. Furthermore, I agree to abide by the confidentiality requirements as established by the University and the assigned facility.

Signature: _____

Date: _____

Printed Name: _____

AOTA HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines; however, this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed. See more at <https://www.aota.org/education-careers/fieldwork/supervisor/hipaa.aspx>

EVALUATION OF CLASSROOM PROFESSIONALISM

STUDENT NAME:

<p align="center">Please check the box that indicates the student's level of performance</p> <p><i>1 = Needs improvement. Performance, skills, and/or attitude occasionally falls below standards</i></p> <p><i>2 = Solid Demonstration. Performance, skills, and attitude meet standards</i></p> <p><i>3 = Surpasses requirements. Performance, skills, and attitude are the best that can be expected from any student</i></p>	-	+	++
	1	2	3
<p>1. Dependability & Time Management (Arrives on time, notifies if absent or late, completes assignments on time, uses class and break time wisely, prepares and reviews materials before class)</p>			
<p>2. Participation (actively engages in class without being distracting to others, demonstrates flexibility with changing conditions and assignments, raises relevant questions or examines ideas)</p>			
<p>3. Competence (performs tasks neatly and accurately, demonstrates safety awareness during activities, engages in critical thinking/problem-solving skills, explains purpose of OT (Occupational Therapy) in activities)</p>			
<p>4. Verbal Communication (Uses tone of voice that communicates confidence, uses appropriate level of language, and modifies based on the audience, displays positive non-verbal communication, respects boundaries of others, responds well to and uses feedback)</p>			
<p>5. Written Communication (incorporates appropriate level of language to audience, uses professional terminology, proofreads all work, uses appropriate citations, grammar, and spelling, applies APA (American Psychological Association) style, shows professionalism in email correspondence)</p>			
<p>6. Integrity (Maintains confidentiality, acts with honesty, promotes fairness and objectivity, follows policy and procedure of OT Dept., uses technology appropriately, adheres to OT Code of Ethics, values and cares for equipment and resources)</p>			
<p>7. Cooperation and Teamwork (Makes positive contributions to the team process, accepts group decisions, completes own share of the work, gives credit to those who deserve it, returns equipment and supplies in good order for the next person)</p>			
<p>8. Empathy/Compassion (Respects rights, feelings, and opinions of others without judging, interacts with cultural sensitivity, listens actively)</p>			
<p>9. Initiative/Self-directed learning (Asks for help when needed, starts tasks independently, seeks information and answers from a variety of sources, including evidence-based resources, engages in self-reflection to identify personal strengths and weaknesses)</p>			
<p>10. Professional Appearance (adheres to dress code, uses good personal hygiene, uses appropriate body posture and facial expressions)</p>			

11. **Occupational Balance** (manages personal stressors, maintains & promotes healthy balance of occupational participation)

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Adapted from: Napier, B. (2011). *Occupational therapy fieldwork survival guide: A student planner, 2nd ed.* Bethesda, MD: AOTA Press.

EVALUATOR SIGNATURE & DATE and other comments as necessary: