
STUDENT HANDBOOK

OPPORTUNITY AND RESPONSIBILITY

DEPARTMENT OF OCCUPATIONAL THERAPY
COLORADO STATE UNIVERSITY

AUGUST 2016

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SECTION 1. INTRODUCTION

1.1. PURPOSE AND CONTENT OF THE OT STUDENT HANDBOOK

The OT Student Handbook (i.e., *The Handbook*) has one purpose: To provide you with critically important information and resources that will help you succeed in your graduate studies and develop as a professional occupational therapist. Guided by this purpose, *The Handbook* has 8 main sections:

- **Section 1, Introduction**, provides an overview of *the Handbook*, a brief description of the Department (CSU-OT) and important accreditation information pertaining to Colorado State University and CSU-OT's entry-level professional degree programs. This section also describes student responsibilities related to *The Handbook*.
- **Section 2, Degree Programs**, lists graduate programs in the Department, including educational objectives and processes for selecting from among two entry-level professional master's degree options.
- **Section 3, Fieldwork**, provides extensive information to help you understand: differences between Level I and Level II fieldwork; preparatory coursework; processes for selecting 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 progress toward a degree is evaluated including Departmental and University expectations, policies and procedures pertaining to academic performance, academic integrity, probation (academic and departmental) and dismissal from the program.
- **Section 5, Student Resources**, describes Department and University resources to promote professional development, including access to computers and support for information technology (IT).
- **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; and procedures for appealing course grades and perceived violations of policy.
- **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*, (i.e., *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. We share the College's and University's commitment to excellence in teaching, research, outreach and service. We are committed to an excellent graduate learning experience centered on **the study of human performance and participation in everyday occupations across contexts and the lifespan**: the core of the department's degree programs and of the profession of occupational therapy.

VISION, MISSION AND CORE VALUES

Working collaboratively, our Faculty developed the Department's vision, mission and core values:

Vision: Through exemplary integrated programs of education, research and outreach/service that address real world occupational needs, we will attract and grow future leaders of occupational therapy in the State, Nation and around the World.

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

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

Remembering that our professional calling is to help people with daily living challenges participate in everyday occupations that promote development, health and well-being, our vision, mission and core values inform our actions. CSU-OT maintains a collegial, respectful and supportive environment. We expect faculty, students and staff to uphold high standards of excellence and professionalism and to collaborate with one another to achieve those standards.

DEPARTMENT CONTACT INFORMATION

You can contact the Department by calling 970.491.6253 or emailing otinfo@chhs.colostate.edu. Contact information also appears on our website (<http://www.ot.chhs.colostate.edu/ot/contact.aspx>).

1.3. ACCREDITATION & SPONSORSHIP

Colorado State University is accredited by the Higher Learning Commission (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.colostate.edu). CSU-OT's entry-level professional program 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 (www.aota.org/Education-Careers/Accreditation.aspx).

1.4. STUDENT RESPONSIBILITIES RELATED TO THE OT STUDENT HANDBOOK

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

- Carefully read *The Handbook* and use it as a reference throughout the Program.

- Direct any questions about *The Handbook* content to an academic advisor or the Department's Academic Fieldwork Coordinator to ensure you understand all expectations, policies and procedures.
- Become familiar with, and take full advantage of, the many resources and supports described that can help you succeed with your studies and professional development.
- Uphold all Departmental and University expectations, policies and procedures.
- Sign the OT Student Handbook Acknowledgement Forms found in Appendix A indicating that you have carefully read and understand the contents of *The Handbook* and agree to uphold all Departmental and University expectations, policies and procedures. Give the signed form to Linda McDowell by **4:30 PM, Friday, September 9, 2016** for placement in your student file. Retain a copy for your records.

SECTION 2. DEGREE PROGRAMS

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

You have the option of pursuing either the M.OT degree or the M.S. degree based on which best reflects your career goals. Required courses for both degrees are very similar. (See www.ot.chhs.colostate.edu/students/ms_motcurriculum.aspx). Both the M.OT and M.S.:

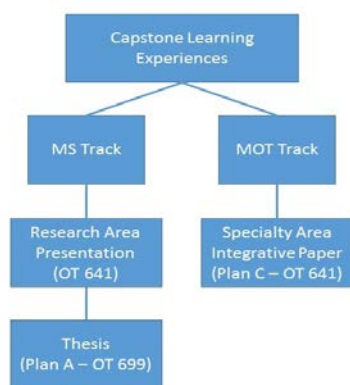
- Prepare students to succeed on fieldwork; sit for and pass the certification examination of the National Board for the Certification of Occupational Therapists; and succeed as an entry-level generalist practitioner.
- Meet all standards of Accreditation Council for Occupational Therapy Education (ACOTE), occupational therapy's accrediting body.
- Require 2 years of continuous study across the fall, spring and summer semesters. This includes Level I and Level II fieldwork experiences.
- Help students develop knowledge and skills to apply theory and research to practice.
- Include the study of high-quality research principles and practices.

Key differences between the two degree options:

- The M.OT is the degree of choice for students who do not envision research as a *central* activity in their careers. In the second year of study, students pursuing the M.OT degree undertake an elective course aligned with an area of interest. M.OT students also complete an integrative assignment during the final semester of study (in OT 641, Occupation and Rehabilitation Science II) designed to pull together learning across the curriculum. The integrative assignment meets the Graduate School's Plan C requirement for graduation. (See p. 23 of the *Graduate and Professional Bulletin*: <http://graduateschool.colostate.edu/current-students/bulletin.aspx>.)

The M.S. degree is the degree of choice for students intrigued by research or who want the conduct of research to be central to their careers. Students who imagine completing a Ph.D. or becoming an active researcher should definitely consider the M.S. (Completing a thesis may fast track a student into our Ph.D. program and launch an early research career.) Also consider the benefit of one-to-one mentorship by a faculty researcher. M.S. students complete an independent research thesis in collaboration with a faculty mentor. The thesis meets the Graduate School's Plan A requirement for graduation. During the first fall semester, research advisors present their areas of study. Students interested in the M.S. program subsequently interview with advisors with whom they think they would like to work. Research advisors must confirm that they are willing to mentor a student in order for that student to be accepted into the M.S. degree program. If you are considering the M.S. degree, look at our website –and meet with various Faculty--to learn about their research.

Required M.OT and M.S. Capstone Learning Experiences



Students' capstone learning experiences differ according to whether they are pursuing the M.S. degree (Graduate School Plan A requirement) or M.OT degree (Graduate School Plan C requirement). The differences are shown in the diagram. For M.S. students, OT 641 requires completion of scholarly products (e.g., oral presentation and/or paper) that contribute to the thesis. M.OT students complete the Graduate School's Plan C requirement in OT 641. For M.OT students, this capstone project is an integrative paper in an area of interest that relates to human performance and participation in everyday occupations and across contexts and the lifespan. Students examine the historical evolution and contemporary views of best practice in their interest area; justify how they would advance practice in the area; and analyze how their new knowledge and competencies

prepare them to advance best practice in the area.

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>), M.OT and M.S. graduates will:

- Acquire 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.
- Achieve 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 communicate effectively 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 occupational therapy services and for the recipients of those services.
- 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 M.OT student assumes full responsibility for satisfying the Graduate School's Plan C requirements for graduation, which can be found in the *Graduate Bulletin* at <http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/masters-degrees/#creditrequirements160>. The following information will assist M.OT students to fulfill the M.OT elective course requirement:

- In the second fall or spring semester, each M.OT student is required to successfully complete a 3-credit elective. Students may only take regular courses that have course numbers: 300 - 381, 400 - 481, 500 - 581, or 600 – 681 as these are the only ones recognized by the Graduate School as meeting the elective option.
- The elective course should be in an area contributing to the student's future practice and should clearly align with human performance and participation in everyday occupations across contexts and the lifespan. To ensure that the elective will meet all requirements, we recommend that you obtain approval from your academic advisor prior to registering.
- CSU-OT sometimes offers electives that can accommodate ~12 students. OT students will have registration priority for these.
- Because of the logical fit with the curriculum core, the following departments also may have elective courses of interest to M.OT students: Anthropology (ANTH), Education (EDUC), Education Research Methods (EDRM), Ethnic Studies (ETST), Human Development and Family Studies (HDFS), Human Exercise Science (HES), Music (MU), Organizational Learning, Performance and Change (EDOD), Philosophy (PHIL) Psychology (PSY), Social Work (SOWK), and Sociology (SOC). Please note, this is not an exhaustive list.

- Be sure to check prerequisites for elective courses. In the case where you have not met a prerequisite, it may be possible to obtain permission from the course instructor to waive prerequisite requirements.
- Departments commonly give registration priority to their own students so you may not be able to register for a preferred elective when registration opens. Contact the department delivering the elective to determine when, and if, non-majors are allowed to register. *Importantly, some instructors and departments do not allow non-majors to register for their courses.* When this occurs you should identify an alternate course.

2.2. THE POST-PROFESSIONAL M.S. DEGREE

Students seeking a post-professional Master of Science degree in occupational therapy already hold a bachelor's degree in occupational therapy and have passed the NBCOT certification examination 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 M.S. 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 PhD in Occupation and Rehabilitation Science admitted its first students in fall 2013. The program allows entry-level occupational therapy students to "fast-track" into PhD-level study under the guidance of a research mentor. For more information about the PhD, talk with your academic or research advisor or schedule an appointment with the PhD program director, Dr. Matt Malcolm, (matt.malcolm@colostate.edu). Information on the curriculum and an application are at: <http://www.ot.chhs.colostate.edu/students/phd.aspx>.

SECTION 3. FIELDWORK [HTTP://WWW.OT.CHHS.COLOSTATE.EDU/STUDENTS/FIELDWORK.ASPX](http://www.ot.chhs.colostate.edu/students/fieldwork.aspx)

3.1 INTRODUCTION

Through coursework and fieldwork, starting the first semester in the program, you will build an identity as an occupational therapist. On-campus coursework, integrated with fieldwork, prepares you as an entry-level practitioner capable of practicing with diverse people across the lifespan in a variety of practice settings. Through fieldwork education, you will acquire progressively higher levels of professional behavior and performance competency.

Faculty and staff in the fieldwork office recruit fieldwork placements and educators that build upon your CSU-OT academic preparation and meet national accreditation standards. CSU-OT has more than 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 your Level II fieldwork), discuss site availability with the academic fieldwork coordinator.

To achieve a successful learning experience, we match your interests and abilities with the characteristics of a fieldwork site. In preparation for site selection, we provide group and individual student advising. However, because of limited availability of sites, to ensure the best fit between student and site, you may be required to commute up to 1½ hours OR to relocate to another region for Level I and Level II fieldworks.

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 Program Assistant. Patty and Debi will help you find good placements and succeed on fieldwork. **ONGOING COMMUNICATION** is an important key to success when interacting with the fieldwork office is. Communicate promptly with the fieldwork office staff in the event of any unexpected circumstances or concerns that may, or that you believe *are* influencing, 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)

Location: Room 206, Occupational Therapy Building

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

Email: Patricia.Stutz-Tanenbaum@ColoState.edu

Debi Krogh-Michna, Fieldwork Program Assistant (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

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.

E*Value Fieldwork Database: E*Value has information and resources for all contracted fieldwork sites for Level I and II placements, including information about student prerequisites, past student fieldwork evaluations and site-specific objectives. Students and fieldwork educators complete fieldwork evaluations through E*Value. The CSU-OT web-based database is accessible to you when you begin the program.

Fieldwork Site: A 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 active 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 (e.g., certified occupational therapy assistant [COTA], psychologist, teacher).

Fieldwork Selection or Sign-up Process: The process organized by the CSU-OT fieldwork office to help you select fieldwork placements at recruited fieldwork sites. The fieldwork office staff maintains a fieldwork placement list. For Level I fieldwork, students are sorted randomly into groups; during the time allotted to the group, each student meets individually with the academic fieldwork coordinator (AFWC) to complete the sign-up process. For Level I fieldwork, except for the first fall semester, fieldwork selection occurs during the semester prior to the placement. Level II fieldwork selection occurs individually for each student in meetings with the AFWC. Additional information about the selection process appears below.

3.2 LEVEL I FIELDWORK

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

You will complete a minimum of three 40-hour Level I fieldwork placements in a variety of practice settings supervised by occupational therapists or other professionals. (See Table 1 for a description of Level I fieldwork courses). Level I students assist fieldwork educators with providing services. You will explore your emerging professional identity, learn more about the role of occupational therapists and the occupational therapy process, and develop skills to make decisions regarding service provision. Level I fieldwork is integrated with academic coursework during each semester to give you an opportunity to apply concepts. Fieldwork experiences progress from engaged observation to active participation in a dynamic therapeutic process.

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

Level I fieldwork typically occurs 1 day per week during the semester for 5 consecutive weeks, totaling 40 hours. Sometimes fieldwork sites prefer students to stagger hours over a longer time, going a few hours each day. You will have the same schedule as your fieldwork educator. Sometimes there are evening or weekend hours.

During fall and spring semesters, when you have coursework and fieldwork, we set aside 1 day per week in the class schedule for Level I fieldwork. Fieldwork should not interfere with your OT class schedule.

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

Students have choices for how to transition into the fieldwork environment. While most Level I and Level II placements are scheduled separately, some fieldwork experiences combine Level I and II at the same site. The same-site model can be helpful with decreasing stress sometimes associated with transitioning into Level II fieldwork for both students and fieldwork educators (Evenson, Barnes, & Cohn, 2002).

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

LEVEL I FIELDWORK (OT 686) SITES

- Only active fieldwork sites in Colorado and southern Wyoming, with established fieldwork agreements/contracts, are available for the first Level IA placement. Students may do a 1-week-block placement out-of-state during spring break, if you negotiate it in advance.
- Faculty and staff in the fieldwork office recruit all Level I fieldwork sites, including in-state and out-of-state placements.
- Level I fieldwork sites are located in the Fort Collins, Boulder, Denver, Greeley, Longmont, Colorado Springs, Pueblo, and southern Wyoming commuting area. Due to limited availability of local placements, you may be required to commute up to 1.5 hours each way or relocate to another region for Level I fieldwork.
- The fieldwork office will post a list of all sites recruited for Level I fieldwork so you can 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.

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

- You can choose location and practice settings for Level I placements and, while we make every effort to accommodate your choices, we cannot ensure you will get your first choice.
- You will be assigned randomly to a small group for the selection process. The small groups and dates for selection/sign-up will be posted on the OT686 Canvas. Times are scheduled when there are no occupational therapy classes or fieldwork.
- You can sign up for a placement during or after your time slot, but *not* before.
- At the beginning of the small group's scheduled time, students draw numbers to determine the order to meet with the AFWC individually to choose a fieldwork site.
- You can request to do out-of-state Level IB and IC locations at fieldwork sites that have a current contract with CSU OT. See E*Value for potential sites and contact the AFWC to request.

3.3 LEVEL II FIELDWORK

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

During Level II fieldwork, you will develop competence as an entry-level practitioner as gauged by site-specific objectives. You will complete two Level II fieldwork placements -- the equivalent of 12 weeks of full-time experience. (See Table 2 for a description of Level II fieldwork courses). With supervision by an occupational therapist fieldwork educator, you will immerse yourself in the role of occupational therapist, developing clinical reasoning, practice competence and professional behaviors. Due to limited availability of local placements, you may be required to commute up to 1.5 hours or relocate to another region for any Level II fieldwork

The fall and spring semesters of the first year of the academic curriculum are designed to prepare you to undertake your first Level II fieldwork (OT 687) in an adult and/or older adult medical, community or mental health setting. You will complete this Level II placement over the 14-week gap from the end of the spring semester until the beginning of the fall term. During the second year of academic coursework, you will reflect on, and build upon, their Level II fieldwork experiences.

The second Level II fieldwork (OT 688) occurs after successful completion of the second year of study. You will select a second Level II fieldwork placement (OT 688) in a different practice setting and with a different client group from those you experienced in your first Level II placement. You may undertake OT 688 in the summer or fall following completion of all academic coursework. However, we cannot guarantee a summer placement due to limited availability of sites. A part-time (at least .5 FTE) placement 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 you to develop a plan for recruiting fieldwork sites. A list of all in-state sites recruited for the first Level II fieldwork will be posted on Canvas so you can see available sites prior to selection. We use reasonable efforts to maintain and, if necessary, secure fieldwork agreements and contracts. However, be aware that, because of legal constraints, we cannot always negotiate new contracts or renewal agreements at existing sites, causing us to cancel a placement. If a cancellation occurs, the fieldwork office will work with you 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)

- You will 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 your first year. While we will make every effort to accommodate your choices for location and practice setting, we cannot guarantee your top choice.
- If you are interested in an out-of-state Level II fieldwork, complete the Level II request process available on Canvas and meet with the AFWC or Administrative Assistant early in the fall semester.
- You will meet with the AFWC during a fieldwork advising meeting to plan and select your first Level II placement. We provide the schedule for student advising meetings for the first Level II fieldwork during the August Orientation meeting and post it on Canvas. Sign-up meetings occur when there are no occupational therapy classes or fieldwork.
- When you sign-up for an in-state, or request an out-of-state, placement you are making a commitment to complete the placement at that site.

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

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. In developing a revised plan of study, students are required to work with both the Academic Fieldwork Coordinator (AFWC) and an academic advisor. If the AFWC is the student’s advisor, then another faculty member is also involved. These two are referred to as “involved faculty members”.

We outline below: 1) the process to develop, and obtain approval for, a revised plan of study; 2) the process for requesting instructor approval to enroll in courses written into the revised plan of study; 3) requirements of revised plans of study; and 4) information about program charge fees for students with revised plans of study. Note: The Academic Program Director (APD) grants final departmental approval of a revised plan of study.

DEVELOPING A REVISED PLAN OF STUDY

1. Upon discontinuation or unsatisfactory completion of a Level IIA fieldwork, the student arranges an initial meeting with involved faculty members to develop a revised plan of study. This meeting must occur *prior to the start of fall semester*.
2. After the meeting, the student submits two documents to the involved faculty members for review:

- a. **A written reflection on the unsuccessful Level IIA fieldwork**, including:
 - 1) An analysis of what went wrong. While this analysis may include a statement of the student's perceptions of how the fieldwork site or the fieldwork educator influenced performance, it should *focus on the student's contributions* to the situation.
 - 2) Identification of the need for personal transformation (i.e., what is it within 'me' that needs to change to enable success as an occupational therapy student and practitioner?) and specific plans to bring about needed changes;
 - 3) An 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 as an OT.

- b. **A carefully-planned revised plan of study**. Students and faculty should refer to the plan of study template to be sure that the revised plan meets all requirements (See Appendix B. Template for Revised Plans of Study Following Unsuccessful OT687 Level IIB Fieldwork). To be approved, a revised plan of study must include courses that will need to be delayed:
 - 1) OT 611, Reflective and Evidence-based Practice, typically taken in the 2nd fall semester, must be postponed to the 3rd fall semester AND until after the student completes OT687 successfully.
 - 2) OT 641, Occupation and Rehabilitation Science II, typically taken in the 2nd spring semester, must be postponed to the 3rd spring semester AND until after the student completes OT687 successfully.

3. Before submitting plan and reflections to the APD, the student is expected to work with involved faculty members to ensure the documents meet all requirements. Once approved by the involved faculty members, the student submits the documents to the APD for review. The APD may approve the documents or request revisions.

Process for Requesting Provisional Permission to Enroll in Courses

1. Students may receive *provisional* permission to enroll in three courses:
 - a. OT 621, Occupational Performance Infancy-Childhood , 2nd fall semester;
 - b. OT 631, Program Assessment and Development, 2nd fall semester: and
 - c. OT 661, Occupational Performance Adolescence-Young Adult, 2nd spring semester.
2. Students are responsible for requesting provisional permission for OT 621 and OT 631 *at least 2 weeks* before the start of the semester when the course occurs. Students may *not* register for a course until receiving provisional permission. The academic advisor should oversee the provisional permission process to ensure the student receives permissions for *all* needed courses.
3. Instructors will carefully consider all requests for provisional enrollment; not all are granted. Many factors influence the decision including, but not limited to: Number of weeks completed of OT 687 (Level IIA fieldwork); Quality of performance and awareness of safety with adults during OT 687 and apparent capacity to generalize to children and adolescents; Student's response to, and healing from, the unsuccessful fieldwork; Student's ability to self-advocate,

demonstrate initiative, and add to group learning processes and projects. Related to OT 661, the student's performance in OT 621 and OT 631 may also be considered.

4. 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. To avoid penalties for late withdrawal, the instructor(s) will submit an incomplete grade(s) and the student will take the course(s) the following year.
5. If the student does not make adequate progress in the revised plan of study, s/he may be discontinued from the program. See sections on successful degree completion, academic and departmental probation.

ASSESSMENT OF PROGRAM CHARGE FEES FOR STUDENTS WITH REVISED PLANS OF STUDY

Regardless of whether you are full- or part-time, the Department will assess the semester-based program charge for each semester you enroll, beginning with the 1st fall semester.

PLANNING FOR SECOND LEVEL II FIELDWORK (OT 688)

- The planning process for the second Level II fieldwork is different from the first Level II fieldwork. You will have more flexibility to choose location, timing and practice setting. You will individually initiate communication with the AFWC to begin the process. You may begin planning in-state OT688 Level II placements during your 1st spring semester.
- The second Level II fieldwork allows exposure to a variety of clients across the lifespan and to a variety of settings. You 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 2nd 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.
- You can 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 that is a "good-match" with your learning style and professional goals.
- If you would like an out-of-state location for Level II fieldwork, contact the AFWC early in the program 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 you find a new facility or site that might be covered with an existing corporate contract or receptive to using a CSU fieldwork agreement, you can contact the Academic Fieldwork Coordinator about the possibility of doing a placement at the new location.
- When you request an in-state or out-of-state placement, you make a commitment to complete the placement at that site.
- Once a placement site is secured, you will be 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.

You will subsequently receive a copy of the fully executed form. You are advised to keep the confirmation form for your records.

PETITIONING FOR IN-STATE RESIDENCY AT CSU AND LEVEL IIA FIELDWORK

If you enter CSU as an out-of-state student and plan to petition for in-state residency, there are a few things to consider related to fieldwork, which occurs May-June of your 1st year in the program. The criteria used by the Tuition Classification Officer to determine in-state residency include your answers to these questions:

- Physical presence in CO: Have you left the state for greater than 30 days in past 12 months? Have you had continuous presence in CO? [If you are doing out-of-state Level IIA fieldwork you will be outside the state for more than 30 days].
- Are you a permanent resident of CO? [The petition is *not* solely for the purpose of gaining in-state tuition to save money. The expectation is that petitioners will remain in CO after graduation to work as tax-paying citizens contributing to the system.]

The petition, and your answers to these questions, are submitted April 1 for the next academic year. If you do an out-of-state Level IIA fieldwork, especially when returning to your home state, there may be questions about your in-state petition. The “big picture” of these criteria is to determine that you are making a commitment to be a permanent resident of CO when requesting in-state residency.

3.4 PLANNING FOR FIELDWORK-RELATED EXPENSES

STUDENT COSTS FOR FIELDWORK

You 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 you are enrolled in fieldwork
- E*Value fieldwork database fee
- Housing and travel expenses, including mileage
- Costs related to fieldwork site prerequisites, which include, but are not limited to: criminal background checks, drug screens, immunizations, and certifications in Basic Life Support (BLS) or Cardiopulmonary Resuscitation (CPR)
- Professional liability insurance.

If you are completing Level II fieldwork and are not registered for any additional courses, University student fees are reduced. However, you will continue to pay the College technology and Department program fees throughout the program.

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

Level II (OT 687 & OT 688): You pay full-time tuition *plus* the program charge during Level II fieldwork even when these experiences are off-campus. Charges cover University costs associated with developing, maintaining, and supporting fieldwork sites and students. Financial aid is available to cover the required Level II fieldwork registration.

3.5 RESEARCHING ACTIVE FIELDWORK SETTINGS

CANVAS AND THE E*VALUE 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.

You can access the **E*Value Fieldwork Database** on-campus or remotely through CSU-OT's fieldwork website or Canvas. E*Value provides a comprehensive listing of all active fieldwork sites, including important information about each site; it is a useful tool to see where you can do placements and also to learn about the characteristics and prerequisites of the setting. E*Value 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 you 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.

3.6 REQUIREMENTS AND PREREQUISITES FOR ENROLLING IN FIELDWORK

A number of requirements and prerequisites ensure you are ready for Level I and Level II fieldwork. Be sure to familiarize yourself with all requirements and deadlines imposed both by CSU-OT and your specific fieldwork site. The information below is intended to guide your preparation.

GOOD ACADEMIC STANDING

As a condition for placement at a fieldwork site, you must:

- Be in good academic standing (i.e., have a cumulative GPA ≥ 3.0).
- Have taken, and earned grades of C or higher, in all required courses.
- Have no outstanding incomplete grades.

A student who has not met the above requirements must have written approval of the Department Head/Academic Program Director (APD) to proceed with a fieldwork placement. The Department Head/APD consults with the Academic Fieldwork Coordinator, the student's academic advisor and instructors of courses. Department Head/APD approval is not guaranteed and if, after careful consideration, it is not granted, the student's placements may be postponed or cancelled.

SOUND PROFESSIONAL BEHAVIOR

Students who are on Departmental Probation and/or have demonstrated significant unresolved issues with professional behavior cannot be placed at a fieldwork site without written approval by the Department Head/APD. The Department Head/APD consults with the Academic Fieldwork Coordinator, the student's academic advisor and other faculty. Department Head/APD approval is not guaranteed and if, after careful consideration, it is not granted, the student's placements may be postponed or cancelled.

REGISTRATION FOR FIELDWORK COURSES

You must register 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. If you do not register in the allotted time period, your fieldwork may have to be postponed or cancelled.

FIELDWORK-RELATED DEADLINES

Be sure you are aware of all site-specific fieldwork requirements and meet all posted deadlines. If you do not meet the posted deadlines, your fieldwork may have to be postponed or cancelled.

OVERVIEW OF FIELDWORK PREREQUISITES

All fieldwork sites have requirements for participation. The most common requirement is immunization and health records. You should upload those through E*Value *prior to starting the program* so that the Fieldwork Office can verify compliance with prerequisites to the sites. Some sites require additional immunizations (e.g., influenza). Some require a summary form of prerequisites called an Attestation Form which we submit on your behalf using information in E*Value. See the E*Value web link on Canvas for your particular fieldwork prerequisites.

LIABILITY AND HEALTH INSURANCE REQUIREMENTS

- 1. Student Professional Liability Insurance.** The University provides, and pays for, liability insurance out of student fees. You must provide evidence of the CSU professional liability insurance to each fieldwork site prior to starting the placement. You can access a copy of the professional liability insurance via Canvas.
- 2. Health Insurance.** CSU requires all students to carry health insurance (<http://health.colostate.edu/student-health-insurance/>). Student health insurance is available through CSU Hartshorn Health Services (<http://www.health.colostate.edu/>).

WORKER'S COMPENSATION

You must have worker's compensation coverage in order to participate in fieldwork. CSU provides worker's compensation coverage under their own policy. However, to receive coverage, you must be registered for a fieldwork course (OT 686 A-E, OT 687 or OT 688). If you fail to register, your placement must be discontinued or cancelled. Two additional points: (1) For workers' compensation to be in effect, all placement dates must be confirmed prior to the first day of experience. (2) CSU has limitations for coverage if you receive any type of remuneration from a fieldwork facility. This may include, but is not limited to, stipends, room, board, or meal vouchers.

CRIMINAL BACKGROUND CHECK

Once each year *prior to the fall semester*, you must obtain, and pay for, a criminal background check (CBC) through the CSU vendor, American Databank (ADB). You pay ADB directly and sign a release of information authorizing CSU to receive the results and share them with your fieldwork site. The initial CBC covers the previous 7 years and is based on all addresses where you lived and all names you used in that time. Successive background checks cover the time since the previous check (i.e., no more than 1 year) thus the cost should be less than for the initial check. Note that if you lived internationally, additional fees apply.

CBCs provide a record backward from the date they are run. Some fieldwork sites consider a CBC valid only for 30 days, and require a new CBC prior to each placement. You must comply with all fieldwork site pre-requirements and pay related costs.

Some fieldwork sites run their own CBC. In that case, you may or may not be charged. For example, if you do fieldwork at a Colorado public school, the Colorado Department of Education (CDE) runs a one-time only CDC, including fingerprinting. You must pay for the CDC. The Fieldwork Office has forms for the CDE CBC.

REMARKABLE CRIMINAL BACKGROUND CHECK AND FIELDWORK

If a site denies placement on the basis of CBC results, the Fieldwork Office makes every effort to secure a new placement. However, details of some CBC results could preclude placement in any fieldwork site. For example, a felony conviction may jeopardize eligibility for certification and credentialing as an occupational therapist. The National Board for Certification in Occupational Therapy (NBCOT) provides an Early Determination Review to assist with making informed decisions about participating in the OT Program. The web site to apply for a review is: <http://www.nbcot.org/early-determination>.

ACCOMMODATIONS (INCLUDING ASSISTIVE TECHNOLOGY)

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 require CSU to provide academic adjustments (i.e., accommodations) for students with documented disabilities. If you are seeking accommodations, you must self-identify with Resources for Disabled Students (RDS). Be sure to request accommodations as early as possible prior to each fieldwork placement. You may:

- Email Rose Kreston, the Director of RDS, for consultation at: 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, you will be encouraged to meet with Patty Stutz-Tanenbaum, the AFWC, to develop a plan to implement accommodations for fieldwork. If you desire, Patty will work collaboratively with you and your fieldwork educator to ensure accommodations are in place, well understood, and adequate.

If you receive services through RDS, you also may be eligible for technology accommodations through the Assistive Technology Resource Center (ATRC). You can request a referral to the ATRC from RDS.

STANDARD PRECAUTIONS AND HIPAA EXAMS

Prior to beginning the 1st fall semester and Level I and Level II fieldworks, you will be required to complete quizzes on OSHA Bloodborne Pathogens and the Health Insurance Portability and Accountability Act (HIPAA) through the online OT686 Canvas course. You will not be able to access information on Canvas about fieldwork or participate in the OT686A fieldwork selection process until you achieve a perfect score on both quizzes. An Occupational Safety and Health Administration (OSHA) Regulations video covers 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

You will be required to have a plastic student nametag (1"x3") to use during fieldwork. These nametags are available through the Fieldwork Office.

3.7 RELATED FIELDWORK INFORMATION AND TIPS

STAYING FLEXIBLE: THINGS BEYOND YOUR CONTROL (AND OURS)

Unexpected cancellations of fieldwork sometimes occur, even with confirmed reservations, for reasons beyond our control (e.g., staffing changes, changes in site management). While cancellations are disappointing, the AFWC will work with you to find an alternative placement. If your fieldwork is cancelled, we ask you to be patient and flexible during the process.

TRANSPORTING CLIENTS DURING FIELDWORK

CSU prohibits you from transporting clients/patients in your own vehicle due to liability issues. Rarely, a Level II fieldwork site may ask you to transport clients/patients. If this occurs, clarify your responsibility and liability concerns with your supervisor *and remember* you may *only* transport a client/patient using a fieldwork-sponsored vehicle.

FIELDWORK SITE SCHEDULE AND ABSENCES

Your schedule will be the same as your fieldwork educator's schedule, which could be 8 hours/day or 10 hours/day. You may have to work weekends or at any time during the day or evening. Regardless of the schedule, you will have to be focused at all times.

If you anticipate being absent for >2 days, you must obtain approval from both the AFWC and your fieldwork educator *prior to the placement*. Such approval is made based on careful consideration and you cannot assume they will grant it. During Level II fieldwork, you will have to make up any absence >2 days regardless of the reason (even federal holiday or illness).

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 floor.

SECTION 4. CRITERIA FOR SUCCESSFUL DEGREE COMPLETION

In this section, we describe expectations, responsibilities, policies and procedures that pertain to successful completion of your degree.

MEET ALL GRADUATE SCHOOL REQUIREMENTS

To be awarded either a M.OT or M.S. degree, you must meet the Graduate School's expectations, requirements, and deadlines. Be sure to consult *The Graduate Bulletin* (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>). Linda McDowell is another excellent resource regarding Graduate School procedures, forms and deadlines.

4.1 Maintain Good Academic Standing

The Graduate School stipulates that you must be in good academic standing in order to graduate. You must attain a cumulative grade point average (GPA) ≥ 3.0 to be in good academic standing. The Graduate School places students with cumulative GPAs < 3.0 on Academic Probation and allows one semester 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/APD that the student is not in good academic standing. Upon this written notice, the student is required to work with an academic advisor and one other faculty member appointed by the Department Head/APD to develop an improvement plan, including 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 who fail to bring their cumulative GPAs up to 3.0 after two semesters on academic probation.

4.2 Uphold Academic Integrity

You are responsible for upholding the University's expectations related to academic integrity. Evidence of academic misconduct may precipitate failure on an assignment or of a course. In severe cases, a student could be dismissed from the program. We drew the following information from the *Graduate Student Bulletin* at <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#spanclassroombehavior160span>.

ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT DEFINED

Academic integrity means 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 (see the *Colorado State University General Catalog for the Academic Integrity Policy*). To support this culture, instructors:

- State in course syllabi that the course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct

May require students to sign an honor pledge on coursework; for example

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

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

The following list, though not exhaustive, provides examples of academic misconduct. Students are encouraged to positively impact the academic integrity culture of the University by reporting incidents 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; completing homework for another student; possessing unauthorized notes or other materials during an exam.
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 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 academic work; stealing another student’s work; unauthorized use of material in a computer file; theft or mutilation of library materials.

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 violation of CSU’s academic integrity policy. 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

If a faculty member has evidence that a student has engaged in an act of academic misconduct, the faculty member, in conjunction with the Department Head and Academic Program Director will deal with the matter in accord with the policies of the University:

(<http://www.conflictresolution.colostate.edu/grade-appeals> and <http://catalog.colostate.edu/general-catalog/academic-standards/grading/#grade-appeals>). Typically, instructors notify the student of the concern and make an appointment to discuss the allegations. 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 instructor may then assign an academic penalty. Depending on the situation, examples of academic penalties include a reduced grade for the work, a failing grade in the course, or other lesser penalties as appropriate. These discussions and decisions may also involve the student’s academic advisor, the academic program director, and/or the department head. The course instructor will notify the student in writing of the infraction and the academic penalty to be imposed. As well, 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. Therefore, a copy of this notification is sent to the Office of Conflict Resolution and Student Conduct Services.

If the student disputes the decisions 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. If no appeal is filed within the time period, the decision of the faculty member pertaining to the academic misconduct and the penalty will be final.

If the alleged academic misconduct results in a failing grade for the course, the student can appeal the grade through the Office of Conflict Resolution and Student Conduct Services (<http://www.conflictresolution.colostate.edu/grade-appeals> and <http://catalog.colostate.edu/general-catalog/academic-standards/grading/#grade-appeals>). 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 with the advisor, instructor, and at times the academic program director to determine whether additional disciplinary action should be taken. Additional actions could include departmental probation, for example.

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.

In the case of a hearing, the Office of Conflict Resolution and Student Conduct Services will 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 and under counsel with the student's advisor, the academic program director and/or the department head. 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.

PROCEDURES FOR DEALING WITH COURSE DISSATISFACTIONS AND FAILING GRADES

Students who are dissatisfied with a course should speak directly to the course instructor, expressing dissatisfactions in a professional manner and offering specific solutions that may improve the course. A student may seek guidance from another faculty member on how to discuss the dissatisfactions but only as a preliminary step to speaking directly with the course instructor. A student may also ask the academic advisor to attend the meeting.

Students who receive a final course grade that they feel was made on some basis other than actual performance or standards not upheld for all other students have a right to appeal the course grade. Procedures for how to appeal a course grade can be found at <http://www.conflictresolution.colostate.edu/grade-appeals>.

4.3 Uphold the University's and AOTA's Ethical Standards

You are responsible for upholding the ethical standards of the University (including research-related standards) as well as the ethical standards of the American Occupational Therapy Association (AOTA) found in the AOTA Code of Ethics. **Evidence of a serious breach in research ethics or in the AOTA Code of Ethics may precipitate immediate dismissal from the program.** To assist in meeting these responsibilities, you 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.

4.4 Uphold High Standards of Professionalism

Students are expected to uphold high standards of professional behavior throughout the 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.

The program's coursework and fieldwork, along with a variety of other curricular activities, provide opportunities for you to develop as professionals through the acquisition of knowledge, skills, values, ethics, beliefs, behaviors and attitudes that enable effective work as occupational therapists in diverse settings.

KEY AREAS AND INDICATORS OF PROFESSIONAL BEHAVIOR

ACCEPTANCE OF RESPONSIBILITY

- Behave honestly and ethically at all times as demonstrated by adherence to the OT Code of Ethics and CSU's academic integrity policy.
- Evaluate and modify professional behavior based on self-evaluation and feedback from others.
- Seek and use a variety of resources to solve issues of professional behavior that negatively affect academic and fieldwork performance.

COMMITMENT TO LEARNING

- Come fully prepared to classes, field experiences, and other learning opportunities.
- Act as a self-directed learner as demonstrated by taking initiative, independently pursuing and using resources and persisting to master challenging concepts and skills.
- Apply full attention to 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).
- Seek assistance and resources in a timely fashion.
- Independently initiate and complete missed work or activities in a timely manner and as negotiated with the instructor.

COMMUNICATION: WRITTEN, VERBAL AND NON-VERBAL

- Communicate respect for alternative viewpoints and individual differences--verbally, in writing, and through actions.
- Demonstrate awareness of own non-verbal communication (i.e., affect, body language, timber of voice) and modify as needed to improve communication.
- Listen attentively in order to understand others’ viewpoints and perspectives accurately.
- Respect 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.
- Uphold Departmental expectations pertaining to professional use of social networking (See also Appendix C, Social Networking Expectations).
- Speak only for oneself, using “I” language.

INTERACTIONS WITH OTHERS

- Address interpersonal conflicts and frustrations directly (e.g., face-to-face versus 3rd party conversations) with the involved person or persons and in a respectful and constructive manner.
- Be a reliable team member who meets deadlines and contributes actively and substantively to group learning activities and projects.
- Consider the impact of one’s words and actions on others and modify as needed.
- Demonstrate concern and take action to support the physical and emotional safety and well-being of others.
- Maintain confidentiality.

PARTICIPATION IN THE SUPERVISORY PROCESS

- Respectfully and tactfully give, receive and respond to feedback from peers, instructors and fieldwork educators.
- Proactively seek assistance or guidance.
- Follow proper authority channels to communicate or address concerns.

- Seek support or training when needed.
- Respectfully advocate for self and others.

TIME MANAGEMENT AND ORGANIZATION

- Attend—and be on time for—classes and other required program activities.
- Communicate unexpected emergencies or schedule conflicts with involved others in a timely and direct fashion.
- Manage personal, family and job-related demands so that obligations to graduate school are met consistently.
- Follow through with responsibilities and commitments.
- Manage multiple simultaneous time and task demands.
- Meet deadlines for assigned work and activities.

PROFESSIONAL BEHAVIOR: PROCESS FOR DEVELOPMENT AND ACCOUNTABILITY

Every graduate student in occupational therapy is an ambassador of CSU-OT and of the profession.

Faculty hold students accountable to professional behavior standards in all settings and social interactions relevant to your education and professional development. The Department’s approach to professional behavior involves: setting expectations early and ongoing, informal assessment of and discussion about professional behavior in the context of educational experiences.

Most concerns about professional behavior are addressed effectively through the proactive steps listed above. In the rare occasion that that professional behaviors seem to be jeopardizing a student’s chance at success, faculty may engage in a formal assessment leading to individualized goal-setting and a plan to remediate the concerns. When this is the case, academic advisors, other faculty and sometimes fieldwork educators as well as the student systematically and comprehensively apply the Professional Behavior Assessment (see Appendix D) to understand the professional behavior issue and establish goals for growth. The process is as follows:

- The student’s advisor gathers Professional Behavior Assessments completed by concerned Faculty, clarifying as needed.
- In consultation with the advisor and other faculty as appropriate, the Department Head/APD determines whether documented concerns are of sufficient severity to merit Departmental Probation. If a student is placed on Departmental Probation, the Department Head/APD communicates the terms of the Probation in writing. (See explanation of Departmental Probation below).
- The advisor meets with the student, and others as needed, to discuss the assessment and develop goals and an action plan. (See Appendix E, Professional Behavior Improvement Action Plan.) The advisor may enlist other campus resources to help the student successfully meet the goals of the action plan.
- The student’s advisor monitors changes related to the action plan, documenting follow-up meetings. Immediate, positive change is expected.
- Sometimes a CSU Student Case Manager is required. When a case manager is involved, the advisor documents the referral to the student and Department Head/APD. The Case Manager then handles all follow-up with the student.

- If a student's needs seem to exceed the support capacity of a Student Case Manager, especially when the student seems to pose a danger to self or others, the advisor (in consultation with the Department Head/APD) will enlist assistance from the Division of Student Affairs.

DEPARTMENTAL PROBATION

Departmental Probation is *only* initiated when there is credible evidence, from multiple sources, of unresolved problems in professional behavior that impede the ability to carry out learning tasks and roles effectively and safely. The Department Head or the Academic Program Director place the student on Departmental Probation after consulting with the student, the academic advisor and involved others (e.g., instructors who identified professional behavior concerns, the Academic Fieldwork Coordinator). The person imposing probation notifies the student, in writing, of the reasons for, and the terms for being removed from, Departmental Probation. A student on Departmental Probation may be prohibited from participating in Level I or Level II Fieldwork, at the discretion of the academic advisor, the Academic Fieldwork Coordinator, and Department Head/APD.

While consequences for failing to meet goals *are* identified in the Departmental Probation process, individualized planning also continues. The academic advisor, and others as appropriate, continue to help the student develop strategies and utilize resources, including University resources beyond the Department.

A student on Departmental Probation has 1 semester to demonstrate sustained success in meeting the specified goals. A student who is subsequently removed from Departmental Probation is expected to sustain the gains made and not to demonstrate evidence of further professional behavior issues.

If, following the semester of Probation, a student fails to meet or sustain the established goals or demonstrates additional serious professional behavior issues, the Department Head/APD may recommend to the Graduate School that the student be dismissed from the program.

4.5 Meet All Fieldwork Expectations

Required Number of Successful Level II Fieldworks

ACOTE requires all occupational therapy students to pass (i.e., complete successfully) a minimum of two Level II fieldworks. Thus all students must meet this requirement to be eligible for graduation.

UNSUCCESSFUL LEVEL I AND LEVEL II FIELDWORKS

Unsuccessful fieldworks are those in which a student:

- Was dismissed prior to completion because of poor performance or significant problems related to professional behavior.
- Did not receive a passing grade.
- Obtained an incomplete grade.
- Cancelled or withdrew from the fieldwork prior to completion without the knowledge of, 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 thus jeopardize eligibility for graduation.

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 of 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.

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.

In cases involving unsatisfactory completion of fieldwork, the Department Head/APD’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.

SECTION 5. DISMISSAL AND WITHDRAWAL FROM THE PROGRAM

5.1 Dismissal from the Program

The Graduate School makes all final determinations regarding dismissal from the program. CSU-OT’s Faculty and Staff are strongly committed to helping students succeed; however, some circumstances warrant dismissal. Consistent with the comments in *The Handbook*, the Graduate School may dismiss a student from the program for reasons of unsatisfactory progress toward completion of a degree because of any of the following:

- The student does not have a cumulative GPA ≥ 3.0 , 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.
- There is credible documented evidence of a serious problem with professional behavior that has not resolved despite documented interventions by CSU-OT faculty and/or fieldwork educator(s).

The Graduate School notifies any student who has a cumulative GPA < 3.0 , based on 9 credits of coursework from the first semester, that s/he is “not in good standing” and must raise her/his cumulative GPA to ≤ 3.0 the following semester to avoid academic probation. After a minimum of 12 credits, any student with a cumulative GPA < 3.0 goes on academic probation and must raise her/his GPA to ≥ 3.0 the following semester to avoid dismissal.

In a written letter of warning, the Department Head/APD notifies any student with *significant unresolved professional behavior problems* of the intent to recommend dismissal to the Graduate

School. This step would occur only after all processes identified in section 4.5 above have been exhausted.

Dismissal and Unsuccessful Fieldwork. Students in good academic standing who are *not* on departmental probation AND have *not* demonstrated significant unresolved problems related to professional behavior are allowed two unsuccessful fieldwork placements before being dismissed from the program. Because academic coursework prepares students to succeed in Level II fieldworks, a student who is *not in good academic standing* (i.e., cumulative GPA <3.0) will be dismissed from the Program after one unsuccessful (i.e., failed or incomplete) Level II fieldwork.

5.2 Withdrawal from the Program and University

The University defines withdrawal as dropping all courses and leaving the University. (See <http://catalog.colostate.edu/general-catalog/academic-standards/scholastic-standards/#graduate160>). Prior to the first day of the semester, any student may cancel his/her course schedule through RAMweb without charge. Once classes have started, any student planning to withdraw for any reason, 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 departure. *Unless students follows this procedure, they are not eligible for any adjustment of tuition and fees and will receive failing grades in all courses.*

SECTION 6. RESOURCES FOR STUDENTS

6.1 FACULTY AND STAFF SUPPORT

MEETINGS WITH FACULTY AND STAFF

Faculty. Faculty post regular office hours in course syllabi. Outside of office hours, students should make an appointment to meet with faculty. Barring emergency, we ask that students make appointments in advance rather than spontaneously “dropping in” on Faculty.

Staff. Students may direct questions to Staff in the front office between 8-12 and 1-4. However, if you have Fieldwork questions, please make an appointment in advance with Debi Krogh-Michna.

ADVISING

CSU-OT offers three types of advising: **Academic advising**, **research advising**, and **general advice-seeking**. Two faculty members serve in the role of academic advisors. Academic advisors focus on University, Departmental and course requirements and processes — registration, program of study, selection of electives, block assignments, academic probation, etc. Feel free to make an appointment with your academic advisor whenever when you need advice about processes or the program.

“Research advising” is different from academic advising. Research advisors mentor Master of Science (M.S.) students through their research and thesis. Research students meet regularly with their research advisor. M.S. students will also receive most academic advising from their research advisor.

Beyond academic procedures/requirements and research, students may seek out any Faculty member for guidance on professional decisions and issues. In these instances, students are free to approach any Faculty member.

Regardless of the type of advising you seek, you are responsible to prepare for meetings, seek available relevant information and reflect carefully on questions and needs.

6.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

The American Occupational Therapy Association is the national professional society committed to the advancement of occupational therapy in the United States. For more information, go to www.aota.org. Membership provides numerous benefits, including resources to support study and practice (e.g., on-line access to the *American Journal of Occupational Therapy* (AJOT) and other publications. AOTA's annual conference is a prime destination for therapists and students from around the nation and internationally. AOTA conference provides rich opportunities for students to hear presentations of innovative therapy approaches and current research; meet theorists and researchers whose work you have read, socialize with students from around the nation and feel a part of the profession. This year, 2017, AOTA conference marks the 100th anniversary of the profession; it will be held in Philadelphia from 30 March to 2 April.

Membership in AOTA is a professional responsibility and all students are required to become student members. **All students must submit proof of AOTA membership (your receipt) to Dr. Barb Hooper, CSU-OT Program Director, by October 3, 2016.**

THE OCCUPATIONAL THERAPY ASSOCIATION OF COLORADO (OTAC)

OTAC is Colorado's professional association. Through its annual conference and other events, OTAC provides opportunities for students to advance their learning and meet other professional occupational therapists. For information on the OTAC, go to www.otacco.org.

THE STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

CSU-OT sponsors a Student OT Association which provides valuable pre-professional experiences (<http://www.ot.chhs.colostate.edu/students/organizations.aspx>). All students enrolled in the program or enrolled as pre-OT students (undergraduates at CSU) are invited to become members of SOTA.

SOTA Meetings - Meetings are a great way to get to know other OT students. Check the SOTA calendar or contact a SOTA officer for the meeting schedule. SOTA is affiliated with AOTA's Assembly of Student Delegates (ASD). CSU SOTA members can participate in leadership activities at the national level through the Assembly of Student Delegates. SOTA also elects a representative to serve on the board for OTAC and to participate in OTAC's Annual Conference.

SOTA Elections - Elections are held for SOTA officers in April of each year. Officers serve 1 year, starting the first day of classes, fall semester. Offices include: President, Vice President, Treasurer, Fundraising Chair, Silent Auction Chair, Social Chair, and Professional Development Chair. OTAC representative, 1st Year ASD representative, and Secretary are elected each Fall; 1st year students are eligible to hold these positions. See current SOTA officers for position descriptions.

Ad hoc SOTA Committees – Numerous ad hoc committees are responsible for multiple projects each year.

THE OCCUPATIONAL THERAPY HONOR SOCIETY: PI THETA EPSILON

CSU-OT sponsors a local chapter of Pi Theta Epsilon, the national Occupational Therapy Honor Society. Pi Theta Epsilon exists for the purpose of: (a) recognizing and encouraging scholastic excellence;

(b) contributing to the advancement of occupational therapy; and (c) providing a vehicle for students to collaborate across universities.

CSU-OT's Beta Chapter of Pi Theta Epsilon was established in 1960. Eligibility for membership includes enrollment in the professional or post-professional master's programs and meeting specific criteria established by Pi Theta Epsilon. Each year new members are inducted. For more information, go to <http://www.ot.chhs.colostate.edu/students/organizations.aspx>.

ON-CAMPUS RESOURCES AND ADVOCACY GROUPS

CSU offers a wealth of resources and services to assist students academically, financially and socially. We strongly encourage students to take advantage of resources and advocacy groups on 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/
- Center for Community Partnerships <http://www.ccp.colostate.edu/>
- Counseling Services <http://health.colostate.edu/services/counseling-services/>
- 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

- 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.elcentro.colostate.edu/>
- 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 http://stem.colostate.edu/?post_type=stemitem&p=610
- Women’s Studies and Gender Research <http://womensstudies.colostate.edu/>

6.3 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 files from 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 5 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: Everyone in the College has a private folder on the M: drive and you can store your personal work there. Faculty, staff and students share files with one another on S: drive.

6.4 Departmental Resources

AUDIO-VISUAL EQUIPMENT AND LEARNING RESOURCES

CSU-OT lends audio-visual equipment and other resources for class-related projects: LCDs, micro recorders and digital cameras; books, videos and assessments; and classroom equipment and supplies. The equipment is in the main OT Office. Prior to checking out equipment, students sign an equipment use agreement (Appendix F. Resource/Equipment Use Agreement).

ASSISTIVE TECHNOLOGY RESOURCE CENTER (ATRC) COMPUTER LAB

The ATRC, located in the OT Building, houses an assistive technology learning laboratory comprising 8 computer work stations equipped with a variety of adapted hardware and software. Additionally, ATRC has communication and environmental controls/electronic aids for daily living. ATRC staff welcomes walk-in use of the lab area – with the exception of when training and demonstration events are in session. The lab is equipped with quick-start guides to assist users in exploring the technology. Students are welcome to explore a variety of assistive technology solutions for clients they support on Level I and II FW.

While the first priority of ATRC staff members is to serve staff and students with disabilities across 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.
- Weekday building hours during fall and spring semesters are: 7:45 a.m. – 4:45 p.m. The building is locked in the evening hours and on weekends.
- 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).
- There are three class/laboratory rooms on the first floor. Students are welcome to study in the classrooms when they are not in use.
- The OT student lounge is located on the first floor of the building—near the classrooms. Users are responsible for keeping it clean and reasonably quiet. The lounge contains a refrigerator and microwave.
- Students are expected to assist with keeping classroom and laboratory spaces clean and reporting need for repairs to a Faculty or Staff member.
- The Main Office is on the 2nd floor and close to faculty offices. Please respect Faculty’s need for quiet work spaces.

RESOURCE/EQUIPMENT USE AGREEMENT

As a part of your studies, you will use resources and equipment belonging to CSU-OT. Although we use high quality materials and make every effort to maintain it, understand that there can be risks in the use of equipment/resources. Please: Use all resources and equipment carefully and only for the purposes for which they were intended. If you use equipment inappropriately and it is damaged or lost, you may be asked to cover costs for repair and replacement. You will be required to sign a Resource/Equipment Use Agreement at the start of your studies. (See Appendix F.)

SECTION 7. DAILY LIFE @ CSU-OT

7.1 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, interesting lectures, thesis defenses, and other happenings on campus of relevance to occupational therapy. You are invited to contribute news items. We strongly encourage you to read *This Week @ CSU-OT* to keep abreast of what is happening in CSU-OT.

7.2 DIGITAL MESSAGE BOARD & EVENTS CALENDAR

The digital messaging board on the first floor of the OT Building provides information on important Departmental events and meetings. Consult the Events Calendar on the main page of the Department’s website: www.ot.chhs.colostate.edu for College and University events.

7.3 FACEBOOK

Keep up with the Department through Facebook!

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

7.4 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:

- We will use your CSU e-mail address for all communications and we ask that you do the same. CSU filters emails from unrecognized addresses. As a result, faculty and staff do not always receive emails sent from non-university addresses. Further, it is important that you receive our emails and Faculty and Staff cannot keep track of changes in the personal email addresses of over 120 students.
- Please check your e-mail daily as we rely on your receiving the important information we send via e-mail in a timely fashion.

Please demonstrate good email etiquette: address emails personally, write concisely and to the point, use correct spelling and grammar, do not forward emails without permission, and pay careful attention to emotional tone. Please do not send emails written when you were angry or upset.

7.5 OTHER COMMUNICATION INFORMATION

- You may leave messages and assignments in faculty and staff mailboxes.
- Please check the bulletin boards in the OT Building for important notices.
- You have a folder in a file cabinet in the student lounge. Faculty and student organizations distribute information in these folders. Check yours regularly!

7.6 DEPARTMENTAL OPERATIONS

- The Department's main office is a work area for Faculty and Staff. Office supplies and equipment, including the photocopier, are not for student use.
- Because of privacy acts, we cannot post grades by name.
- The fieldwork office maintains a file for each student. . Information in the file is confidential; we do not release it to anyone other than faculty and appropriate administrative offices without your written permission. You may review your file with fieldwork staff or your adviser.

7.7 EVACUATION PLAN

Faculty teaching a class at the time of an emergency are responsible for orderly evacuation. They should be the last people to exit a classroom to ensure that everyone has evacuated safely. Please 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 safe exit.
- REPORT to:
 - Our designated reporting area: **on the Oval, west of the Building** OR
 - Our secondary reporting area: **South of the Building**
- STAY in the reporting area until instructed to leave so we can account for everyone.

Poudre Fire Authority staff and/or the University Police will check the building and elevators. They will silence alarms to enable communication among themselves. This DOES NOT mean the building is safe. DO NOT RE-ENTER the building for any reason until instructed to do so by fire or police officials.

SECTION 8. STUDENT COMPLAINTS AND APPEALS

Refer to *The Graduate Bulletin* (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>) for detailed information on University policies, including procedures for complaints and appeals if you believe a policy has been violated. Excerpts from *The Graduate Bulletin* appear below. If you have questions, concerns or need assistance related to rights, contact: 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 the OT Department office. If you are unclear about the office to approach, contact the Conflict Resolution and Student Conduct Services Office first (<http://www.conflictresolution.colostate.edu/>).

8.1 GRADE APPEALS

You have the right to appeal a grade from an academic course or fieldwork. (See also <http://catalog.colostate.edu/general-catalog/academic-standards/grading/#grade-appeals>.)

All instructors must evaluate student work in a manner consistent with the stated objectives of a course. Students may appeal a grade. However, the burden of proof rests with the student to demonstrate that the grading decision was made unfairly. That is, the grade was based on:

1. Something other than performance or penalty for academic dishonesty.
2. Standards unreasonably different from those applied to other students.
3. Substantial, unreasonable, or unannounced departure from previously articulated standards.

Before making an appeal, a student should discuss the grade with the instructor. If student and instructor disagree, the student submits a written appeal to the Department Head/APD, identifying and providing evidence for one of the three categories above.

The appeal 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 is considered final.

Within 30 days of receipt of the appeal, the Department Head/APD must (1) provide it to the instructor who assigned the grade for response and (2) form an appeals committee of 2 faculty members and 2 students from the Department and 1 outside faculty member who will serve as a voting chair. If the appeal is received just prior to, or out of semester, when the instructor and suitable committee members are unavailable, then the process will begin no later than 30 days from the beginning of the following fall semester.

The appeals committee will review the written appeal and response of the instructor. They may elect to interview the student and instructor separately 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. The committee will: 1) uphold the original grade, or 2) determine that the Department Head/APD or designee will re-evaluate the student's achievement of the relevant instructional objectives and assign a new grade.

Normally, the student and instructor will receive written notice of the committee's decision and the reasons for the decision 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, will be retained in the Department office for 1 year.

8.2 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 [any of the above] acts of discrimination . . . 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.

8.3 SEXUAL HARASSMENT POLICY

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. (See also <http://catalog.colostate.edu/general-catalog/policies/discrimination-harassment/>.)

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 [faculty]. 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 precede, 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>.

8.4 RIGHTS REGARDING STUDENTS’ EDUCATIONAL RECORDS

You are directed to <http://catalog.colostate.edu/general-catalog/policies/ferpa/> for an extensive description of your rights concerning “education” records under the Family Education Rights and Privacy Act. Should you believe that your rights have been violated, you are entitled to file 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.

8.5 APPEALS RELATED TO DISMISSALS FROM THE PROGRAM

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

SECTION 9. 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 24 weeks of Level II fieldwork.
- Receive clearance to graduate from the CSU Graduate School and Registrar.
- Apply to take the certification examination through NBCOT. Follow all directions provided on the NBCOT web site (<http://www.nbcot.org/>) and pay applicable fees. As requested by NBCOT, provide additional documentation (e.g., character references).

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. (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.

Name (Printed and Signed)

Date

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Please return this form to Linda McDowell by 4:30 PM Friday, September 9, 2016 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.
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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.

Name (Printed and Signed)

Date

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

Semester	Plan of Study OT Courses	Revised Plan of Study
2 nd 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 nd 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 nd year summer	OT687 Level IIA Fieldwork	
3 rd year fall	OT611 Reflective and Evidence-Based	
	Thesis	
3 rd year spring	OT641 Occupation and Rehabilitation Science	
	Thesis	
3 rd year summer	OT688 Level IIB Fieldwork	

APPENDIX C. SOCIAL NETWORKING EXPECTATIONS¹

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 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).
- Use a personal email address—rather than a 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, NEVER:

- 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 individuals².

¹ 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.
- 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 academic advisor.

² 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.*

APPENDIX D. PROFESSIONAL BEHAVIOR ASSESSMENT

1. Acceptance of Responsibility. The student ...	No Concern		Significant Concern			
• Upholds the OT Code of Ethics and CSU’s academic integrity policy	0	1	2	3	4	5
• Evaluates his or her professional behavior as needed, modifying behavior based on self-evaluation and feedback from others	0	1	2	3	4	5
• Seeks and uses a variety of resources to solve problems related to academic performance, fieldwork performance, and professional behavior	0	1	2	3	4	5
• Accepts consequences of his or her actions or lack of action	0	1	2	3	4	5
Specific Observations:						

2. Commitment to Learning. The student...	No Concern		Significant Concern			
<ul style="list-style-type: none"> Comes to all classes, field experiences, and other learning opportunities fully prepared 	0	1	2	3	4	5
<ul style="list-style-type: none"> Identifies own learning needs then initiates action including the pursuit and use of resources as needed. 	0	1	2	3	4	5
<ul style="list-style-type: none"> Persists in learning and mastering challenging concepts and skills. 	0	1	2	3	4	5
<ul style="list-style-type: none"> 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 	0	1	2	3	4	5
<ul style="list-style-type: none"> Independently initiates and completes any missed work or activities in a timely manner or as negotiated with the instructor. 	0	1	2	3	4	5
<p>Specific Observations:</p>						

3. Communication Style: Written, Verbal and Non-Verbal. The student:	No Concern		Significant Concern			
<ul style="list-style-type: none"> Communicates verbally, in writing, and through actions respect for alternative viewpoints and individual differences 	0	1	2	3	4	5
<ul style="list-style-type: none"> Demonstrates awareness of own non-verbal communication (affect, body language, voice) and can modify as needed to improve communication and understanding. 	0	1	2	3	4	5
<ul style="list-style-type: none"> Listens attentively in order to accurately understand others' viewpoints and perspectives 	0	1	2	3	4	5
<ul style="list-style-type: none"> Upholds departmental expectations pertaining to social networking 	0	1	2	3	4	5
<ul style="list-style-type: none"> 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. 	0	1	2	3	4	5
<ul style="list-style-type: none"> Speaks only for him or herself, using "I" language 	0	1	2	3	4	5
<ul style="list-style-type: none"> Uses eye contact 	0	1	2	3	4	5
<p>Specific Observations:</p>						

4. Interaction with Others. The student:	No Concern			Significant Concern		
<ul style="list-style-type: none"> Addresses interpersonal conflicts and frustrations directly (face to face) with the involved person or persons in a respectful and constructive manner 	0	1	2	3	4	5
<ul style="list-style-type: none"> Is a reliable team member who meets deadlines and contributes actively and substantively to group learning activities and projects 	0	1	2	3	4	5
<ul style="list-style-type: none"> Considers the impact of his or her words and actions on others and modifies words or actions as needed 	0	1	2	3	4	5
<ul style="list-style-type: none"> Demonstrates concern and takes action to support the physical or emotional safety and well-being of others 	0	1	2	3	4	5
<ul style="list-style-type: none"> Maintains confidentiality whenever appropriate 	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"> Respectfully and tactfully gives, receives and responds to feedback from peers, instructors and fieldwork educators 	0	1	2	3	4	5
<ul style="list-style-type: none"> Proactively seeks assistance or guidance when necessary 	0	1	2	3	4	5
<ul style="list-style-type: none"> Follows proper authority channels to communicate or address concerns 	0	1	2	3	4	5
<ul style="list-style-type: none"> Seeks support or training when needed 	0	1	2	3	4	5
<ul style="list-style-type: none"> Respectfully advocates for self and others as needed 	0	1	2	3	4	5
<p>Specific Observations:</p>						

6. Time Management an Organization. The student:	No Concern		Significant Concern			
• 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.

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/APD, other faculty members, fieldwork educators)

Signature

Date

Signature

Date

Signature

Date

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/APD:

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.

Student

Date