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# STUDENT HANDBOOK

## OPPORTUNITY AND RESPONSIBILITY

DEPARTMENT OF OCCUPATIONAL THERAPY  
COLORADO STATE UNIVERSITY

AUGUST 2015

## TABLE OF CONTENTS

<b>SECTION 1. INTRODUCTION .....</b>	<b>6</b>
<b>1.1. Purpose and Content of the OT Student Handbook.....</b>	<b>6</b>
<b>1.2. The Department of Occupational Therapy .....</b>	<b>7</b>
Vision, Mission and Core Values of CSU-OT .....	7
Department Contact Information .....	7
<b>1.3. Accreditation &amp; Sponsorship .....</b>	<b>7</b>
<b>1.4. Student Responsibilities Related to the OT Student Handbook .....</b>	<b>7</b>
<b>SECTION 2. DEGREE PROGRAMS .....</b>	<b>8</b>
<b>2.1. Master of Occupational Therapy (M.OT) and Master of Science (M.S.) .....</b>	<b>8</b>
Required M.OT and M.S. Capstone Learning Experiences .....	9
Objectives of the Entry-Level Professional M.OT and M.S. Degree Programs .....	10
M.OT Elective Requirement .....	10
<b>2.2. The Post-Professional MS Degree.....</b>	<b>11</b>
Objectives of the Post-Professional MS Degree .....	12
<b>2.3. PhD in Occupation and Rehabilitation Science .....</b>	<b>12</b>
<b>SECTION 3. FIELDWORK.....</b>	<b>12</b>
<b>3.1 Introduction .....</b>	<b>12</b>
CSU-OT’s Fieldwork Office.....	13
Contact Information .....	13
Fieldwork Glossary .....	13
<b>3.2 Level I Fieldwork .....</b>	<b>14</b>
Overview: Level 1 Fieldwork (OT 686 A-E) .....	14
Description of Level I Fieldwork (OT 686) Sites .....	15
Description of the Selection Process for Level I Fieldwork (OT 686 A-E) .....	15
<b>3.3 Level II Fieldwork .....</b>	<b>16</b>
Overview of Level II Fieldwork (OT 687 and OT 688) .....	16
Placement Process for First Level II Fieldwork (OT 687) .....	17
Policy and Procedures for Unsuccessful First Level II Fieldwork (OT 687; Summer, First Year).....	17
Student and Department Process for Developing and Obtaining Approval of Revised Plans of Study.....	17
Student Process for Requesting Provisional Permission from Instructors to Enroll in Courses .....	18
Assessment of Graduate Differential Tuition for Students with Revised Plans of Study .....	19

Placement Process for Second Level II Fieldwork (OT 688) .....	19
<b>3.4 Planning for Fieldwork-Related Expenses.....</b>	<b>20</b>
Student Costs for Fieldwork .....	20
<b>3.4 Researching Active Fieldwork Settings .....</b>	<b>20</b>
Canvas and The OT Fieldwork Database .....	20
<b>3.5 Requirements and Pre-Requisites for Enrolling in Fieldwork.....</b>	<b>21</b>
Requirements for Enrolling in Fieldwork.....	21
Good Academic Standing.....	21
Professional Behavior .....	21
Registration for Fieldwork Courses .....	21
Fieldwork-Related Deadlines.....	22
Overview of Fieldwork Prerequisites .....	22
Liability and Health Insurance Requirements.....	22
Worker’s Compensation.....	22
Criminal Background Check (CBC) .....	22
Immunizations, Drug Screens & CPR and/or BLS Certification .....	23
Accommodations for Students, Including Assistive Technology Accommodations .....	24
Standard Precautions Exam.....	24
Name Tag.....	24
<b>3.6 Related Fieldwork Information and Tips .....</b>	<b>24</b>
Staying Flexible: Things Beyond Our Control .....	24
Driving During Fieldwork.....	25
Fieldwork Site Schedule and Absences .....	25
Additional Information .....	25
<b>SECTION 4. CRITERIA FOR SUCCESSFUL DEGREE COMPLETION.....</b>	<b>25</b>
<b>4.1 Meet All Graduate School Requirements .....</b>	<b>25</b>
<b>4.2 Maintain Good Academic Standing .....</b>	<b>25</b>
<b>4.3 Uphold Academic Integrity.....</b>	<b>26</b>
Academic Integrity & Academic Misconduct Defined.....	26
Examples of Academic Misconduct.....	27
Procedures for Dealing with Academic Misconduct .....	28
<b>4.4 Uphold the University’s and AOTA’s Ethical Standards.....</b>	<b>29</b>
<b>4.5 Uphold High Standards of Professionalism.....</b>	<b>29</b>
Key Areas of Responsibility Related to Professional Behavior .....	30
Acceptance of Responsibility.....	30
Commitment to Learning .....	30
Communication Style: Written, Verbal and Non-Verbal .....	30

Interactions with Others.....	31
Participation in the Supervisory Process .....	31
Time Management and Organization.....	31
Professional Behavior: Process for Student Development and Accountability.....	31
Departmental Probation .....	33
<b>4.6 Meet All Fieldwork Expectations .....</b>	<b>34</b>
Required Number of Successful Level II Fieldworks.....	34
Unsuccessful Level I and Level II Fieldworks .....	34
Time for Completion of Level II Fieldworks.....	35
<b>4.7 Dismissal from the Program .....</b>	<b>35</b>
<b>4.8 Withdrawal from the Program and University .....</b>	<b>35</b>
<b>SECTION 5. RESOURCES FOR STUDENTS .....</b>	<b>36</b>
<b>5.1 Faculty and Staff Support of Students .....</b>	<b>36</b>
Meetings with Faculty and Staff.....	36
Academic Advising .....	36
Academic Adviser responsibilities: .....	36
Advisee responsibilities: .....	36
Research Advising in the M.S. Degree Option.....	37
<b>5.2 Professional Development Opportunities .....</b>	<b>37</b>
The American Occupational Therapy Association (AOTA) .....	37
The Occupational Therapy Association of Colorado (OTAC) .....	37
The Student Occupational Therapy Association (SOTA) .....	37
The Occupational Therapy Honor Society: Pi Theta Epsilon .....	38
<b>5.3 On-Campus Resources and Advocacy Groups.....</b>	<b>38</b>
Resources on the CSU Campus.....	38
Diversity and Advocacy Resources on the CSU Campus .....	39
<b>5.4 Other Student Resources .....</b>	<b>39</b>
Computer Accounts.....	39
<b>5.5 Student Use of Departmental Resources.....</b>	<b>39</b>
Audio-visual Equipment and Learning Resources .....	39
Assistive Technology Resource Center Computer lab.....	40
Use of the Occupational Therapy Building.....	40
Resource/Equipment Use Agreement.....	40
<b>SECTION 6. DAILY LIFE @ CSU-OT .....</b>	<b>41</b>
<b>6.1 Communication: This Week @ CSU-OT.....</b>	<b>41</b>

6.2	Digital Message Board & Events Calendar .....	41
6.3	FaceBook.....	41
	<a href="https://www.facebook.com/CSUDepartmentOfOccupationalTherapy">https://www.facebook.com/CSUDepartmentOfOccupationalTherapy</a> .....	41
6.4	Communication: Email .....	41
6.5	Other Communication Tidbits .....	41
6.6	Departmental Operations .....	42
6.7	Evacuation Plan.....	42
<b>SECTION 7. STUDENT COMPLAINTS AND APPEALS.....</b>		<b>42</b>
7.1	Grade Appeals.....	43
7.2	Nondiscrimination Policy .....	44
7.3	Sexual Harassment Policy.....	44
7.4	Rights Regarding Students' Educational Records.....	45
7.5	Appeals related to Dismissals from the Program.....	45
<b>SECTION 8. NATIONAL CERTIFICATION EXAMINATION .....</b>		<b>45</b>
<b>APPENDIX A. OT STUDENT HANDBOOK ACKNOWLEDGEMENT FORMS .....</b>		<b>47</b>
<b>APPENDIX B. TEMPLATE FOR REVISED PLAN OF STUDY FOLLOWING UNSUCCESSFUL OT687 LEVEL IIB FIELDWORK.....</b>		<b>49</b>
<b>APPENDIX C. SOCIAL NETWORKING EXPECTATIONS .....</b>		<b>51</b>
	The DO's of Social Networking .....	51
	The DON'Ts of Social Networking: .....	51
<b>APPENDIX D. PROFESSIONAL BEHAVIOR ASSESSMENT .....</b>		<b>53</b>
<b>APPENDIX E. PROFESSIONAL BEHAVIOR IMPROVEMENT PLAN .....</b>		<b>59</b>
<b>APPENDIX F. RESOURCE/EQUIPMENT USE AGREEMENT.....</b>		<b>61</b>

## SECTION 1. INTRODUCTION

### 1.1. PURPOSE AND CONTENT OF THE OT STUDENT HANDBOOK

The OT Student Handbook, herein referred to as *The Handbook*, has one purpose: To provide students with critically important information and resources that will help them succeed in their graduate studies and develop as professional occupational therapists. Guided by this purpose, *The Handbook* has eight main sections:

- **Section 1, Introduction**, provides an overview of each main section of *the Handbook*, along with a brief description of the Department of Occupational Therapy at Colorado State University (CSU-OT) and important accreditation information pertaining to both Colorado State University and to CSU-OT's entry-level professional degree programs. This section also describes student responsibilities related to *The Handbook*.
- **Section 2, Degree Programs**, describes current master's graduate programs in the Department, including their educational objectives and processes for selecting from among two entry-level professional degree options.
- **Section 3, Fieldwork**, describes the fieldwork program in depth. Extensive information is provided to help students understand differences between Level I and Level II fieldwork and their related courses, processes pertaining to selection of fieldwork sites, how to plan and prepare for fieldwork, financial considerations and expectations for performance on fieldwork.
- **Section 4, Criteria for Successful Degree Completion**, details the criteria by which students' progress toward successful completion of their degrees is evaluated. Of particular importance, Section 4 also describes departmental and university expectations of students, as well as policies and procedures pertaining to academic performance, academic integrity, probation (academic and departmental) and dismissal from the program.
- **Section 5, Student Resources**, comprehensively describes resources that are available to students to promote their professional development and to provide support and advocacy from within the department and also campus-wide. Information on access to computers and support for information technology (IT) is also described.
- **Section 6, Daily Life @ CSU-OT**, provides important information on communications among faculty, staff and students; procedures for using departmental resources; and the Department's evacuation plan.
- **Section 7, Student Complaints and Appeals**, addresses university policies pertaining to nondiscrimination, sexual harassment, and rights regarding education records of students, as well as procedures for appealing perceived violations of these policies and also course grades.
- **Section 8, National Certification Examination**, describes criteria for sitting for the examination and contact information for the National Board for the Certification of Occupational Therapists.

Additional information and general graduate student policies are available at the Graduate School (<http://graduateschool.colostate.edu/>) and in The Graduate and Professional Bulletin, herein referred to as *The Graduate Bulletin* (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>).

## 1.2. THE DEPARTMENT OF OCCUPATIONAL THERAPY

Our Department is one of eight academic units within the College of Health and Human Sciences (CHHS) at Colorado State University. Our faculty and staff share the College's and University's commitment to excellence in teaching, research, outreach and service. We are also uniquely committed to providing students with an excellent graduate learning experience centered on **the study of human performance and participation in everyday occupations and contexts across the lifespan**: the core subject of the department's degree programs and, we believe, the profession of occupational therapy.

### VISION, MISSION AND CORE VALUES OF CSU-OT

The Department's vision, mission and core values were collaboratively developed by our faculty and fundamentally inform our commitment to students. They are as follows:

**Vision:** To be a magnet that attracts and grows future leaders of occupational therapy in the state, nation and world through exemplary integrated programs of education, research and community outreach and service that meet real world occupational needs.

**Mission:** CSU-OT exists to optimize human performance and participation in everyday occupations and contexts across the lifespan.

**Core Values:** Collaboration, excellence, honesty, innovation, respect, service and vision

Together, our vision, mission and core values express what we believe in and guide our aspirations not only for students, but also for the occupational therapy profession as a whole. CSU-OT is consequently dedicated to upholding a highly collegial and supportive environment, one that is characterized by respectful and collaborative interactions among faculty, staff and students. We expect our faculty, students and staff to strive for, and to uphold to the best of their abilities, high standards of excellence and professionalism in all our endeavors. We also help one another achieve those standards, remembering that our highest calling is to help people with daily living challenges participate in everyday occupations that promote their development, health and well-being.

### DEPARTMENT CONTACT INFORMATION

The Department of Occupational Therapy can be contacted by calling 970.491.6253 or emailing [otinfo@chhs.colostate.edu](mailto:otinfo@chhs.colostate.edu). Contact information is also posted on CSU-OT's website (<http://www.ot.chhs.colostate.edu/ot/contact.aspx>).

## 1.3. ACCREDITATION & SPONSORSHIP

Colorado State University is accredited by the Higher Learning Commission (<http://www.accreditation.colostate.edu/>) and is a member of the North Central Association. The university operates according to the rules and regulations of the [Colorado State University System](http://www.csusystem.edu/) (<http://www.csusystem.edu/>). The Department of Occupational Therapy's entry-level professional program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), c/o Accreditation Department, American Occupational Therapy Association, 4720 Montgomery Lane, Suite 200,, Bethesda, MD, 20814-3449, phone (301) 652-2682 (<http://www.aota.org/Education-Careers/Accreditation.aspx>).

## 1.4. STUDENT RESPONSIBILITIES RELATED TO THE OT STUDENT HANDBOOK

Student responsibilities pertaining to *The Handbook* are as follows:

- To carefully read *The Handbook* and use it as a reference throughout their graduate studies;

- To direct any questions about *The Handbook* to their academic advisors and/or the Department's Academic Fieldwork Coordinator to ensure accurate understanding of all departmental and university expectations, policies and procedures referenced herein;
- To become familiar with and take full advantage of the many resources and supports that are described in *The Handbook* that can help them succeed with their graduate studies and develop into professional occupational therapists;
- To uphold all departmental and university expectations, policies and procedures described or referenced herein; and
- To sign the forms in Appendix A (OT Student Handbook Acknowledgement Forms) indicating that they have carefully read and understand the contents of *The Handbook* and agree to uphold all departmental and university expectations, policies and procedures. Students should retain one of these forms for themselves and give the other signed copy to Linda McDowell in the front office by **4:30 PM, Friday October 2, 2015**, which will be placed in their student file.

## SECTION 2. DEGREE PROGRAMS

### 2.1. MASTER OF OCCUPATIONAL THERAPY (M.OT) AND MASTER OF SCIENCE (M.S.)

Students have the option of pursuing either a M.OT degree or the M.S. degree based on which degree best fits their career goals. Required courses for the M.OT and M.S. degrees are the same with only minor variations. The course of study leading to both degrees (described on our website) meets all standards of the Accreditation Council for Occupational Therapy Education (ACOTE). Both the M.OT and M.S. degree options are designed to:

- Meet all standards of ACOTE, occupational therapy's accrediting body;
- Require two full years of continuous study across the fall, spring and summer semesters, including Level I and Level II fieldwork experiences;
- Immerse students in the study of research; and
- Help students develop the knowledge and skills needed to apply theory and research to practice as an evidence-based practitioner
- Prepare students to succeed on fieldwork; sit for and pass the certification examination of the National Board for the Certification of Occupational Therapists; and succeed as an entry-level generalist practitioner as required by ACOTE.

**Here are key differences between the two degree options:**

- The M.OT degree option is the degree of choice for students who do not envision research as a central activity in their future careers. Students who pursue the M.OT degree option undertake an elective course during the second year that is aligned with their areas of interest in practice. M.OT students also complete a comprehensive outcomes assessment (COA), which is designed to help integrate learning across the entire curriculum. The COA is completed in OT 641, Occupation and Rehabilitation Science II, during the final semester of study; this project meets the Graduate School's Plan C requirement for graduation. (See page 23 of the Graduate and Professional Bulletin at <http://graduateschool.colostate.edu/current-students/bulletin.aspx>.)

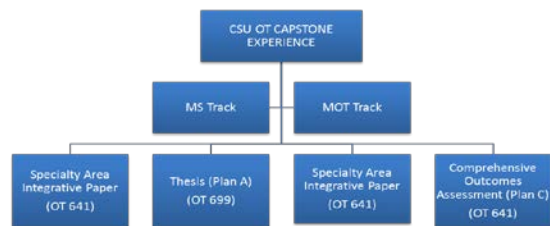


- The M.S. degree option is the degree of choice for students who want to become directly involved in the conduct of research. Students who imagine completing a Ph.D. or future careers as active researchers may also want to also consider the M.S. option. M.S. students complete an independent research thesis, which entails engagement in a research project with a faculty member. The thesis meets the Graduate School's Plan A requirement for graduation. Students considering the M.S. degree option are encouraged to look at our faculty websites to familiarize themselves with the research that faculty conduct. Also consider the benefits that completing a research thesis can provide including one-to-one mentorship by faculty members who are engaged in research and the sense of accomplishment and satisfaction that comes from having completed and published original research that advances the field. Completing a thesis may also fast track students into our Ph.D. program and help their launch early research careers.

The programs of study of the M.OT and M.S. degree options are described on the department's website under Professional Master's Programs ([http://www.ot.chhs.colostate.edu/students/ms\\_motcurriculum.aspx](http://www.ot.chhs.colostate.edu/students/ms_motcurriculum.aspx)).

#### REQUIRED M.OT AND M.S. CAPSTONE LEARNING EXPERIENCES

As shown in the Figure below, the M.OT and M.S. degree options require completion of capstone learning experiences comprised of two components.



The shared M.OT and M.S. component of the capstone learning experience consists of a comprehensive integrative scholarly paper focused on a specialty area of practice. This integrative paper constitutes the main graded assignment of OT 641, Occupation and Rehabilitation Science II, the curriculum's capstone course (second spring semester). In this paper, students identify a personally meaningful specialty area of focus that pertains to the curriculum's core subject of human performance and participation in everyday occupations and contexts across the lifespan. Students examine the historical evolution and contemporary views of best practice of their specialty focus area. Guided by this examination, they recommend and justify future actions and strategies to advance practice.

The second component of capstone learning experiences differs for M.OT and M.S. students, as follows:

- Students who pursue the M.S. degree option are required to complete an independent research thesis, which entails engagement in a mentored research project with a faculty member. The thesis meets the Graduate School's requirements for the Plan A option.
- Students who pursue the M.OT degree option are required to complete a comprehensive outcomes assessment (COA) in OT 641 during the second spring semester. The COA consists of a portfolio with five sections, each corresponding to a curriculum thread. Related to each thread, students demonstrate their competency with respect to targeted curriculum outcomes (refer to OT Curriculum Design on the program's website: (<http://www.ot.chhs.colostate.edu/>)).

[students/curriculum-design.aspx](#)). The COA meets the Graduate School's requirements for the Plan C option.

#### OBJECTIVES OF THE ENTRY-LEVEL PROFESSIONAL M.OT AND M.S. DEGREE PROGRAMS

Per the 2011 Accreditation Standards for Occupational Therapy education programs (<http://www.aota.org/Education-Careers/Accreditation.aspx>) graduates from our entry-level, Professional Master of Science and Master of Occupational Therapy programs are expected to:

- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of academic and fieldwork education.
- Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.
- Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
- Be prepared to be a lifelong learner and keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession. (See <http://www.aota.org/en/About-Occupational-Therapy/Ethics.aspx>).
- Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.
- Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
- Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.

#### M.OT ELECTIVE REQUIREMENT

Each MOT student assumes full responsibility for assuring that she or he satisfies the Graduate School's Plan C requirements for graduation which can be found in Section E of the *Graduate and Professional Bulletin*. The following information will assist the MOT student in fulfilling her or his MOT elective course requirement:

- Each MOT student is required to successfully complete 1 three-credit elective course at the 300 level or higher as a requirement for graduation. This course should be completed within the student's second fall or spring semester.
- Not all courses will be recognized by the Graduate School as meeting the student's elective option. Students may only take regular courses which can be identified by having course numbers: 300 - 381, 400 - 481, 500 - 581, and 600 - 681.
- The elective course should be in an area of interest for the student's future practice as indicated in the OT Department's Student Handbook, and the elective course should clearly align with the Department's core topic of human performance and participation in everyday occupations and contexts across the lifespan. It is recommended, though not required, that the student obtain the approval of her/ his academic advisor prior to registering for the elective course.
- The OT Department sometimes offers elective options. If offered, an OT elective course can accommodate approximately 12 MOT students. MOT students will receive information regarding available OT electives in spring of their first year; MOT students will have registration priority for these courses.
- Because of the logical fit with the curriculum core, the following departments may have elective courses of interest to MOT students; this is not an exhaustive list: Anthropology (ANTH), Education (EDUC), Education Research Methods (EDRM), Ethnic Studies (ETST), Human Development and Family Studies (HDFS), Human Exercise Science (HES), Music (MU), Organization Performance and Change (EDOD), Philosophy (PHIL) Psychology (PSY), Social Work (SOWK), and Sociology (SOC).
- It is recommended that each MOT student identify an elective course for which she or he has met the prerequisites. In the case where a student has not met a course prerequisite it may be possible to obtain permission from the course instructor to waive prerequisite requirements for the course.
- Departments outside Occupational Therapy commonly give course registration priority to students who are seeking degrees within their home department. MOT students therefore may not be able to immediately register for her or his preferred elective course when registration opens. Students should contact the department delivering the elective course to determine if and when non-majors may be allowed to register. *Importantly, some instructors and departments do not allow non-majors to register for their courses.* When this occurs the MOT student should identify an alternate course for registration.

## 2.2. THE POST-PROFESSIONAL MS DEGREE

Students seeking a post-professional Master of Science degree in occupational therapy at Colorado State University already hold a bachelor's degree in occupational therapy and are certified to practice as an occupational therapist as evidenced by having passed the certification examination of NBCOT or an equivalent examination in their home countries. These students desire advanced education with an emphasis on research and evidence-based practice. For more information on the Post-Professional Master of Science Program of Study, go to <http://www.ot.chhs.colostate.edu/students/post-professional.aspx>.

## OBJECTIVES OF THE POST-PROFESSIONAL MS DEGREE

Graduates of our post-professional program are expected to:

- Demonstrate advanced reasoning and critical thinking related to occupational therapy theory, models of practice and evidence-based evaluations and interventions;
- Understand and value the occupational core of the profession and the profession's focus on performance outcomes for the recipients of occupational therapy services;
- Be competent and critical consumers of research generated within and outside the field;
- Contribute to the growth and dissemination of research and knowledge in the field;
- Advocate for, and actively promote occupational therapy;
- Demonstrate leadership behaviors and be prepared to make a positive impact on occupational therapy programs and services;
- Be self-directed, life-long learners; and
- Continue to uphold the ethical standards, values, and attitudes of the occupational therapy profession (See <http://www.aota.org/en/About-Occupational-Therapy/Ethics.aspx>).

### 2.3. PHD IN OCCUPATION AND REHABILITATION SCIENCE

The department's interdisciplinary Ph.D. in Occupation and Rehabilitation Science admitted its first students in fall 2013. The program was designed to allow entry-level occupational therapy students to "fast-track" into Ph.D. level study under the guidance of a research mentor. For more information about the program, talk with either your academic or research advisor. Information on the curriculum and application process can be found at: <http://www.ot.chhs.colostate.edu/students/phd.aspx>.

## SECTION 3. FIELDWORK

### 3.1 INTRODUCTION

Students build an identity to become occupational therapists through coursework and fieldwork starting the first semester in the master's program. On-campus coursework integrated with fieldwork prepares students to become entry-level occupational therapists capable of practicing with a variety of people across the life span who seek services in a variety of practice settings. Students acquire progressively higher levels of professional behavior and performance competency through fieldwork education to assume the roles and responsibilities for practice as an occupational therapist. Our faculty and staff in the fieldwork office recruit placements and fieldwork educators that build upon the CSU-OT academic preparation and meet national accreditation standards. CSU-OT has over 200 active fieldwork sites nationwide. The majority of these sites are located in Colorado; however, sites are available in the southwest, Pacific Northwest, west coast, mountain and Midwest regions of the country. Historically, there has been less demand for placements in the southeast and northeast. If location is important (especially for Level II fieldwork), students can contact the fieldwork office staff to discuss site availability in a preferred geographic area.

To achieve a successful learning experience, CSU-OT is committed to matching students' interests and abilities with characteristics of the fieldwork sites. Therefore, group and individual student advising is provided for site selection. Because of limited availability of fieldwork sites, however, and to ensure the best possible fit between the student and a fieldwork site, students may be required to commute up to 1½ hours OR to relocate to another region for Level I and Level II fieldwork.

## CSU-OT'S FIELDWORK OFFICE

Personnel in CSU-OT's Fieldwork Office include Patricia Stutz-Tanenbaum, Academic Fieldwork Coordinator (AFWC), and Debi Krogh-Michna, Fieldwork Administrative Assistant. Patty and Debi are here to help students find good fieldwork placements and succeed on fieldwork. One key to success related to the fieldwork office is **COMMUNICATION**. Ongoing communication simply cannot be emphasized strongly enough. It is in the best interest of students to communicate promptly with the fieldwork office in the event of any unexpected circumstances or concerns that may influence, or that students believe are influencing, their participation in fieldwork.

### CONTACT INFORMATION

**Patricia Stutz-Tanenbaum, MS, OTR/L, FAOTA, Assistant Professor, Academic Fieldwork Coordinator (AFWC)** ([http://www.ot.chhs.colostate.edu/faculty-staff/patty\\_stutz-tanenbaum.aspx](http://www.ot.chhs.colostate.edu/faculty-staff/patty_stutz-tanenbaum.aspx))

Location: Room 206, Occupational Therapy Building

Phone: 970-491-7795 (office); 970-980-4825 (cell)

Email: [Patricia.Stutz-Tanenbaum@ColoState.edu](mailto:Patricia.Stutz-Tanenbaum@ColoState.edu)

**Debi Krogh-Michna, Fieldwork Administrative Assistant** ([http://www.ot.chhs.colostate.edu/faculty-staff/debi\\_krogh-michna.aspx](http://www.ot.chhs.colostate.edu/faculty-staff/debi_krogh-michna.aspx))

Location: Room 202, Occupational Therapy Building

Phone: 970-491-6254

Email: [Deborah.Krogh-Michna@ColoState.edu](mailto:Deborah.Krogh-Michna@ColoState.edu)

### FIELDWORK GLOSSARY

**Active Site:** A fieldwork practice site with a current affiliation agreement or contract with CSU. The CSU-OT Department recruits fieldwork sites for Level I and II fieldwork placements for students. At any time, the number, location, and type of active sites can change.

**Fieldwork DataBase:** The CSU OT web-based database is accessible to students when starting the program. The Fieldwork DataBase has information and resources for all contracted fieldwork sites for Level I and II placements. It provides information about student prerequisites, past student fieldwork evaluations and site specific objectives.

**Fieldwork Site:** This refers to the facility where Level I or II fieldwork placements can be completed. A wide variety of settings are available ranging from medical facilities and public schools to community health, emerging practice, and mental health settings. Fieldwork sites can be an active site, or archived, if we no longer send students there.

**Fieldwork Educator:** Also known as a fieldwork supervisor or clinical instructor (CI), this person is the primary educator of fieldwork students and is most often an occupational therapist (OTR). Occasionally, Level I fieldwork educators and secondary Level II fieldwork educators may have backgrounds in fields other than occupational therapy (i.e. certified occupational therapy assistants (COTA), psychologists, teachers, etc.).

**Fieldwork Selection or Sign-up Process:** This process is organized by the OT fieldwork office to help students' select fieldwork placements at recruited fieldwork sites. The fieldwork office staff recruits fieldwork sites to create a fieldwork placement list. Students are randomly sorted into groups for Level I fieldwork, each group is assigned a time when each student meets individually with the academic fieldwork coordinator (AFWC) to complete the sign-up process. The fieldwork selection process is held during the semester prior to when the placement occurs for Level I fieldwork, with the exception of the first fall semester. The Level II fieldwork selection process occurs individually for each student meeting

with the AFWC to plan and schedule. Additional information about the selection process is described below in more detail.

## 3.2 LEVEL I FIELDWORK

### OVERVIEW: LEVEL 1 FIELDWORK (OT 686 A-E)

Students are exposed to occupational therapy practice in context of Level I fieldwork during the professional master's curriculum. (See Table 1 for a description of Level I fieldwork courses). Students complete a minimum of three 40 hour (total of 120 hours) Level I fieldwork placements in a variety of practice settings supervised by occupational therapists and other professionals. Students assist fieldwork educators with providing services to clients across the life span. Students explore their own emerging professional identity as a student therapist, learn about the role of occupational therapists using the occupational therapy process, and develop skills to make decisions for providing services with clients. Fieldwork is integrated with occupational therapy coursework during each semester to reinforce and apply course concepts through practice. Fieldwork experiences create opportunities for students to progress from engaged observation to active participation in a dynamic process with clients in therapeutic contexts.

There are two Level I fieldwork placements integrated with coursework during the first year of the program to develop student performance competencies in preparation for a summer Level II fieldwork with adults and older adults in OT 687. Students complete a third Level I fieldwork in pediatrics during the fall or spring of the second year.

Level I fieldwork typically occurs one day per week during the semester for five consecutive weeks, totaling 40 hours. Sometimes fieldwork sites prefer students to stagger hours over a longer time frame, going a few hours each day. Students are expected to have the same schedule as the fieldwork educator whenever the placement is scheduled. Sometimes there are evening and weekend hours.

During fall and spring semesters when students have coursework and fieldwork, one day per week in the class schedule is set aside for Level I fieldwork. Fieldwork should not interfere with your OT class schedule.

Students may select to do extra Level I fieldwork experiences during the fall or spring semesters or over winter break during the second year. Please contact the fieldwork office staff for more information.

We offer fieldwork experiences combining Level I and II placements at the same site. The same site model (SSM) for fieldwork has been shown to help both students and fieldwork educators. Students gain familiarity within the practice context with lower performance expectations of Level I fieldwork, while increasing their comfort level with the role of OT in the practice setting. This opportunity decreases anxiety levels during the preparation for Level II fieldwork (Evenson, Barnes, & Cohn, 2002). The SSM may be helpful with decreasing the stress associated with transitioning into Level II fieldwork as experienced by both students and fieldwork educators. We also offer fieldwork placements in the traditional manner, scheduling Level I separately from Level II fieldwork. Students have choices for how to transition into the fieldwork environment.

Table 1. Level I Fieldwork: Focus, Semesters and Credit Hours

Course Title	Description	Semester	Credits
OT 686A	OT Process Fieldwork	First Fall	1
OT 686C	Adult to Old Age Fieldwork	First Spring	1
OT 686D	Infancy to Young Adult Fieldwork	Second Fall or Spring	1
OT 686E	Level IE Fieldwork (optional/extra placement)	Second Year, hours arranged	1

DESCRIPTION OF LEVEL I FIELDWORK (OT 686) SITES

- Only active fieldwork sites in Colorado and southern Wyoming with established fieldwork agreements/contracts are available to students for the first Level IA fieldwork placement. Students may go to active fieldwork sites out-of-state during the spring semester over a week block during spring break if negotiated in advance.
  - Level I fieldwork sites are located in the Fort Collins, Boulder, Denver, Greeley, Longmont, Colorado Springs, Pueblo, and southern Wyoming commuting area. Students may be required to commute up to 1 1/2 hours or to relocate to another region for any Level I fieldwork due to limited availability of placements within commuting distance.
- The fieldwork office will post a list of all sites recruited for Level I fieldwork for students to see what is available prior to the selection process. If you have a suggestion for a Colorado site where we do not currently place students, please let the fieldwork office know.

DESCRIPTION OF THE SELECTION PROCESS FOR LEVEL I FIELDWORK (OT 686 A-E)

- Students are given choices of location and practice settings for Level I fieldwork placements. While every effort is made to accommodate students' top choices, the department cannot guarantee that the top choices of every student can be accommodated.
- Students are assigned into small groups randomly for the Level I fieldwork selection process. The small groups and dates for the selection process are posted on the OT686 Canvas. Each small group is assigned a sign-up order; this order is posted on Canvas.
- Students can sign up for a fieldwork placement during or after their time slot, but *not* before.
- The sign-up times are scheduled at a time when there are no occupational therapy classes or fieldwork to avoid students missing class.
- At the beginning of the scheduled time, students who have arrived for the selection process will draw numbers to determine the order of sign-ups to meet with the AFWC individually to choose a fieldwork site.

### 3.3 LEVEL II FIELDWORK

#### OVERVIEW OF LEVEL II FIELDWORK (OT 687 AND OT 688)

Students are required to complete two Level II fieldwork placements consisting of the equivalent of 12-week full-time experiences (see Table 2 for a description of Level II fieldwork courses). During Level II fieldwork, students develop professional competence to become independent as entry-level occupational therapists as gauged by site-specific objectives developed at the fieldwork setting in which placements occur. Students are immersed in the role as an occupational therapist to progressively acquire clinical reasoning, practice competence and professional behaviors expected of an OT in the fieldwork practice setting with primary supervision by an occupational therapist fieldwork educator. Students may be required to commute up to 1 1/2 hours or to relocate to another region for any Level II fieldwork due to limited availability of placements within commuting distance.

The fall and spring semesters of the first year of the curriculum are designed to prepare students to undertake their first Level II fieldwork (OT 687) in an adult and/or older adult medical, community or mental health setting during their first summer semester. Students complete this Level II placement over the 14 week gap of time from the end of the spring semester until the beginning of the fall term. Students return to campus after the first summer Level II placement to explore, reflect upon and build upon their Level II fieldwork experiences during their second year coursework.

The second Level II fieldwork (OT 688) occurs after successful completion of the fall and spring semesters of the second year of study in the professional program. Students select a second Level II fieldwork placement (OT 688) in a different practice setting and with a different client group than experienced during their first Level II fieldwork placement. Students may undertake their second Level II fieldwork (OT 688) during either the summer or fall after completion of all academic coursework. While students who are eager to graduate may choose to undertake their second Level II fieldwork during the second summer semester, those who wish to have a public school placement may opt to postpone this fieldwork until the fall. There is no guarantee of a summer second Level II fieldwork due to limited availability of placement sites. Part-time placements may be possible for the second Level II with approval from the AFWC and the fieldwork educator. **Faculty and staff in the fieldwork office recruit all Level II fieldwork sites, including in-state and out-of-state placements.** We will collaborate with the student to develop a plan for recruiting fieldwork sites in-state and out-of-state. A list of all in-state sites recruited for the first Level II fieldwork will be posted on Canvas so students may see available sites prior to the selection process. The fieldwork office uses reasonable efforts to maintain and, if necessary, secure fieldwork agreements and contracts. Students should be aware, however, that because of legal constraints, it is not always possible to negotiate new contracts and renewal agreements at existing sites, which may result in the cancellation of a fieldwork placement. If a cancellation occurs, the fieldwork office works with students to schedule a viable alternative.

Table 2. Level II Fieldwork: Focus, Semesters and Credit Hours

Course Title	Description	Semester	Credits
OT 687	Fieldwork IIA	First Summer	12
OT 688	Fieldwork IIB	Second Summer or Third Fall	12



## PLACEMENT PROCESS FOR FIRST LEVEL II FIELDWORK (OT 687)

- Students begin planning OT 687 Level II placements in an adult and/or older adult medical, community or mental health practice setting during the fall semester of the first year of the academic program. Students are given choices of location and practice setting for their OT 687 Level II fieldwork placements. While every effort is made to accommodate students' top choices, the Department cannot guarantee that every student's top choice will be accommodated.
- Students interested in an out-of-state location for Level II fieldwork should schedule to meet with the AFWC or Administrative Assistant early during the fall semester to discuss their interest, and complete the Level II request process available on Canvas.
- Students are randomly assigned to individual advising meetings with the AFWC to select the in-state first Level II fieldwork placement. The schedule for student advising meetings are provided during the August Orientation meeting and posted on Canvas. Each student is assigned a sign-up date and time to meet with the AFWC.
- Students meet with the AFWC for a few minutes during the fieldwork advising meeting to plan and select their first Level II fieldwork placement.
- The sign-up times are scheduled at a time when there are no occupational therapy classes or fieldwork to avoid students missing class.
- A student makes a commitment to complete the placement at a fieldwork site when they sign-up for an in-state or request an out-of-state placement.

## POLICY AND PROCEDURES FOR UNSUCCESSFUL FIRST LEVEL II FIELDWORK (OT 687; SUMMER, FIRST YEAR)

It is the policy of the Department of Occupational Therapy that students who do not pass OT 687 (Level IIA fieldwork) in the first summer semester of the program must develop and obtain approval of a revised plan of study. Students are required to work throughout the process of developing their revised plans of study with both the Academic Fieldwork Coordinator (AFWC) and their academic advisor. If the AFWC is the student's advisor, then another faculty member is selected to ensure that at least two faculty members guide the revision process (hereafter referred to as "involved faculty members"). The Academic Program Director (APD) grants final departmental approval or disapproval of revised plans of study

Outlined below are: 1) the process that students with unsuccessful Level IIA fieldworks must follow to develop and obtain approval by the APD of their revised plans of study; 2) the process that students must follow to request provisional instructor approval to enroll in courses during the approval process and written into the revised plan of study; 3) requirements of revised plans of study; and 4) assessment of graduate differential tuition for students with revised plans of study.

## STUDENT AND DEPARTMENT PROCESS FOR DEVELOPING AND OBTAINING APPROVAL OF REVISED PLANS OF STUDY

1. Upon discontinuation or unsatisfactory completion of a Level IIA fieldwork, the student arranges an initial meeting with involved faculty members to begin developing the revised plan of study. This meeting needs to occur prior to the start of fall semester following an unsuccessful summer Level IIA fieldwork.

2. After the meeting, the student submits the following two documents to the involved faculty members for their review:
  - a. **A written reflection on the unsuccessful Level IIA fieldwork.** This reflection must include:
    - 1) An analysis of what went wrong, including the student's contributions to what went wrong; while this analysis may include the student's perception of how the fieldwork site and or the fieldwork educator influenced performance, it should focus on the student's contributions;
    - 2) Identification of areas of needed personal transformation (what is it within 'me' that needs to change?), including specific plans to bring about needed changes;
    - 3) Analysis of what the student learned about OT through the fieldwork experience; and
    - 4) An analysis of what the student learned about him or herself and professional identity related to becoming an OT, specific areas of growth or change that would support successful fieldwork and course completion, and how the student intends to make this growth.
  - b. **A revised plan of study.** The revised plan of study must meet all requirements described in this policy. Students and faculty should refer to the plan of study template as they develop revised plans of study (Appendix B. Template for Revised Plans of Study Following Unsuccessful OT687 Level IIB Fieldwork). In developing revised plans of study, students need to understand that they will not receive permission to enroll in the following two courses until after they pass OT 687 (Level IIA fieldwork):
    - 1) OT 611, Reflective and Evidence-based Practice. OT 611, which is typically taken in the second fall semester, must be postponed to the third fall semester for a revised plan of study to be approved.
    - 2) OT 641, Occupation and Rehabilitation Science II. OT 641, which is typically taken in the second spring semester, must be postponed to the third spring semester for a revised plan of study to be approved.
3. Before submitting the above documents to the APD for review, the student is expected to further develop, change or revise one or both documents as advised by the involved faculty members.
4. Once approved to do so by the involved faculty members, the student submits the written reflection and revised plan of study to the APD for further review.
  - a. The APD may request further revisions of the submitted documents before granting approval.
  - b. If the APD does not approve the revised program of study, the student may be required to withdraw from courses in which instructors had given provisional permission for enrollment.

#### STUDENT PROCESS FOR REQUESTING PROVISIONAL PERMISSION FROM INSTRUCTORS TO ENROLL IN COURSES

1. The academic advisor is responsible for overseeing the provisional permission process to ensure it occurs for each OT course.
2. Students may receive *provisional* permission from instructors to enroll in three courses:
  - a. OT 621, Occupational Performance Infancy-Childhood , second fall semester;
  - b. OT 631, Program Assessment and Development, second fall semester: and
  - c. OT 661, Occupational Performance Adolescence-Young Adult, spring second semester.

3. Students are responsible for requesting provisional permission for OT 621 and OT 631 within two weeks before the start of the semester when course occurs. After provisional permission is given, students may register for the course.
4. Students need to understand that these factors, among others, may influence the instructor's decision to provide provisional permission to take OT 621, OT 631, and OT 661:
  - a. Number of weeks that the student completed in OT 687 (Level IIA fieldwork);
  - b. Quality of performance and awareness of safety during OT 687 related to the OT process with adults, and capacity to apply across life span;
  - c. The student's process in responding to, or healing from, an unsuccessful fieldwork, and insightful written reflection;
  - d. The student's ability to self-advocate, to demonstrate initiative, and to add to group learning processes and projects.
  - e. Related to OT 661, the student's performance in OT 621 and OT 631 may also be considered.
5. If the student's revised plan of study is not approved by the APD, the student may be eligible to take the course(s) the following year given adequate progress in the program.
  - a. In this case, and to avoid penalties for any late withdrawals, an incomplete grade(s) will be entered and the student will take the course(s) the following year.
6. If the student does not make adequate progress in the program with the revised plan of study, there is the potential for discontinuation in the program. See sections in handbook on successful degree completion, academic and departmental probation.

#### ASSESSMENT OF GRADUATE DIFFERENTIAL TUITION FOR STUDENTS WITH REVISED PLANS OF STUDY

The Department of Occupational Therapy's semester-based graduate differential tuition will be assessed for each of the student's first six semesters in the program, beginning with the first fall semester, regardless of whether the student is full or part-time. After the first six semesters have been completed by the student, no additional graduate differential tuition will be assessed.

#### PLACEMENT PROCESS FOR SECOND LEVEL II FIELDWORK (OT 688)

- Students can begin planning in-state OT688 Level II placements during the first spring semester of the academic program. The planning process for the second Level II fieldwork is different from the first Level II fieldwork, students have more flexibility to choose the location, timing, and the practice setting, and students individually initiate communication with the AFWC to begin the recruitment process.
- The second Level II fieldwork is different from the first Level II placement and allows for exposure to a variety of clients across the life span and to a variety of settings. Students may not do both Level II fieldwork placements in the same practice setting or with clients of similar characteristics.
- The OT688 Level II fieldwork can occur as early as the summer semester after the second year; alternatively, it may be delayed until the beginning of the fall term to allow for settings unavailable in the summer such as public schools. There is no guarantee of a summer second Level II fieldwork due to limited availability of placement sites.

- Students can schedule to meet with the Fieldwork Office staff to plan in-state or out-of-state Level II fieldwork to align career goals, fieldwork sites available, and planning for future employment in OT. We want to work with you to find a fieldwork site which is a “good-match” with your learning style and professional goals.
- If students would like an out-of-state location for Level II fieldwork, they should contact the Fieldwork Office staff early in the program to discuss it, and complete the Level IIB request process available through Canvas.
- Only one new fieldwork contract will be negotiated per student during the OT program. During the course of exploring potential fieldwork sites, if students find a new facility or site that might be covered with an existing corporate contract or receptive to using a CSU fieldwork agreement, they should contact the Academic Fieldwork Coordinator about the possibility of doing a placement at the new location.
- A student makes a commitment to complete the placement at a fieldwork site when they request an in-state or out-of-state placement.
- Once a placement site is secured, students are given a confirmation form to sign and return to the Fieldwork Office. This form is forwarded to the CSU AFWC and the fieldwork educator for signatures. Students subsequently receive a copy of the fully executed form. Students are advised to keep the confirmation form for their records.

### 3.4 PLANNING FOR FIELDWORK-RELATED EXPENSES

#### STUDENT COSTS FOR FIELDWORK

Students are responsible for all fieldwork-related expenses. These expenses include, but are not limited to, university tuition and fees during the semester(s) in which students are enrolled in fieldwork courses; housing and travel expenses, including mileage; and costs related to fieldwork site prerequisites, which include, but are not limited to: criminal background checks, drug screens, immunizations, professional liability insurance and certifications in Basic Life Support (BLS) or Cardiopulmonary Resuscitation (CPR). When students are completing Level II fieldwork and are not registered for any additional courses, university student fees are reduced. Students continue to pay the college technology and department program fees throughout the program.

**Level I (OT686 A-E):** Students are enrolled full time for OT classes, and tuition related to fieldwork credits is included in the full-time credit load.

**Level II (OT 687 & OT 688):** Students pay full-time tuition during their Level II fieldwork experiences even when these experiences are off campus. Tuition covers the university costs associated with developing, maintaining, and supporting fieldwork sites and our students. Student financial aid is available for the required Level II fieldwork registration.

### 3.4 RESEARCHING ACTIVE FIELDWORK SETTINGS

#### CANVAS AND THE OT FIELDWORK DATABASE

**Canvas** is the title of CSU’s web-based courseware platform that supports on- and off-campus teaching and learning. In OT686, OT687 and OT688, Canvas allows enrolled students to have continuous connection with student peers and the AFWC, access to fieldwork resources, Level I and II forms, and fieldwork-related assignments.

The **OT Fieldwork Database** consists of a website that students can access on-campus or remotely through CSU-OT's fieldwork website as well as Canvas. The fieldwork database provides students with a comprehensive listing of all active fieldwork sites, including important information about each site; it is a useful tool and resource for students to see where they might be able to do placements and also to learn about the characteristics and prerequisites of the setting. The Fieldwork Database has copies of Student Evaluation of Fieldwork Experience (SEFWE) and Fieldwork Experience Assessment Tool (FEAT) from previous students who have completed placements. The SEFWEs and FEATs provide students with information about the role of occupational therapy, client population, characteristics of the setting and fieldwork educators that can guide Level I and II fieldwork selection.

### 3.5 REQUIREMENTS AND PRE-REQUISITES FOR ENROLLING IN FIELDWORK

There are a number of requirements that students need to complete before participating in fieldwork to ensure readiness to undertake Level I and Level II fieldwork placements. Students are responsible for knowing about and completing by posted deadlines, all requirements and pre-requisites of both CSU-OT and specific fieldwork sites prior to placement. Please see the information below that is intended to guide your preparation for upcoming fieldwork placements during the occupational therapy professional program.

#### REQUIREMENTS FOR ENROLLING IN FIELDWORK

##### GOOD ACADEMIC STANDING

As a condition for placement at a fieldwork site, students are expected:

- To be in good academic standing as indicated by a cumulative GPA of 3.0 or above;
- To have taken and have earned grades of C or higher in all required courses in their programs of study; and
- To have no outstanding incomplete grades.

Students who do not meet these requirements may have their fieldwork placements postponed or cancelled. Written approval of the department head is required for students to proceed with a fieldwork placement who have not met the above requirements. The department head's decision regarding placement is made in consultation with the Academic Fieldwork Coordinator, the student's advisor and/or instructors of courses in which the student's grade was below a B (3.0 GPA).

##### PROFESSIONAL BEHAVIOR

Students who are on Departmental Probation and/or have demonstrated significant unresolved problems with professional behavior may not be placed at a fieldwork site without written approval by the Department Head. The Department Head's decision regarding placement is made in collaboration with the Academic Fieldwork Coordinator, the student's advisor and/or other faculty who have identified professional behavior concerns.

##### REGISTRATION FOR FIELDWORK COURSES

Students are responsible for registering for the appropriate number of credit hours for Level I fieldwork (OT 686 A-E) and Level II fieldwork (OT 687 and OT 688) prior to the first day of the placement and within university timelines for registration. Failure to register in a timely fashion may result in postponement or cancellation of the fieldwork.

## FIELDWORK-RELATED DEADLINES

Students are responsible for knowing the deadlines of site-specific fieldwork pre-requisites and other requirements. Students are additionally expected to meet all posted deadlines prior to starting fieldwork. A failure to meet deadlines may result in postponement or cancellation of the placement.

## OVERVIEW OF FIELDWORK PREREQUISITES

Fieldwork sites have prerequisites for students to participate in educational programs. Students upload most commonly required fieldwork prerequisite immunization and health records through CSU-vendor E\*Value program prior to starting the program. The E\*Value program assists the Fieldwork Office with verifying student compliance with prerequisites prior to starting placements. Some sites require a summary form of prerequisites called an Attestation Form completed and submitted by the OT Department. See the Fieldwork Database web link on Canvas for your fieldwork prerequisites.

## LIABILITY AND HEALTH INSURANCE REQUIREMENTS

**Student Professional Liability Insurance.** Students are required to carry professional liability insurance when engaged in any fieldwork experience. Liability coverage is provided by the university and paid for by student fees on a yearly basis. Students are responsible for providing evidence of the CSU professional liability insurance to each fieldwork site prior to starting the placement. A copy of the professional liability insurance is accessible to the student via Canvas.

**Health Insurance.** CSU requires all students to carry health insurance (<http://graduateschool.colostate.edu/current-students/student-resources/health-insurance/index.aspx>).

Student health insurance is available through CSU Hartshorn Health Services (<http://www.health.colostate.edu/>).

## WORKER'S COMPENSATION

**Students must be registered for a fieldwork course (OT 686 A-E, OT 687 or OT 688) to receive worker's compensation coverage that is provided under CSU's policy.** All placements must be confirmed with specific dates prior to the first day of experience for workers' compensation to be in effect. Students who are not officially registered for an occupational therapy fieldwork course will be given notice to register immediately or the placement will be discontinued until registered appropriately. CSU has limitations for workers' compensation coverage if a student receives any type of remuneration from a fieldwork facility. This may include, but is not limited to, stipends, room, board, and meal vouchers.

## CRIMINAL BACKGROUND CHECK (CBC)

The OT Department requires all students to obtain a criminal background check (CBC) through the CSU vendor, American Databank (ADB), once each year occurring prior to the fall semester. The initial CBC through the CSU vendor will check for the background for the last 7 years based upon all addresses where you lived and all names used during that time period. Successive background checks will be abbreviated to reflect only the time since the initial or previous check, which is no more than one year. The cost of the successive CBCs should be less than the initial check, based upon number of addresses lived and names used since the previous check. Students will pay the CSU vendor directly for the costs associated with the CBC, and sign a release of information authorizing CSU to receive a copy of the results and share with the fieldwork site. If a student lived internationally additional fees and procedures will be needed to obtain a CBC from the international address.

Some fieldwork sites will require CBCs more often prior to the start of a fieldwork placement. CBCs reflect only a background record from the date run. Some fieldwork sites consider CBCs valid only for 30 days, and require new CBCs to be run prior to each placement. Students will be expected to comply with all fieldwork site pre-requisites and pay related costs.

If the CBC is run by the fieldwork site, the student may or may not be charged. If a student does a fieldwork at a Colorado public school, however, the CBC is run through the state system, Colorado Department of Education (CDE). The CDE check is a one-time only process, including fingerprinting, and is paid for by the student. The Fieldwork Office has forms available to complete the CDE process if needed. If a student is denied placement by a site on the basis of CBC results, the Fieldwork Office will make every effort to secure a new placement for the student. However, details of any of these checks or tests may also result in an inability to place a student in any fieldwork site. The National Board for Certification in Occupational Therapy (NBCOT) provides an Early Determination Review. The early determination process will let a student know if she or he will be eligible to take the NBCOT Certification Exam and practice as an OT after the student graduates. The web site to learn about the review and apply for it is <http://www.nbcot.org/early-determination>. The department wants students to make informed decisions about going to OT school based upon the NBCOT Early Determination Review that will allow them to fulfill their goals of becoming an OT.

#### IMMUNIZATIONS, DRUG SCREENS & CPR AND/OR BLS CERTIFICATION

Fieldwork sites have prerequisites for students to participate in educational programs. Students are required to provide immunization/health records prior to starting the program. By signing the voluntary consent form, you provide authorization to the CSU OT Department to share records as required by scheduled fieldwork placements. Depending upon fieldwork site requirements, the CSU OT Department will complete Attestation Forms on your behalf using your immunization/health records. All records are confidential and are stored in the secured CSU-vendor E\*Value web site. Records are available only to authorized Fieldwork Office Staff.

Students complete the most common immunizations listed below and an initial criminal background check through American DataBank (ADB) before starting the first fall semester.

STUDENT IMMUNIZATION/HEALTH/RECORDS REQUIREMENTS	
1	DPT (DIPHtheria, PERTUSSIS [WHOOPING COUGH], AND TETANUS) OR TD (TETANUS, DIPHtheria)
2	HEPATITIS B- SERIES OF 3
3	HIB VACCINE
4	MMR (MEASLES, MUMPS, RUBELLA) & BOOSTER
5	OPV (POLIO)
6	PPD (TB TEST) WITHIN 12 MONTHS
7	VARICELLA, VARICELLA TITER, OR DATE OF CHICKEN POX DOCUMENTED BY MEDICAL RECORDS

Some fieldwork sites may also require additional immunizations or tests (e.g., Influenza).

## ACCOMMODATIONS FOR STUDENTS, INCLUDING ASSISTIVE TECHNOLOGY ACCOMMODATIONS

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 require Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with Resources for Disabled Students (RDS). Students may:

- Email Rose Kreston, the Director of RDS, for consultation at: [rose.kreston@colostate.edu](mailto:rose.kreston@colostate.edu);
- Call for an appointment with a RDS counselor at: 970-491-6385; or
- Stop in at RDS offices at 100 General Services Building on campus.

After meeting with RDS staff, and based on their recommendations, students are encouraged to meet with the Patty Stutz-Tanenbaum, AFWC, to discuss what reasonable accommodations are needed and to develop a plan to implement these accommodations. If desired by the student, Patty will work collaboratively with the fieldwork educator to discuss essential functions for a student therapist at the fieldwork site, student learning needs, and if applicable, any safety concerns related to the disability during the process of implementing the accommodations that are needed. The request for accommodation should be made in a timely manner for each fieldwork placement. Students receiving services through RDS may also be eligible for technology accommodations through the Assistive Technology Resource Center (ATRC). Students working with RDS may request a referral to the ATRC.

## STANDARD PRECAUTIONS EXAM

Prior to beginning the first fall semester and Level I and Level II fieldworks, students are required to complete quizzes on OSHA Bloodborne Pathogens and the Health Insurance Portability and Accountability Act (HIPAA) through the online OT686 Canvas course. Students' abilities to access information on Canvas about fieldwork will be restricted until you pass both quizzes. Students will need a perfect score on both quizzes in order to participate in the fall OT686A fieldwork selection process. There is an Occupational Safety and Health Administration (OSHA) Regulations video which prepares students to take the examination covering the principles and procedures of Standard Precautions for infectious diseases (blood-borne pathogens), with particular attention to HIV+, Hepatitis B and Hepatitis C transmission.

## NAME TAG

Students are required to have a plastic student nametag (1x3 inches) to use during fieldwork placements. Pi Theta, the occupational therapy student honor society, usually sponsors the sale of nametags during the first fall semester.

## 3.6 RELATED FIELDWORK INFORMATION AND TIPS

### STAYING FLEXIBLE: THINGS BEYOND OUR CONTROL

Unexpected cancellations of fieldwork may occur with confirmed reservations for reasons beyond our control. The reasons fieldwork sites cancel may be due to staffing changes at the site or changes in site management, and usually cannot be anticipated. While cancellations are disappointing and unexpected, the fieldwork staff is prepared to work closely with students to find an alternative placement. We ask students to self-advocate with patience and flexibility during the recruitment process.



## DRIVING DURING FIELDWORK

Students may be required to commute up to 1½ hours or to relocate to another region for any Level I and II fieldwork due to limited availability of placements within commuting distance. CSU prohibits students from transporting clients or participants in their own vehicle during any fieldwork experience due to liability issues. Rarely a Level II fieldwork site expects students to transport participants; if this occurs, students must clarify their responsibility and liability prior to transporting a client or patient. At all times, it is preferable to use a fieldwork sponsored vehicle.

## FIELDWORK SITE SCHEDULE AND ABSENCES

Students follow the fieldwork educator's schedule, which could be 8 hours/day or 10 hours/day; fieldwork educators are also sometimes scheduled to work during weekends or at any time during either the day or evening. **Because the student's schedule is the same as the fieldwork educator's schedule, students are expected to be focused and committed in following the schedule of the fieldwork educator or site.** Planned absences longer than two days must be preapproved by the AFWC and fieldwork educator prior to the placement. Absences beyond two days during Level II fieldwork, whether it is a federal holiday, illness or otherwise, need to be made up. Students should avoid taking vacations or taking leave during fieldwork.

## ADDITIONAL INFORMATION

Detailed fieldwork information is available during regular fieldwork meetings each semester and on the fieldwork Canvas web site.

To find out about fieldwork meetings and fieldwork news, check Canvas for the latest fieldwork timeline and the fieldwork bulletin board in the student lounge on the first.

## SECTION 4. CRITERIA FOR SUCCESSFUL DEGREE COMPLETION

Students must demonstrate consistent, satisfactory progress toward completion of their degrees across all four semesters of academic coursework and two semesters of Level II fieldwork in order to graduate from the program. Students are eligible to graduate after successful completion of the OT academic program including two Level II fieldwork placements. This section of *The Handbook* describes expectations and responsibilities of students that directly pertain to successful completion of their degrees in addition to related policies and procedures. Students should additionally be aware that a felony conviction may jeopardize their eligibility for certification and credentialing as an occupational therapist.

### 4.1 Meet All Graduate School Requirements

To be awarded either a M.OT or M.S. degree, students must meet the Graduate School's expectations, requirements, and deadlines pertaining to successful degree completion. Students are expected to familiarize themselves with and regularly consult *The Graduate Bulletin* (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>). In particular, students are directed to Section E.1 of *The Graduate Bulletin*, which describes procedures and requirements for all graduate students. Linda McDowell in the OT front office is a resource to students for guidance pertaining to procedures, forms and deadlines of the Graduate School.

### 4.2 Maintain Good Academic Standing

The Graduate School stipulates that students must be in good academic standing in order to successfully complete their degrees. Instructors use both graded and pass/fail assessment approaches that are

consistent with the program's curriculum design to provide students with timely and instructive feedback on the quality of their work and progress in meeting specific course objectives. Students' overall academic progress toward successful degree completion is based on their cumulative GPAs. A cumulative (minimum of 12 academic credits) grade point average (GPA) of 3.0 or better is required for students to be in good academic standing as defined by the Graduate School. The Graduate School places students with cumulative GPAs below a 3.0 on Academic Probation and allows one semester in which to regain good academic standing. After one semester of a cumulative GPA below a 3.0, the Graduate School informs the student and the Department Head that the student is not in good academic standing. Upon this written notice, the student is required to work with his or her academic advisor and one other faculty member appointed by the Department Head to develop an improvement plan with timelines. The student and his or her academic advisor are jointly responsible for communicating regularly on the student's progress.

**The Graduate School dismisses students from the occupational therapy program who fail to bring their cumulative GPAs up to a minimum of a 3.0 after two semesters on academic probation.** Students are consequently responsible for knowing the criteria of academic good standing. They are also strongly encouraged to monitor their cumulative GPAs each semester and, if their GPAs hover close to a 3.0, to seek the guidance of their Academic Advisors.

### 4.3 Uphold Academic Integrity

Students are responsible for understanding the meaning of academic integrity and for upholding the University's expectations related to academic integrity. It is imperative that students take these responsibilities seriously as **evidence of academic misconduct may precipitate the student's immediate (a) failure on an assignment, (b) failure of a course, and (c) dismissal from the program.** To assist students in meeting these responsibilities, the following information on academic integrity has been excerpted from the Graduate Student Bulletin, Section L.5.1 Academic Integrity, and copied below. (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>)

#### ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT DEFINED

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity.

Faculty/instructors shall work to enhance a culture of academic integrity at the University (see the Colorado State University General Catalog for the Academic Integrity Policy).

Each course instructor shall clearly state in his or her course syllabus that the course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code. In addition, by the end of the second week of classes and/or in the syllabus, the instructor shall address academic integrity as it applies to his or her course by providing guidelines about course elements for the students.

Each course instructor shall provide the opportunity for students to sign an affirmative honor pledge on any course components of the instructor's choosing. The honor pledge shall include one of the following statements and may be expanded according to instructor, department, or college practices and policies:

HONOR PLEDGE: I have not given, received, or used any unauthorized assistance.

HONOR PLEDGE: I will not give, receive, or use any unauthorized assistance.

A course instructor may offer the student the opportunity to write out the pledge if deemed practicable. Students may be given the opportunity to include an honor pledge along with electronic submissions of their work. A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

Academic misconduct (see examples below) undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructors.

Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action.

Students are encouraged to positively impact the academic integrity culture of the University by reporting incidents of academic misconduct.

#### EXAMPLES OF ACADEMIC MISCONDUCT

The following list, though not exhaustive, provides examples of academic misconduct.

- 1. Cheating in the Classroom** – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other materials during an exam; and falsifying exams or other graded paper results.
- 2. Plagiarism** – Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source.
- 3. Unauthorized Possession or Disposition of Academic Materials** – Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students.
- 4. Falsification** – Falsification encompasses any untruth, either verbal or written, in one's academic work. Examples include receiving unauthorized assistance or working as a group on a take-home exam, independent exam, or other academic work without authorization, or lying to avoid taking an exam or turning in other academic work.

Furthermore, falsification of any University document is a violation of academic integrity. Examples include student identification numbers, transcripts, grade sheets, credentials, University status, or letters of recommendation. Forging a signature is another specific example of falsification.

- 5. Facilitation of Cases of Academic Misconduct** – Facilitation of any act of academic misconduct including cheating, plagiarism, and/or falsification of documents also constitutes a violation of Colorado State University's academic integrity. Examples include knowingly discussing specifics of the content of a test or examination you have taken with another student who has not yet taken that test or examination or facilitating, by sharing one's own work, a student's efforts to cheat on an exam or other academic work.

## PROCEDURES FOR DEALING WITH ACADEMIC MISCONDUCT

Faculty/instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. If a faculty member has evidence that a student has engaged in an act of academic misconduct, the faculty member will notify the student of the concern and make an appointment to discuss the allegations with the student. The student will be given the opportunity to give his or her position on the matter. If the student admits to engaging in academic misconduct or if the faculty member judges that the preponderance of evidence supports the allegation of academic misconduct, the faculty member may then assign an academic penalty. Examples of academic penalties include assigning a reduced grade for the work, assigning a failing grade in the course, or other lesser penalty as the faculty member deems appropriate. The course instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to the Office of Conflict Resolution and Student Conduct Services.

Faculty/instructors have a responsibility to report to the Office of Conflict Resolution and Student Conduct Services all cases of academic misconduct in which a penalty is imposed. Incidents which the faculty member considers major infractions (such as those resulting in the reduction of a course grade or failure of a course) should be accompanied by a recommendation that a hearing be conducted to determine whether additional university disciplinary action should be taken.

If the student disputes the decision of the faculty member regarding alleged academic misconduct, he or she may request a hearing with the Office of Conflict Resolution and Student Conduct Services. The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade for the course was recorded. If no appeal is filed within the time period, the decision of the faculty member will be final.

If, after making reasonable efforts, the faculty member is unable to contact the student, or collect all relevant evidence before final course grades are assigned, he or she shall either:

- a. Assign an interim grade of incomplete and notify the student in writing of the reason for this action; or
- b. Refer the case to the Office of Conflict Resolution and Student Conduct Services for a hearing before deciding on a penalty.

A hearing will be conducted with the Office of Conflict Resolution and Student Conduct Services to determine whether a preponderance of evidence exists in support of the allegations of academic misconduct. If the Hearing results in a finding of insufficient evidence to support the allegation or clears the student of the charges, the faculty member will determine a grade based on academic performance and without reflection of the academic misconduct charge and change any previously assigned grade accordingly. If the Hearing results in finding of academic misconduct, the Hearing Officer and faculty member will confer regarding appropriate sanctions. The faculty member will make the final determination regarding academic penalties, which may include, among other options, assigning a reduced grade for the course, assigning a failing grade in the course, or other lesser penalty as the course instructor deems appropriate. The Hearing Officer will make the final determination regarding University disciplinary sanctions.

In a case of a serious incident or repeat offense of academic misconduct that is upheld through a hearing, the Hearing Officer and the faculty member shall decide whether the student's transcript will be marked with a notation of "AM," which will be explained on the student's transcript as a "finding of Academic misconduct." A notation of "AM" will be made on the student's transcript only if the Hearing Officer and the faculty member agree that this penalty should be imposed.

Information about incidents of academic misconduct is kept on file in the Office of Conflict Resolution and Student Conduct Services. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of University infractions, or there are subsequent reports of misconduct.

#### 4.4 Uphold the University's and AOTA's Ethical Standards

Students are responsible for learning about and upholding the ethical standards of the University pertaining to research, as well as the ethical standards of the American Occupational Therapy Association (AOTA) encompassed in the AOTA Code of Ethics. It is imperative that students take these responsibilities seriously as **evidence of a serious breach in research ethics or in the AOTA Code of Ethics may precipitate immediate dismissal of a student from the program.** To assist students in meeting these responsibilities, students are directed to the webpage of the Office of the Vice President of Research that addresses Research and Scholarly Ethics (<http://rcr.colostate.edu/>). Students are also directed to read the complete version of AOTA's Code of Ethics (<http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf>). This code includes occupational therapy students in its definition of personnel and is based on six principles copied below, each of which bears implications for student conduct.

- **BENEFICENCE.** Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- **NONMALEFICENCE.** Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.
- **AUTONOMY.** Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.
- **JUSTICE.** Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.
- **VERACITY.** Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession
- **FIDELITY.** Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

#### 4.5 Uphold High Standards of Professionalism

To demonstrate satisfactory progress toward completion of their degrees, students are expected to uphold high standards of professional behavior throughout their educational program and in context of all academic and professional settings encountered as occupational therapy graduate students. **Serious sustained problems related to professional behavior may lead to a recommendation for dismissal from the program.** It is vitally important, therefore, that students commit themselves to a process of developing high standards of professional behavior. This process begins with the decision to pursue a career in occupational therapy and continues through formal education and into professional employment, as students become socialized into the larger profession of occupational therapy. CSU-OT faculty and staff share responsibility with students to promote and support students' professional development. The program's coursework and fieldwork, along with a variety of other curricular activities, thus provide students with opportunities to develop as true professionals through their acquisition of knowledge, skills, values, ethics, beliefs, behaviors and attitudes that enable effective work as occupational therapists in diverse settings.

The professional behavior expectations for all enrolled occupational therapy students are next described. The familiarity of students with these expectations is essential and can enable students to actively and consciously work to expand their skills, confidence, and competence. While positive professional behavior is an expectation at all times, it becomes especially critical as students approach Level I and Level II fieldwork.

#### KEY AREAS OF RESPONSIBILITY RELATED TO PROFESSIONAL BEHAVIOR

##### ACCEPTANCE OF RESPONSIBILITY

The student:

- Behaves honestly and ethically at all times as demonstrated by adherence to the OT Code of Ethics and CSU's academic integrity policy;
- Evaluates his or her professional behavior as needed, modifying behavior based on self-evaluation and feedback from others; and
- Seeks and uses a variety of resources to solve problems related to academic performance, fieldwork performance, and professional behavior.

##### COMMITMENT TO LEARNING

The student:

- Comes to all classes, field experiences, and other learning opportunities fully prepared;
- Is a self-directed learner as demonstrated by initiative, the independent pursuit and use of resources, and persistence to master challenging concepts and skills;
- Applies full attention to available learning opportunities, without distracting behaviors or inappropriate multitasking (e.g., emailing or texting during class; holding "side bar" conversations with other individuals during group discussions; engaging in personal cell phone use during class or on fieldwork);
- Seeks timely assistance and resources to facilitate learning as needed; and
- Independently initiates and completes any missed work or activities in a timely manner or as negotiated with the instructor.

##### COMMUNICATION STYLE: WRITTEN, VERBAL AND NON-VERBAL

The student...

- Communicates verbally, in writing, and through actions respect for alternative viewpoints and individual differences;
- Demonstrates awareness of own non-verbal communication (affect, body language, voice) and can modify as needed to improve communication and understanding;
- Listens attentively in order to accurately understand others' viewpoints and perspectives;
- Respects email etiquette by (a) personally addressing emails; (b) keeping emails concise and to the point, (c) not overusing "reply all", (d) using email to convey information rather than strong emotion, and (e) reading and modifying emails before sending them to ensure that they are respectful and constructive;
- Upholds departmental expectations pertaining to professional use of social networking (Appendix C. Social Networking Expectations); and

- Speaks only for him or herself, using “I” language.

#### INTERACTIONS WITH OTHERS

The student:

- Addresses interpersonal conflicts and frustrations directly (face to face versus email or 3<sup>rd</sup> party conversations) with the involved person or persons in a respectful and constructive manner;
- Can be counted on to be a reliable team member who meets deadlines and contributes actively and substantively to group learning activities and projects;
- Considers the impact of his or her words and actions on others and can modify words or actions as needed;
- Demonstrates concern and takes action to support the physical or emotional safety and well-being of others; and
- Maintains confidentiality whenever appropriate.

#### PARTICIPATION IN THE SUPERVISORY PROCESS

The student:

- Respectfully and tactfully gives, receives and responds to feedback from peers, instructors and fieldwork educators;
- Proactively seeks assistance or guidance when necessary;
- Follows proper authority channels to communicate or address concerns;
- Seeks support or training when needed; and
- Respectfully advocates for self and others as needed.

#### TIME MANAGEMENT AND ORGANIZATION

The student:

- Attends—and is on time for—all classes and other required program-related activities;
- Communicates unexpected emergencies or schedule conflicts with involved others in a timely and direct fashion;
- Manages personal, family and job-related demands so that obligations to graduate school are consistently met;
- Follows through with responsibilities and commitments;
- Manages multiple time and task demands; and
- Meets deadlines for all assigned work and activities.

#### PROFESSIONAL BEHAVIOR: PROCESS FOR STUDENT DEVELOPMENT AND ACCOUNTABILITY

**Every graduate student in occupational therapy is an ambassador not only of the CSU-OT, but also of his or her chosen profession of occupational therapy.** For this reason, faculty hold students accountable to professional behavior standards in context of all settings and social interactions of relevance to their education and development as a professional occupational therapist. A proactive and preventive approach is used to help students develop and sustain high standards of ethical conduct and professional behavior. The goal of this approach is to produce the finest possible graduates who can

advance the profession of occupational therapy and competently serve their clients at individual, group, and population levels. To reach this goal, faculty at all times consider: (a) their commitment to the delivery of a high quality and rigorous learning experiences for students; (b) on-going obligations to other students, the department, college and university; (c) contracted fieldwork educators and fieldwork sites; and (d) the occupational therapy profession. Ultimately, however, the faculty's commitment to high standards of professional behavior is founded in their dedication to the people and groups who will be served by CSU-OT fieldwork students and graduates.

The Department's approach to professional behavior involves the following 3 steps:

### **STEP 1: SET EXPECTATIONS EARLY FOR ETHICAL CONDUCT AND PROFESSIONAL BEHAVIOR**

Early in the first semester of study, the faculty clearly communicates that students are required to learn about and commit themselves to upholding: (1) CSU's expectations for academic integrity and student conduct; (2) AOTA's Code of Ethics; and (3) CSU-OT's professional behavior standards. Students are required to sign a form by their third week in the program indicating that they have read and agree to uphold their responsibilities in each of these three areas (see Appendix A. OT Student Handbook Acknowledgement Forms).

### **STEP 2: INFORMALLY ASSESS AND SCREEN STUDENTS' PROFESSIONAL BEHAVIOR EACH SEMESTER**

Concerns related to professional behavior are often identified early in the student's program and are most effectively addressed by instructors and academic advisors as soon as they arise. The faculty employs two proactive approaches to helping students develop their professionalism.

One, throughout each semester, faculty informally assess the professional behavior of every student in their classes and directly address any emerging concerns with students in a timely fashion. If concerns related to professional behavior arise during a course, instructors are responsible for addressing them directly with the student in a confidential and timely manner.

Two, during each semester (typically after the semester's mid-point), instructors independently answer this screening question for all students who are enrolled in their courses: Do you have any significant concerns about (Student) related to his or her acceptance of responsibility, commitment to learning, communication style, interactions with others, participation in the supervisory process, or time management and organization? If concerns about a student are identified by more than one faculty member, that student's academic advisor is notified. Academic advisors are then responsible for directly talking with a student about whom more than one concern has been identified and helping that student understand and develop strategies to help address identified concerns. As a basis for discussion and goal setting, the academic advisor may (a) consult with the instructors who identified concerns, (b) assess the student's professional behavior using the Professional Behavior Assessment (Appendix D) and (c) have the student assess his or her own professional behavior using the same form.

### **STEP 3: COMPREHENSIVE ASSESSMENT & INDIVIDUALIZED ACTION PLANNING**

We find that most concerns about professional behavior are effectively addressed through the proactive steps described above. However, depending on the severity of identified concerns, the academic advisor and instructors may see the need for more comprehensive assessment and individualized goal-setting and action. When this is the case, academic advisors and other faculty systematically and comprehensively assess a student's professional behavior, using the Professional Behavior Assessment (Appendix D). Based on this assessment, the student may immediately be placed on Departmental Probation; alternatively, a student may later be placed on Departmental Probation given failure to meet goals related to professional behavior. Academic advisors and concerned instructors then help the student develop individualized goals, action plans and strategies to improve their professionalism



(Appendix E. Professional Behavior Improvement Plan). Consequences for failing to meet goals are also identified. Other University resources may be used to assist students in addressing issues related to professional behavior as needed. The process is as follows:

- The student's advisor gathers Professional Behavior Assessments that have been completed by concerned faculty, and clarifies for understanding as needed.
- Based on the comprehensive assessment, and in consultation with faculty, the head of the Occupational Therapy Department makes a determination as to whether documented concerns are of sufficient severity to merit immediate placement of the student on Departmental Probation. If a student is placed on Departmental Probation, the terms of the Probation are communicated in writing to the student by the department head. (See explanation of Departmental Probation below).
- The advisor meets with the student (and involves others as needed) to review and discuss the assessment and develop individualized goals and action plan using the Professional Behavior Improvement Action Plan (Appendix D). If the student has been placed on Departmental Probation, terms of Departmental Probation are also discussed.
- As needed, the advisor may enlist other campus resources to help the student successfully meet the goals specified in his or her individualized action plan.
- A CSU Student Case Manager may be involved. When enlisted, the Student Case Manager helps the OT student identify needed campus resources; case manager handles all follow-up with the student. A referral to the Student Case Manager is documented by the advisor to student and Department Head.
- When the student's needs exceed the support capacity of student case manager and OT Department, and the student poses a possible danger to self or others, the advisor in consultation with Department Head may enlist further assistance from the Division of Student Affairs.
- The student's advisor and instructors monitor progress and changes in professional behavior per the action plan. Progress monitoring and follow-up meetings are documented by the advisor. Immediate and positive changes are expected.

#### DEPARTMENTAL PROBATION

Departmental Probation is initiated when there is credible documented evidence from multiple sources of serious unresolved problems in a student's professional behavior. The Department Head makes the decision to place a student on Departmental Probation after having consulted with the student's academic advisor, instructors who have identified professional behavior concerns, and/or the Academic Fieldwork Coordinator. The Department Head is required to provide written notification to a student when he or she is placed on Departmental Probation, including evidence supporting the need for probation and terms for being removed from it. A student who is on Departmental Probation may be prohibited from participating in either Level I Fieldwork or Level II Fieldwork at the discretion of the student's academic advisor, the Academic Fieldwork Coordinator, and Department Head.

A student on Departmental Probation is given one semester in which to demonstrate sustained success in addressing terms of the probation. Students who have made significant progress in addressing identified concerns in this period of time are removed from Departmental Probation with the expectation that they will sustain all gains made and no new issues pertaining to professional behavior arise. The Department Head may make a recommendation to the Graduate School that the student is dismissed from the program under two conditions:

- The student fails to adequately address professional behavior concerns within one semester after being placed on departmental probations.

- Progress related to professional behavior concerns is not sustained after the student has been removed from Departmental Probation and/or new serious, credible and documented issues pertaining to professional behavior have arisen.

## 4.6 Meet All Fieldwork Expectations

There are several fieldwork-related expectations that, if not met, may jeopardize a student's eligibility for graduation. It is therefore of utmost importance that students assume responsibility for being aware of these expectations and for meeting them.

### REQUIRED NUMBER OF SUCCESSFUL LEVEL II FIELDWORKS

ACOTE requires all occupational therapy students to successfully complete a minimum of two Level II fieldworks. Failure to meet this requirement renders students ineligible for graduation.

### UNSUCCESSFUL LEVEL I AND LEVEL II FIELDWORKS

**Unsuccessful fieldworks** are defined as those in which a student:

- Was dismissed from the fieldwork prior to its conclusion for reasons of poor performance or significant problems related to professional behavior;
- Did not pass the fieldwork by its conclusion;
- Obtained an incomplete grade; OR
- Cancelled or withdrew from the fieldwork prior to completing the fieldwork without the knowledge of and/or in absence of consultation with the Academic Fieldwork Coordinator. Students who cancel or withdraw from a Level I or Level II fieldwork without knowledge of or in absence of consultation with the Academic Fieldwork Coordinator limit their options for future fieldwork placements and also jeopardize their eligibility for graduation. The Academic Fieldwork Coordinator will evaluate, in consultation from the student's academic advisor and the Department Head, each student-initiated cancellation or withdrawal individually in order to make a determination about re-scheduling, additional requirements prior to future fieldwork placement or eligibility for another placement.

Because academic coursework is designed to prepare students to succeed in Level II fieldworks, failure to maintain a minimum cumulative GPA of 3.0 strongly suggests that a student has not mastered the theory, critical thinking, clinical skills and clinical reasoning abilities needed to succeed on a Level II fieldwork. Accordingly, the maximum number of allowable unsuccessful Level II fieldwork placements is **one** for students who are *not* in good academic standing. The maximum number of allowable unsuccessful Level II fieldwork placements is **two** for students who are in good academic standing, are *not* on departmental probation AND have *not* demonstrated significant unresolved problems related to professional behavior.

Students who receive an "Unsatisfactory" grade in a Level I fieldwork may not be able to progress to a Level II fieldwork placement until satisfactory completion an extended remedial Level I fieldwork. A student who receives an "Unsatisfactory" grade on a remedial Level I fieldwork may not be eligible for additional fieldwork placements and may be recommended for dismissal from the program to the Graduate School.

Students who receive an "Unsatisfactory" grade in a Level II fieldwork AND are on either Academic Probation OR Departmental Probation may not be eligible for an additional Level II fieldwork and may be recommended for dismissal from the program to the Graduate School.

In cases involving unsatisfactory completion of fieldwork, the Department Head's decision regarding recommendation for dismissal is made in collaboration with the Academic Fieldwork Coordinator, the student's advisor and/or other faculty who have identified concerns.

#### TIME FOR COMPLETION OF LEVEL II FIELDWORKS

Both required Level II fieldworks must be completed within 24 months of completing the on-campus academic program.

### 4.7 Dismissal from the Program

The Graduate School makes all final determinations regarding dismissal of a student from the program. While no one likes to think about occupational therapy students being dismissed from the program and members of CSU-OT's faculty and staff are strongly committed to helping students succeed, some circumstances, sadly enough, do warrant dismissal. Consistent with the preceding comments in Section 4 of *The Handbook*, the Graduate School may dismiss a student from the program for reasons of unsatisfactory progress toward completion of his or her degree based on these considerations:

- The student does not have a cumulative GPA of 3.0 or higher following two semesters on academic probation;
- The student has not passed two Level II fieldwork placements within 24 months of completing the on-campus academic program;
- There is credible documented evidence that the student has engaged in serious academic misconduct;
- There is credible documented evidence of serious violations of the university's ethical principles and/or AOTA's Code of Ethics; OR
- There is credible documented evidence of serious problems with professional behavior that have not been resolved despite documented interventions by CSU-OT faculty and/or fieldwork educator(s).

Students who are at risk for dismissal from the program for reasons of poor academic performance are notified in advance and in writing by the Graduate School. The Graduate School notifies students with cumulative GPAs of less than 3.0 based on 9 credits of coursework from the first fall semester that they are "not in good standing" and must raise their cumulative GPAs to a 3.0 or better the following semester to avoid academic probation. After a minimum of 12 credits of coursework has been completed, the Graduate School provides written notification to students with cumulative GPAs of less than 3.0 that they have been placed on academic probation and must raise their GPAs to a 3.0 or better the following semester to avoid dismissal. Students with significant unresolved professional behavior problems are notified of a possible recommendation to the Graduate School for dismissal from the program by the Department Head in the form of a written letter of warning.

### 4.8 Withdrawal from the Program and University

As described in Section H.4.3. of *The Graduate Bulletin*, a student withdraws from the occupational therapy program when he or she drops all courses and leaves the University. If the first day of the semester has not yet begun, students who wish to withdraw may cancel their course schedule through RAMweb without any charge. Once classes have started, students who are planning to drop all courses and leave the University for any reason during the fall or spring term must contact the Center for Advising and Student Achievement (CASA; <http://www.casa.colostate.edu/>), Room 121, The Institute for Teaching and Learning (TILT), prior to their departure to complete the withdrawal process. Unless this

procedure is followed, students are not eligible for any adjustment (if appropriate) of tuition and fees and will receive failing grades in all courses.

## SECTION 5. RESOURCES FOR STUDENTS

### 5.1 FACULTY AND STAFF SUPPORT OF STUDENTS

#### MEETINGS WITH FACULTY AND STAFF

**Faculty.** Students may see faculty during regularly scheduled office hours that are identified in course syllabi. Outside of these hours, students are requested to make appointments in advance to meet with faculty. Barring emergencies, we ask that students not spontaneously “drop in” on faculty.

**Staff.** Students are requested to make appointments in advance to see Debi Krogh-Michna in the Fieldwork Office. Linda McDowell in the front office is available to meet with students at any time between the hours of 7:45 AM to 12:00 and 1 PM to 4:45.

#### ACADEMIC ADVISING

CSU-OT faculty serve in the role of academic advisors. Academic advising supports students as they move through their respective programs of study and complete general requirements towards graduation. Unlike undergraduate education, most advising at a graduate level is initiated by students, although advisors may ask to meet with an advisee as needed to address concerns related to academic performance and/or professional behavior. Students meet their academic advisors as incoming students during the fall orientation process and are encouraged to meet with their academic advisors as needed throughout their academic program. It is important to note that academic advising is different from “research advising.” Research advisors are faculty members with specific research expertise who mentor students through a hands-on research project. Often a student’s academic and research advisors are two different individuals.

#### ACADEMIC ADVISER RESPONSIBILITIES:

- To understand academic program requirements (coursework and fieldwork) and support students as they complete their program of study;
- To be familiar with ethical and professional behavior expectations for students;
- To serve as a resource for students experiencing academic, professional, or personal challenges that impact participation and performance in the academic program; and
- To provide students with feedback, support, and resources as needed to enhance the student’s professional behavior, growth and academic performance.

#### ADVISEE RESPONSIBILITIES:

- To know and meet academic program requirements (including professional behavior expectations) specific to CSU-OT of Occupational Therapy and the Graduate School;
- To be proactive in identifying academic or professional concerns, initiating and seeking timely information, support, and resources through the academic advisor;
- As needed, to make and keep appointments with the academic adviser and come prepared to all appointments; and
- To thoughtfully consider and be prepared to discuss personal strengths and limitations in light of the academic program expectations and individual professional goals.

## RESEARCH ADVISING IN THE M.S. DEGREE OPTION

Research advisors are faculty members with specific research expertise who mentor students who are pursuing the MS degree option through completion of an independent research thesis (Graduate School Plan A). During the first fall semester of the master's program, research advisors present their areas of study to students in both the MOT and MS degree programs. Students who decide to pursue the MS degree program subsequently identify and interview with an advisor with whom they might like to work, ideally within their first semester of study. A research advisor must confirm that he or she is willing to mentor a student through a master's thesis in order for that student to be accepted into the MS degree option.

## 5.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

The American Occupational Therapy Association is a national professional society committed to the advancement of occupational therapy. AOTA provides a wealth of resources for students including information on student conclaves and other events, information on continuing education opportunities and, very importantly, on-line access to the *American Journal of Occupational Therapy* (AJOT) and other publications. AOTA's annual conference is a prime destination point for occupational therapy students around the nation, and provides numerous rich opportunities for students to learn about the profession and meet future colleagues. All students are required to become student members as a professional responsibility and also to gain access to the benefits of membership, including critical and timely resources that support the practice of occupational therapy. For more information, go to [www.aota.org](http://www.aota.org).

**All students must submit proof of AOTA membership to Dr. Barb Hooper, CSU-OT Program Director, by October 2, 2015.**

### THE OCCUPATIONAL THERAPY ASSOCIATION OF COLORADO (OTAC)

Through its annual conference and other events, the Occupational Therapy Association of Colorado (OTAC) also provides opportunities for students to advance their learning and meet other professional occupational therapists. For information on the OTAC, go to [www.otacco.org](http://www.otacco.org).

### THE STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

The CSU Department of Occupational Therapy sponsors the Student Occupational Therapy Association, which provides valuable experiences to supplement students' professional education (see <http://www.ot.chhs.colostate.edu/>). All students enrolled in the program or enrolled as pre-OT students (undergraduates at Colorado State University) are automatically members of SOTA.

**SOTA Meetings** - General meetings of SOTA members occur on a regular basis during the school year. For meeting or other information, check the SOTA calendar, digital messaging board or contact a SOTA officer. Meetings are generally informal, focus on implementing SOTA activities, and provide a great way to get to know other OT students.

**SOTA Affiliations** - SOTA is affiliated with the Assembly of Student Delegates (ASD) within the American Occupational Therapy Association (AOTA). CSU SOTA members are eligible to participate in leadership activities at the national level through the Assembly of Student Delegates. Additionally, SOTA elects a student representative to serve on the board for the Occupational Therapy Association of Colorado (OTAC) and to participate in the Annual Conference of the OTAC.

**SOTA Elections** - Elections are held for new SOTA officers, ASD and OTAC in April of each year. SOTA officer positions are held for one year starting the first day of classes, fall semester and include:

President, Vice President, Secretary, Treasurer, first year student representative, second year student representative and OTAC representative. Position descriptions are available from current SOTA officers for persons interested in running for office.

#### THE OCCUPATIONAL THERAPY HONOR SOCIETY: PI THETA EPSILON

The Occupational Therapy Department sponsors Pi Theta Epsilon, the Occupational Therapy Honor Society. Pi Theta Epsilon exists for the purpose of: (a) recognizing and encouraging scholastic excellence of occupational therapy students; (b) contributing to the advancement of the field of occupational therapy through the scholarly activities, such as research development, continuing education and information exchanged between student and alumni members; and (c) providing a vehicle for students enrolled in accredited programs in occupational therapy to collaborate regarding scholarly activities.

The Beta chapter of Pi Theta Epsilon was established at Colorado State University in 1960. Eligibility for membership includes enrollment in the professional or post-professional master's program and meeting specific criteria established by Pi Theta Epsilon. Each year new members are selected based on their qualifications. For more information on Pi Theta Epsilon, go to (<http://www.aotf.org/pithetaepsilon>; <http://www.ot.chhs.colostate.edu/>).

### 5.3 On-Campus Resources and Advocacy Groups

Colorado State University offers a wealth of resources and services that can assist occupational therapy students academically, financially and socially as they meet the challenges of graduate school along with those presented in their personal lives. We strongly encourage students to take advantage of the resources and advocacy groups on campus that may help facilitate a positive learning and growth experience while at Colorado State.

#### RESOURCES ON THE CSU CAMPUS

- Academic Advancement Center <http://www.aac.colostate.edu/>
- Associated Students of CSU (ASCSU) <http://www.ascsu.colostate.edu/>
- Assistive Technology Resource Center <http://atrc.colostate.edu/>
- CSU Writing Center <http://writingcenter.colostate.edu/>
- Career Center <http://career.colostate.edu/>
- Center for Advising and Student Achievement (CASA) [www.casa.colostate.edu/](http://www.casa.colostate.edu/)
- Center for Community Partnerships <http://www.ccp.colostate.edu/>
- Counseling Services <http://www.health.colostate.edu/>
- Graduate Center for Diversity and Access <http://graduateschool.colostate.edu/diversity/>
- Hartshorn Health Service <http://health.colostate.edu/>
- International Programs <http://www.international.colostate.edu/>
- Maps, Campus <http://www.map.colostate.edu/>
- CSU Libraries <http://lib.colostate.edu/>
- Off-Campus Life <http://www.ocssral.colostate.edu/>
- Student Leadership, Involvement and Community Engagement <http://www.slice.colostate.edu/>

- Student Financial Services <http://www.sfs.colostate.edu/>
- Student Organizations <http://www.slice.colostate.edu/organizations.aspx>

#### DIVERSITY AND ADVOCACY RESOURCES ON THE CSU CAMPUS

- Asian/Pacific American Cultural Center <http://www.apass.colostate.edu/>
- Black/African American Cultural Center <http://www.bss.colostate.edu/>
- CSU Student Diversity/International Organizations <https://ramlink.collegiatelink.net/>
- El Centro <http://www.colostate.edu/depts/elcentro/>
- Gay, Lesbian, Bisexual and Transgender Resource Center <http://www.glbts.colostate.edu/>
- Native American Cultural Center <http://www.nass.colostate.edu/>
- Office of Equal Opportunity <http://oeo.colostate.edu/>
- Resources for Disabled Students <http://rds.colostate.edu/>
- Society for Advancement of Chicanos and Native Americans in Science <https://ramlink.collegiatelink.net/organizations>
- Women’s Studies and Gender Research <http://womensstudies.colostate.edu/>

## 5.4 Other Student Resources

#### COMPUTER ACCOUNTS

The College of Health and Human Sciences (CHHS) provides faculty, staff and students with computer support (see <http://www.chhs.colostate.edu/technology/Labs/>). The College has configured its computer network to provide easy access to your files from any of the student computers, including the laptops in OT, provided you have obtained a CHHS computer account. Your CHHS account also allows you to share files with your professors and colleagues. The CHHS computer labs offer laser and color laser printing, as well as large-format poster printing. Information regarding printing in the labs is available at <http://www.chhs.colostate.edu/technology/Labs/printing/>. The CHHS Gifford, Education, Aylesworth and Preconstruction Center Labs provide laptops that can be checked out for up to five hours and can be taken anywhere on the CSU campus (see <http://www.chhs.colostate.edu/technology/labs/laptop/>).

When you log into the CHHS student domain, you will see two network drives – “M:” and “S:”. The M: drive is where you will store your personal work. Everyone in the College has a private folder on the M: drive that only s/he has access to. The S: drive is used to share files between faculty/staff and students.

## 5.5 Student Use of Departmental Resources

#### AUDIO-VISUAL EQUIPMENT AND LEARNING RESOURCES

The following audio-visual equipment and resources are available for students to use for class-related projects: LCDs, micro recorders and digital cameras; books, videos and assessments; and classroom equipment and supplies. Students must sign an equipment use agreement prior to checking out any of this equipment (Appendix F. Resource/Equipment Use Agreement).

## ASSISTIVE TECHNOLOGY RESOURCE CENTER COMPUTER LAB

The ATRC, an office that serves the campus and is located in the OT Building, provides an assistive technology learning laboratory for OT student use in addition to the larger campus. This lab space has 8 computer work stations equipped with a variety of adapted hardware and software. Additionally, technology related to communication and environmental controls/ electronic aids for daily living are available to explore. The ATRC welcomes walk-in use of the lab area – with the exception of when training and demonstration events occur. Students experience use of the lab for a variety of the OT courses. In addition, students are encouraged to use the lab area on their own time. The lab is equipped with quick start guides that are intended to assist users in exploring the technology independently. Students are welcome to explore a variety of assistive technology solutions for the clients they are supporting on Level I and II FW.

While the first priority of ATRC staff members is to serve the campus, they will assist OT graduate students and answer questions by appointment (970-491-6258).

## USE OF THE OCCUPATIONAL THERAPY BUILDING

- Fort Collins has a no-smoking code. Smoking is NOT permitted in the building.
- The building is locked in the evening hours and on weekends for security reasons. Weekday building hours during fall and spring semesters are: 7:45 a.m. – 4:45 p.m.
- Students are advised NOT to leave personal belongings in classrooms or open offices, as thefts have occurred in the building.
- First aid kits are located in each of the classrooms and in the OT Office (Room 200).
- The OT student lounge is located on the first floor of the building. It is the responsibility of users of the area to keep it clean and to keep noise to a minimum.
- There are three class/laboratory rooms on the first floor. Students are welcome to study in the classrooms when they are not in use.
- Students are expected to assist with classroom and laboratory maintenance to help keep areas as clean as possible and to report need for repairs to a faculty or staff member.
- Owing to its proximity to faculty offices and the need for a quiet work space, the Main Office on the second floor of the OT Building is not to be used as a congregation space for students.

## RESOURCE/EQUIPMENT USE AGREEMENT

Students are required to sign a Resource/Equipment Use Agreement (Appendix E) at the start of their studies to ensure that they:

- Use all of the following resources and equipment in the Department for the purposes for which they were made and intended;
- Take responsibility for caring for equipment/resources, including agreeing to cover costs for repair and replacement as appropriate; and
- Understand that there can be risks in the use of equipment/resources and accept that risk.



## SECTION 6. DAILY LIFE @ CSU-OT

### 6.1 Communication: THIS WEEK @ CSU-OT

*This Week @ CSU-OT* is a weekly newsletter that is distributed electronically on Mondays to students, faculty and staff. *This Week @ CSU-OT* generally includes a weekly message from CSU-OT Department Head plus important news and dates of special events such as SOTA meetings, research defenses, interesting lectures and other happenings on campus of relevance to occupational therapy. Students are invited to contribute news items. We strongly encouraged students to regularly read *This Week @ CSU-OT* to keep abreast and help them feel a part of what is happening in CSU-OT.

### 6.2 DIGITAL MESSAGE BOARD & EVENTS CALENDAR

The digital messaging board on the first floor of the OT Building provides information on important upcoming events and meetings such as orientation events, SOTA events, speakers arranged by Pi Theta Epsilon, fieldwork meetings, and meetings for student thesis proposals and defenses. Students are encouraged to consult the Events Calendar, which can be accessed on the main page of the department's website (<http://www.ot.chhs.colostate.edu/>) for college and university events.

### 6.3 FACEBOOK

Keep up with the Department through Facebook!

<HTTPS://WWW.FACEBOOK.COM/CSUDEPARTMENTOFOCCUPATIONALTHERAPY>

### 6.4 COMMUNICATION: EMAIL

Along with face to face communication, email is a primary means through which faculty, staff and students communicate. For efficient, effective and timely communication via email, we ask that students adhere to the following expectations:

- Students must use their Colorado State University e-mail address for all communications with faculty and staff. This requirement is in place for two reasons. One, staff do not have time to keep track of changes in the personal email addresses of over 120 students at any given time. Two, the university filters many emails from unrecognized addresses. As a result, faculty and staff do not always receive emails that students have sent from non-university addresses.
- Students must check their e-mail daily as important information is communicated from faculty and staff via e-mail.

Students must demonstrate proper email etiquette. In particular, students should address emails personally, write concisely and to the point, use correct spelling and grammar, not forward emails they have received without permission, and pay careful attention to the emotional tone of their emails. At no time should students send emails that were hastily written when they were angry or upset. For more information on email etiquette, see <http://www.emailreplies.com/>

### 6.5 OTHER COMMUNICATION TIDBITS

- Students may leave messages and assignments in faculty and staff mailboxes.
- Students should check the bulletin boards for important notices.

- Students have folders located in a file cabinet in the student lounge area. Faculty members and student organizations use these folders to distribute information to students. Check your file regularly!

## 6.6 DEPARTMENTAL OPERATIONS

- The Department's office is a work area and not a place of socialization. Equipment and supplies in the office are not for student use.
- Privacy acts are upheld by CSU-OT; therefore, posting of grades by name is not permitted.
- A file for each student is maintained in the fieldwork office. Students may review their files with their advisers. Information in the file is considered confidential and is not released to anyone outside the faculty, appropriate administrative offices, or the student without written permission of the student.
- The Department does not have a copier for student use.

## 6.7 EVACUATION PLAN

Faculty who are teaching classes at the time of the emergency are responsible for the orderly evacuation of the class and must be the last person to exit from the classroom to ensure that everyone has evacuated the area. Faculty and students must follow these procedures:

- DO NOT take time to turn off computers, printers or office lights.
- CLOSE, but do not lock door(s).
- DO NOT use the elevator.
- EXIT the building through the closest exit. Know an alternate exit route.
- REPORT to the Department's reporting areas:
  - Designated Reporting Area: on the Oval, west of the OT Building
  - Secondary Reporting Area: South of the OT Building
- STAY in the designated reporting area until you are instructed to leave. This way an accurate head count can be taken.

Upon arrival of University Police, the proctor will assist them in whatever manner they request or direct. Poudre Fire Authority staff and/or the University Police will clear the building, check elevators, areas for the use of those persons with disabilities and laboratory areas in the building. Please be aware that if emergency alarms are turned off, this DOES NOT mean that the building is clear and safe to re-enter. Alarms are silenced so that emergency response personnel can communicate with each other.

Lastly, DO NOT RE-ENTER the building for any reason until instructed to do so by fire or police officials.

## SECTION 7. STUDENT COMPLAINTS AND APPEALS

Students are referred to *The Graduate Bulletin* (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>) for detailed information on university policies, including procedures for complaints and appeals when a student perceives that a policy has been violated. Excerpts from *The Graduate Bulletin* are also included below. As stated in Section L.4, Resources, of the Bulletin, students who have questions, concerns or need assistance with application of their rights may contact the pertinent resource including: Office of Conflict Resolution and Student Conduct Services, Office of the

Vice President for Student Affairs, Office of Equal Opportunity and Diversity, Provost's Office or academic department office. If students are unclear as to which office to approach, they should contact the Conflict Resolution and Student Conduct Services Office for guidance (<http://www.conflictresolution.colostate.edu/>).

## 7.1 GRADE APPEALS

As stated in the Section H.3.4, *Grade Appeals*, of *The Graduate Bulletin*, students have the right to appeal the grades that they have received in both academic and fieldwork courses.

Instructors are responsible for stating clearly the instructional objectives of the course at the beginning of each term and for evaluating student achievement in a manner consistent with these objectives. Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Instructors are responsible for determining and assigning final course grades. Graded examinations, papers, and other materials used as a basis for evaluating a student's achievement will be available to the student for inspection and discussion.

Students may appeal instructors grading decisions. The burden of proof, however, rests with the student to demonstrate that the grading decision was made on the basis of any of the following conditions.

1. A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
2. A grading decision was based on standards unreasonably different from those which were applied to other students.
3. A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

Before making an appeal, the student should discuss the situation with the instructor(s) involved in the decision. To appeal a grading decision, the student shall submit a written request to the department chairperson. The request must set forth the basis for the appeal, identifying one of the three categories set forth above.

The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade was recorded. If no appeal is filed within this time period, the grade shall be considered final.

Within 30 days of receipt of the request for an appeal, the student's appeal shall be provided to the instructor(s) who assigned the grade and an appeals committee formed in accordance with the departmental policies. If the request is received prior to or during the summer session when instructor(s) who assigned the grade or other faculty may not be available, then the appeals committee will be formed no later than 30 days from the beginning of the following fall semester. This committee shall be composed of two faculty members and two students from within the department and one outside faculty member who shall serve as a voting chair.

The appeals committee will review the written appeal and response of the instructor(s). They may elect to separately interview both the student and the instructor(s) before rendering a decision. The decision of the appeals committee will be based upon whether one of the conditions for an appeal set forth above has been met. At the conclusion of the deliberations, the committee shall render one of the following decisions: 1) the original grading decision is upheld, or 2) the department chair or his/her designee(s) will reevaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

Written notice of the committee's decision and the reasons for the decision normally will be sent to the student and the instructor(s) within 30 calendar days of the appointment of the committee. The appeal committee's decision is the final decision of the University. Written summaries of the hearing and decision, together with a rationale for that decision, shall be provided to the student and the instructor who assigned the grade and shall be retained in the department office for a period of one year.

## 7.2 NONDISCRIMINATION POLICY

Colorado State University does not discriminate on the basis of race, age, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services (<http://oeo.colostate.edu/non-discrimination-statement>).

Any student or University employee who encounters acts of discrimination because of age, race, religion, color, gender, sexual orientation, national origin, veteran status, or disability either on or off campus is urged to report such incident to the Office of Equal Opportunity of Colorado State University, located in 101 Student Services. Any person who wishes to discuss a possible discriminatory act without filling out a complaint form is welcome to do so.

Any of the above discriminatory acts can also be the subject of complaints to the Department of Education, Office for Civil Rights, as well as to the Office of Federal Contract Compliance Programs, Equal Employment Opportunity Commission, and the Colorado Civil Rights Division; information on filing complaints with any of these agencies is available in the Office of Equal Opportunity and Diversity.

## 7.3 SEXUAL HARASSMENT POLICY

As stated in Section 1.2.2, Sexual Harassment Policy, of *The Graduate Bulletin*, Colorado State University does not tolerate sexual harassment among students, employees, or other members of its community. Sexual harassment is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972.

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature appear in any of the following contexts: (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment; (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with a person's academic performance or work, or creating an intimidating, hostile, or offensive academic or work environment.

Generally, a single sexual joke, offensive epithet, or request for a date does not constitute sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly may constitute hostile environment sexual harassment. In determining whether the alleged sexual harassing conduct

warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the definition of sexual harassment and (1) is reasonably regarded as nonprofessional speech, or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

The University can respond to sexual harassment only if it is aware of its existence. Any member of the University community who believes that she or he has experienced sexual harassment or reprisal shall contact the Office of Equal Opportunity and Diversity to request advice and information about possible ways to proceed, including use of the University formal complaint procedures. Such discussion will be kept confidential to the full extent permitted by law. Similarly, any member of the University community who believes that she or he observed an incident of sexual harassment in the University learning and working environment or who receives report of alleged sexual harassment from an employee or student should seek assistance from the Office of Equal Opportunity and Diversity.

Full details of the Colorado State Sexual Harassment Policy, including what is involved in bringing a complaint and the procedures for informal and formal resolution are available from the Office of Equal Opportunity and Diversity, or online at the Colorado State website on the A-Z list under "Sexual Harassment Policy" or directly at <http://oeo.colostate.edu/sexual-harassment-policy>.

#### 7.4 RIGHTS REGARDING STUDENTS' EDUCATIONAL RECORDS

Students are directed to Section 1.3.1 of *The Graduate Bulletin* for an extensive description of their rights concerning "education" records under the Family Education Rights and Privacy Act. Should students believe that their rights have been violated, they are entitled to filing a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

#### 7.5 APPEALS RELATED TO DISMISSALS FROM THE PROGRAM

Students have the right to appeal decisions for dismissal from the program following procedures outlined in Section E.1.4 Graduate School Appeals Procedure of *The Graduate Bulletin* (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>).

### SECTION 8. NATIONAL CERTIFICATION EXAMINATION

To sit for the national certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) (<http://www.nbcot.org/>), students must:

- Successfully complete the academic and fieldwork portions of the program including successful completion of twenty-four weeks of Level II fieldwork experiences.
- Receive clearance from the CSU graduate school and registrar for eligibility to graduate.

- Apply to take the certification examination through NBCOT.
- As requested by NBCOT, provide additional documentation such as character references. Follow all application directions provided on the NBCOT web site (<http://www.nbcot.org/>) and pay applicable fees.

Please note that the NBCOT has security policies related to its certification examination that restrict disclosure of confidential examination material content to a third party. NBCOT strictly monitors compliance with these policies on social media sites (See Appendix C pertaining to social networking expectations).

## APPENDIX A. OT STUDENT HANDBOOK ACKNOWLEDGEMENT FORMS

**Please retain this form for your personal records.**

By signing on the line below, I understand that:

- The Professional Curriculum in Occupational Therapy at Colorado State University provides preparation for me to become certified as a member of an established profession that is dedicated to promoting the participation of people of all ages and abilities in everyday occupations that enhance their development, health and well-being.
- Courses in the Professional Curriculum include activities and learning experiences that are designed to promote growth of my interpersonal skills, ethical conduct and professional behavior, all of which are critical to my success as an occupational therapist.
- Along with my academic and clinical faculty, I am responsible for regularly reflecting on and evaluating my ethical and professional behavior to help me meet the standards of the profession.
- I am responsible for working toward positive personal and professional growth for myself and others.

By signing on the line below, I further verify that:

- I have read the OT Student Handbook in its entirety, paying particular attention to Section 4, *Criteria for Successful Degree Completion*.
- I understand and agree to uphold expectations, policies and guidelines in the OT Student Handbook, including those pertaining to (a) academic integrity at Colorado State and in the Occupational Therapy Department; (b) the AOTA's code of ethics; (c) professional behavior; and (d) fieldwork.
- I have submitted my proof of membership in the American Occupational Therapy Association to Dr. Barb Hooper, CSU-OT Academic Program Director.

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Name (Printed and Signed)

Date

**Please return this form to Linda McDowell by 4:30 PM Friday, October 2, 2015 to be included in your student file.**

By signing on the line below, I understand that:

- The Professional Curriculum in Occupational Therapy at Colorado State University provides preparation for me to become certified as a member of an established profession that is dedicated to promoting the participation of people of all ages and abilities in everyday occupations that enhance their development, health and well-being.
- Courses in the Professional Curriculum include activities and learning experiences that are designed to promote growth of my interpersonal skills, ethical conduct and professional behavior, all of which are critical to my success as an occupational therapist.
- Along with my academic and clinical faculty, I am responsible for regularly reflecting on and evaluating my ethical and professional behavior to help me meet the standards of the profession.
- I am responsible for working toward positive personal and professional growth for myself and others.

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- I have submitted my proof of membership in the American Occupational Therapy Association to Dr. Barb Hooper, CSU-OT Academic Program Director.

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Name (Printed and Signed)

Date



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**APPENDIX B. TEMPLATE FOR REVISED PLAN OF STUDY FOLLOWING  
UNSUCCESSFUL OT687 LEVEL IIB FIELDWORK**

<b>Semester</b>	<b>Plan of Study OT Courses</b>	<b>Revised Plan of Study</b>
2 <sup>nd</sup> year fall	OT611 Reflective and Evidence-Based Practice (not permitted until pass Level IIA FW OT687)	
	OT621 Occupational Performance: Infancy-Childhood (with instructor approval)	
	OT631 Program Assessment and Development (with instructor approval)	
	OT686D Level IC Fieldwork Infancy to Young Adult (concurrent w/ OT621 or OT661)	
	Elective and Thesis	
2 <sup>nd</sup> year spring	OT641 Occupation and Rehabilitation Science (not permitted until pass Level IIA FW OT687)	
	OT661 Occupational Performance: Adolescence-Young Adult (with instructor approval)	
	OT686D Level IC Fieldwork Infancy to Young Adult (concurrent w/ OT621 or OT661)	
	Elective and Thesis	
	OT686E Level IE Fieldwork Special Interest (remedial FW transition to Level II) 80 hours	
2 <sup>nd</sup> year summer	OT687 Level IIA Fieldwork	
3 <sup>rd</sup> year fall	OT611 Reflective and Evidence-Based	
	Thesis	
3 <sup>rd</sup> year spring	OT641 Occupation and Rehabilitation Science	
	Thesis	
3 <sup>rd</sup> year summer	OT688 Level IIB Fieldwork	

## APPENDIX C. SOCIAL NETWORKING EXPECTATIONS<sup>1</sup>

Social networking websites and applications, including but not limited to Facebook, MySpace, Twitter and blogs, are an important and timely means of communication. At the same time, social networking has many pitfalls such as lack of privacy, anonymity, and vulnerability to abuse that can get people into a great deal of trouble. Given both the prevalence, usefulness and dangers of social networking, occupational therapy students are expected to adhere to a number of DO's and DON'Ts related to their use of social networking websites and applications. **Failure to adhere to these do's and don'ts may potentially constitute serious breaches in professional behavior.**

### THE DO'S OF SOCIAL NETWORKING

At all times in their use of social networking sites, students are expected to:

- Present themselves in a mature, responsible, and professional manner;
- Maintain civil and respectful discourse;
- Remove questionable posts immediately;
- Remember that there is no expectation for privacy on social networking sites;
- Remember that posing certain information is illegal and may expose the offender to criminal and civil liability.
- Consider unintended consequences of social networking postings (e.g., some employers use social networking sites to help determine personal character or suitability of future employment); and
- Use a personal email address as their primary means of communication—rather than their university email address—when posting on social networking sites that have no relationship to their graduate school experiences.

### THE DON'TS OF SOCIAL NETWORKING:

At all times in their use of social networking sites, students may NOT:

- Post potentially denigrating, damaging, or libelous opinions about ANY person encountered while completing the professional program;
- Display potentially inflammatory or unflattering material on another individual's website, e.g. on the "wall" of that individual's Facebook site;
- Display vulgar language;
- Display language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, disability, religion, life style or sexual orientation;
- Display personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity;
- Display personal engagement in illegal activities including use of recreational drugs;
- Post the personal health information (PHI) of other individuals<sup>2</sup>;

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<sup>1</sup> Adapted from: Richard Stockton College MSOT Program, and Social Media at the University of Kansas Medical Center Policy <http://www.kumc.edu/Pulse/policy/socialmedia.html>

- Report private (protected) academic information of another student, which includes, but is not limited to, course grades, narrative evaluation, examination and fieldwork performance scores, or adverse academic actions;
- Criticize fieldwork sites;
- Communicate information about what is happening at fieldwork sites;
- Present themselves as official representatives of, or spokespersons for, the department or Colorado State University; or
- Represent themselves as another person, real or fictitious, or otherwise attempt to obscure their identities or credentials as a means to circumvent the prohibitions listed above and below.

If you have any questions about these do's and don'ts, please contact your advisor.

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<sup>2</sup> HIPAA guidelines indicate that removal of an individual's name does not constitute proper de-identification of protected health information (PHI). Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual. *It is a HIPAA violation if students mention a client/patient with enough information that the person might be identified, even if PHI is avoided. The consequences for violations are severe.*



2. <b>Commitment to Learning.</b> The student...	<b>No Concern</b>		<b>Significant Concern</b>			
<ul style="list-style-type: none"> <li>Comes to all classes, field experiences, and other learning opportunities fully prepared</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Identifies own learning needs then initiates action including the pursuit and use of resources as needed.</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Persists in learning and mastering challenging concepts and skills.</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Applies full attention to available learning opportunities, without distracting behaviors or inappropriate multitasking (e.g., emailing or texting during class; holding “side bar” conversations with other individuals during group discussions; engaging in personal cell phone use during class or on fieldwork</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Independently initiates and completes any missed work or activities in a timely manner or as negotiated with the instructor.</li> </ul>	0	1	2	3	4	5
<p>Specific Observations:</p>						

3. <b>Communication Style: Written, Verbal and Non-Verbal.</b> The student:	<b>No Concern</b>		<b>Significant Concern</b>			
<ul style="list-style-type: none"> <li>Communicates verbally, in writing, and through actions respect for alternative viewpoints and individual differences</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Demonstrates awareness of own non-verbal communication (affect, body language, voice) and can modify as needed to improve communication and understanding.</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Listens attentively in order to accurately understand others' viewpoints and perspectives</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Upholds departmental expectations pertaining to social networking</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Respects email etiquette by (a) personally addressing emails; (b) keeping emails concise and to the point, (c) not overusing "reply all", (d) avoiding profanity or offensive language, and (d) using email to convey information rather than strong emotions.</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Speaks only for him or herself, using "I" language</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Uses eye contact</li> </ul>	0	1	2	3	4	5
<p>Specific Observations:</p>						

4. <b>Interaction with Others.</b> The student:	<b>No Concern</b>			<b>Significant Concern</b>		
<ul style="list-style-type: none"> <li>Addresses interpersonal conflicts and frustrations directly (face to face) with the involved person or persons in a respectful and constructive manner</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Is a reliable team member who meets deadlines and contributes actively and substantively to group learning activities and projects</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Considers the impact of his or her words and actions on others and modifies words or actions as needed</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Demonstrates concern and takes action to support the physical or emotional safety and well-being of others</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Maintains confidentiality whenever appropriate</li> </ul>	0	1	2	3	4	5
<p>Specific Observations:</p>						



5. Participation in the Supervisory Process. The student:	No Concern			Significant Concern		
<ul style="list-style-type: none"> <li>Respectfully and tactfully gives, receives and responds to feedback from peers, instructors and fieldwork educators</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Proactively seeks assistance or guidance when necessary</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Follows proper authority channels to communicate or address concerns</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Seeks support or training when needed</li> </ul>	0	1	2	3	4	5
<ul style="list-style-type: none"> <li>Respectfully advocates for self and others as needed</li> </ul>	0	1	2	3	4	5
<p>Specific Observations:</p>						

6. <b>Time Management an Organization.</b> The student:	<b>No Concern</b>		<b>Significant Concern</b>			
• Attends—and is on time for—all classes, fieldwork and other required program-related activities	0	1	2	3	4	5
• Communicates unexpected emergencies or schedule conflicts with involved others in a timely and direct fashion	0	1	2	3	4	5
• Manages personal, family and job-related demands so that obligations to graduate school are consistently met	0	1	2	3	4	5
• Follows through with responsibilities and commitments	0	1	2	3	4	5
• Manages multiple time and task demands	0	1	2	3	4	5
• Meets deadlines for all assigned work and activities	0	1	2	3	4	5
Specific Observations:						

## APPENDIX E. PROFESSIONAL BEHAVIOR IMPROVEMENT PLAN

The following process outline is provided to guide to faculty members and the student. It offers a structure for documenting plans, actions, and outcomes. It is to be maintained by the faculty advisor with copies to the student and a copy for the student's confidential file.

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During meetings with the appropriate faculty members and the student, please address the following:

1. What's working?
2. What areas need improvement? (see Professional Behavior Assessment Form):
3. What outcomes need to be achieved? (Start with the end in mind)
  - a. What are the targeted student behaviors (observable, positive, sustained) that will be observed/ documented by more than one faculty member or fieldwork supervisor using the professional behavior assessment form?
  - b. What other evidence indicators will be present that can document sustained change and improvement (e.g. reports from fieldwork educators, work samples, artifacts)?
4. What steps are needed to achieve targeted outcomes?
  - a. The OT student will....
  - b. OT faculty (identify) will...
  - c. Fieldwork educator (if appropriate) will....
5. What support strategies will be employed by...
  - a. OT student?
  - b. OT faculty?
  - c. Fieldwork educator (if appropriate)?
6. What is our timeline?
  - a. For progress towards stated outcomes (specific dates)?
  - b. For review of evidence indicators that document sustained change and improvement (specific dates)?

Add dated signatures from all team members (student, academic advisor, and as appropriate the Department Head, other faculty members, fieldwork educators)

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Signature

Date

---

Signature

Date

---

Signature

Date

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Re-evaluation:

At the end of the established timeline, the OT student has...

- Not improved
- Partially improved
- Fully addressed all concerns

Recommended Next Steps:

- Success!- no further action needed.
- Continue current professional improvement plan and extend timeline
- Revise plan (triggers a delay of all fieldwork and implementation of Departmental Probation which must be resolved within one semester or student will face dismissal).
- Develop new plan for a new area of concern (triggers a delay of all fieldwork and implementation of Departmental Probation which must be resolved within one semester or student will face dismissal).
- Insufficient progress, dismissal from the program.

Signatures and dates from student, academic advisor, and Department Head:

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Signature Date

## APPENDIX F. RESOURCE/EQUIPMENT USE AGREEMENT

1. Parties: Occupational Therapy Department  
Colorado State University  
Fort Collins, CO 80523-1573  
970-491-6253

and the following student:

Name: \_\_\_\_\_ CSU Student ID #: \_\_\_\_\_

### Student Certification

I, the Student, agree as follows:

1. I understand that the resource/equipment is the property of CSU and that this agreement only permits me to use the resource/equipment in the OT Building during the terms I am an on-campus student in the Occupational Therapy Department.
2. I will use the resource/equipment only for the purposes for which it was made and intended.
3. I will not allow others to use the resource/equipment.
4. I will only use the resource/equipment as intended to enhance my OT education, and I will only use the laptop computers in designated areas of the OT Building at CSU.
5. Should the resource/equipment for any reason break, fail or become unsafe to use, I will immediately discontinue use of the resource/equipment and will notify the OT Department.
6. I will be fully responsible for any repair and replacement costs that may be incurred by CSU caused by theft or damage of the resource/equipment from the time of taking possession until the time the resource/equipment is returned to the OT Department. I agree that any amounts due related to the repair or replacement of the resource/equipment may be charged to my student account and failure to pay such amounts may result in withholding registration, transcripts, or diplomas for any unpaid amounts.
7. I understand that there is inherent risk in the use of the resource/equipment, and I accept that risk. I will not hold CSU and its employees and agents responsible for any claims, damages, liability and court awards including costs, expenses, and attorney fees incurred as a result of the use, operation, or possession of the resource/equipment. I AGREE THAT THERE ARE NO WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE THAT HAVE BEEN MADE BY CSU IN CONNECTION WITH THE RESOURCE/EQUIPMENT. CSU SHALL NOT BE LIABLE HEREUNDER FOR ANY INJURY OR DAMAGES, INCLUDING SPECIAL OR CONSEQUENTIAL DAMAGES, RESULTING FROM THE CONDITION OR USE OF THE RESOURCE/EQUIPMENT.
8. I understand that the estimated replacement value for a:  
  
Laptop computer is \$1500.00  
  
Digital camera is \$1000.00  
  
Digital camcorder is \$1000.00

Upon reading this agreement, signing this form, and taking delivery of any resource/equipment during my tenure as a student in the Occupational Therapy Department, I accept and agree to the terms and conditions of this agreement.

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Student

Date