



**Rocky Mountain  
University  
of Health Professions**

# **Entry-Level Master of Occupational Therapy Bridge Program Handbook 2025-2026**

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Rocky Mountain University of Health Professions is accredited by the Northwest Commission on Colleges and Universities (8060 165th Avenue NE Ste 200, Redmond, WA 98052-3981), an institutional accrediting body recognized by the Secretary of the US Department of Education.

The entry-level Masters of occupational therapy program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814.. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

RMUoHP reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.

# Preface

Students in the Entry-Level Master of Occupational Therapy Bridge Program (hereby referred to as MOT) are officially considered students at Rocky Mountain University of Health Professions (RMU). Therefore, MOT students are expected to comply with the regulations and academic standards specified in the most current edition of the RMU University Handbook. This handbook provides policies, procedures, and requirements specific to the RMU MOT program. Students enrolled in the Program are expected to be familiar with the information in this handbook, the MOT Fieldwork Handbook, and acknowledge such by signing the forms found in the Appendix after having reviewed the material.

## Student Acknowledgment of MOT Program Policies and Procedures

- Student Informed Consent
- Health Insurance Statement
- Consent for Release of Information

RMU reserves the right to change any provision or requirement, including fees, contained in this informational document at any time, with or without notice.

Please read this handbook carefully. Questions related to the content of this manual should be directed to the Program Director:

**General University/ Program Contact Information:** Phone Number: 801.375.5125/  
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## **Program Director Information**

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## Accreditation(A.4.3)

The entry-level MOT Program at RMU has been granted Candidacy Status by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) of the [American Occupational Therapy Association](#) (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its web address is [www.acoteonline.org](http://www.acoteonline.org).

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

Students must complete 24 weeks of Level II fieldwork within 24 months following the completion of the didactic portion and preparatory activities defined in 2023 ACOTE MOT Standard C.1.8.

### **Student Acknowledgement of Policies and Procedures**

MOT students are responsible for the contents of this Student Handbook, the MOT Fieldwork Handbook, and the RMU University Handbook. Prior to admission, potential students will complete and sign the "Student Disclosure Form" (Appendix A). The "Student Disclosure Form" is to be completed and signed upon matriculation into the program at the time of orientation. Individual course syllabi may include additional standards.

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# Section I: MOT Program Overview

## Institution Mission (A.5.3.)

The mission of Rocky Mountain University of Health Professions (RMU) is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates its mission fulfillment through the quality of its education and the success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to affect healthcare change.

## Department of Occupational Therapy Collegiality Statement

The Department of Occupational Therapy at RMU is committed to promoting the highest standard of equity, respect, and courtesy for all. We pledge to treat all fairly, maintain open lines of communication, and perform effectively as individuals as well as in teams to meet our shared goals.

## Department of Occupational Therapy Diversity Statement

American Occupational Therapy Association's (AOTA's) *Vision 2025* conveys a strong commitment to diversity, equity, and inclusion (AOTA, 2020). AOTA affirms the inalienable right of every individual to feel welcomed, valued, a sense of belonging, and respected while accessing and participating in society, regardless of the internal or external factors that make every individual unique. This statement supports efforts to increase diversity, equity, and inclusion within all aspects of occupational therapy, including practice, education, research, and policy development and advocacy.

Diversity and inclusion are pivotal to the success of RMU. RMU commits to being a community that recognizes and values the worth of every person, fosters a welcoming and understanding environment, promotes mutual respect among its members, and encourages individual responsibilities as well as personal rights.

Dr. Martin Luther King stated in a speech at the National Cathedral (1968), that "the arc of the moral universe is long, but it bends towards justice." Diversity is a foundational concept in occupational therapy. The American Occupational Therapy Association's *Vision 2025* describes the distinct role of occupational therapy as an all-inclusive profession that improves the overall health, well-being, and quality of life for people and the community. *Vision 2025* includes the principles of accessibility, effectiveness, collaboration, leadership, and diversity (AOTA, 2020). The five pillars of *Vision 2025* embody the topic of occupational justice. Occupational justice, equity, diversity, and inclusion are intertwined. Occupational therapy education must incorporate each facet throughout the curriculum to examine obstacles, remove barriers, and ensure all students are provided with equitable opportunities. In academia, we must exhibit humility, empathy, and mercy. The Department of Occupational Therapy is intentionally inclusive and embraces diversity in all forms. The department embodies the diversity statements from AOTA and RMU.

Further, the administration, faculty, staff, and students in the Department of Occupational Therapy commit to:

1. Ensure space at the table for diverging viewpoints and experiences.
2. Strive to value and respectfully acknowledge all voices.
3. Highlight the contributions of underrepresented groups and use literature from diverse populations of individuals with varying ability levels.
4. Support occupational therapy-related organizations related to diversity, equity, and inclusion.
5. Collaboratively contribute to intellectually rich and inclusive learning and clinical environments.
6. Educate others about cultural humility, accessibility, and allyship in preparation for and/or as part of current practice in and for diverse communities.
7. Increase diversity, equity, and inclusion among students, staff, and faculty.

## Program Vision (A.5.3.)

The entry-level MOT Program at RMU will become the premier source for innovative teaching and learning, clinical scholarship, and occupation-based clinical practice (quality, delivery, and efficacy) that meets the needs of an ever-changing, diverse population.

## Program Mission (A.5.3.)

The mission of the MOT program is to bridge and develop occupational therapy assistants into employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to effect and adapt to change through leadership, advocacy, outcomes-based practice, and clinical scholarship. Program faculty employ occupation-based practice, innovative teaching and learning interventions, and mentorship in clinical scholarship resulting in the graduate's ability to navigate the ever-changing social and healthcare landscape while attending to diversity, disparities, and determinants of health and well-being for individuals, groups, and populations in both traditional and emerging practice areas.

## Program Description (A.5.2., A.5.3.)

The MOT program's mission is to develop occupational therapy assistants into employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to affect and adapt to change. Through the lens of occupation-based practice and innovative teaching and learning interventions, our graduates will be able to navigate the ever-changing social and healthcare landscape while attending to diversity, disparity, and determinants of health and well-being for individuals, groups, and populations.

The program is delivered via a limited residency model, with both online and onsite components. Students will be on campus for five consecutive days, during the 4th week of semesters 1 and 2, and the 12th week of semester 3. Students will experience a thorough curriculum consisting of didactic and experiential (fieldwork) courses to be completed in the last

year of the program, in two semesters (12 weeks each). There are a total of 68 credit hours required for the successful completion of the program, including the credits earned via experiential fieldwork.

This is a full-time hybrid program that requires attendance during some hours for synchronous classes. Due to the demands of a graduate program, full-time employment is not recommended.

The teaching and learning philosophy in the MOT Program aligns with AOTA's Philosophical Statement on Education (2018) "is a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection, and lifelong learning and continuous advocacy for the profession and society's occupational needs." Using evidenced-based andragogy, the curricular and instructional design are influenced by adult learning theory, constructivism, and self-regulated learning. Further, the faculty employs instructional technologies that are not only effective through current best evidence but are durable and accessible to all. Evaluating student performance values an eclectic approach using various assessment methods to support diverse learning preferences yet focusing on preparing students to complete the national thresholds for competency in occupational therapy successfully.

## Program Outcomes

Upon completion of the RMU MOT program, graduates will:

- 1) Demonstrate knowledge of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
- 2) Differentiate between the interventions aimed to remediate or compensate for increasing the client's participation and/or performance in meaningful activities across occupations, populations, conditions, and contexts.
- 3) Explain the implications of psychological, socioeconomic, cultural, and spiritual dimensions of human health and illness and tailor their approach to evaluating and managing clients to optimize participation and performance in meaningful occupations.
- 4) Identify effective evidence-based interventions for the remediation or adaptation of occupational performance deficits to enable increased participation and quality of life.
- 5) Articulate specific types of clinical-related research and scholarship that can be conducted in clinical practice.
- 6) Demonstrate the ability to implement all aspects of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
- 7) Demonstrate the ability to integrate psychosocial assessment and interventions in conjunction with the occupational therapy process across conditions, populations, contexts, and practice settings.
- 8) Demonstrate effective clinical problem-solving, reasoning, and decision-making by developing comprehensive client-centered evaluation and treatment plans.

- 9) Apply principles of evidence-based practice and high proficiency digital literacy skills to quickly access, critically evaluate, and apply high-quality evidence-based information to unique clients at various points of the occupational therapy process.
- 10) Effectively collaborate with members of the healthcare team to provide comprehensive client-centered care across the lifespan.
- 11) Utilize evidence-based client engagement, communication strategies and therapeutic use of self to provide compassionate, innovative, ethical, and effective occupational therapy care.
- 12) Demonstrate the capacity to learn and engage in client-centered practice reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes and the occupational therapy scope of practice.
- 13) Apply types of clinically related research design, methodology and analysis that demonstrate advanced knowledge in a traditional, emerging, or specialized practice setting.
- 14) Commit to incorporating occupation-based practice across populations, conditions, contexts, and practice settings.
- 15) Uphold high ethical standards and demonstrate sensitivity and responsiveness to the unique needs of individual clients/patients including consideration of culture, race, ethnicity, age, gender, sexual orientation, and disabilities.
- 16) Demonstrate respect, compassion, integrity, and accountability to patients, society, and the occupational therapy profession.
- 17) Create and sustain sound professional relationships with clients/patients and members of the healthcare team.
- 18) Demonstrate emotional resilience, emotional stability, adaptability, and flexibility. Further, demonstrate tolerance of ambiguity and anxiety with an awareness of the importance of maintaining one's own well-being.

## Curricular Themes (A.5.4.)

1. Occupation-Based Practice (AOTA, 2020)
2. Evidence-Based Practice (AOTA, 2020)
3. Social determinants of health (SDoH) and their impact on people's health, well-being, and quality of life (occupational being) (AOTA, 2018a)
4. Diversity, Equity, and Inclusion among individuals, groups, and populations (AOTA, 2020)
5. Engagement in Clinical Scholarship (AOTA, 2016)
6. Psychosocial factors and their impact on occupations across the lifespan (AOTA, 2017)
7. Intra/interprofessional practice (AOTA, 2018b)
8. Self-awareness and professional development (AOTA, 2018)

## Occupation-Based Practice

Occupation for therapeutic intervention is the basis of occupational therapy practice (Lloyd et al., 2019). As a part of occupation-based practice, occupation-based interventions have been described as "a type of occupational therapy intervention—a client-centered intervention in which the occupational therapy practitioner and client collaboratively select and design activities that have specific relevance or meaning to the client and support the client's interests, needs,

health, and participation in daily life (AOTA, 2008, p. 672)". The MOT program values, teaches, promotes, and researches occupation-based practice and occupation-based interventions across the lifespan. Models and theories of occupation are embedded throughout the curriculum. Students explore the power and potential of occupation as a medium for maximizing occupational performance, health, and well-being.

## Evidence-Based Practice

The MOT program encourages its students to embrace an evidence-based approach to the practice of occupational therapy. This evidence-based practice approach considers research evidence, clinical knowledge, and clinical reasoning to make informed decisions about occupational therapy interventions. One should consider five factors to foster clinical decision-making based on the best evidence: expectation, environment, experience, ethics, and evidence. An expectation acknowledges a client-centered model of practice, thereby assuming the wants and needs of clients. Further, theories and frames of reference relevant to occupational therapy practice help to establish these expectations. The physical and social environments are also considered key factors in clinical practice, which clinicians must address within occupational therapy service delivery. The experience clinicians gain over years of practice also significantly influences occupational therapy practice. By acknowledging reflective practitioners' clinical and lived experiences, clinicians may employ both more subjective and objective criteria within clinical practice. Ethics also play a role in clinical decision-making, involving not only professional ethics but also the personal values of the reflective practitioner. Finally, practical clinical practice requires therapists to search out and evaluate the most relevant evidence for a particular case. We value evidence derived from various research perspectives.

## Social Determinants of Health

The MOT program recognizes and highlights non-medical factors that influence occupational therapy and general health-related outcomes. This disparity among various determinants (income, education, housing, food, etc.), compounded by disparities among diverse groups and populations, is of significant concern in occupational therapy (AOTA, 2018a). The topics focusing on social determinants of health have been embedded into the MOT curriculum to inform and empower students to ensure they are aware of these factors and how their absence or paucity impacts clients' ability to participate and skillfully engage in meaningful occupations and enjoy an adequate quality of life.

## Diversity, Equity, and Inclusion

Throughout all occupational therapy courses, students gain through instruction and experience an appreciation and value for the broad landscape of diversity, equity, and inclusion of the following: race, culture, interests, roles, abilities, and opportunities (AOTA, 2020) prevalent in Utah, the Intermountain West and nationally. Additionally, the curriculum enables students to embrace multiculturalism as they interact with clients/patients, groups, and populations with

additional emphasis on professional interactions with colleagues, mentors, and other professionals.

## Engagement in Clinical Scholarship

Through participation in the MOT curriculum, the student will have the opportunity to demonstrate high-level curiosity, critical thinking, continuous learning, and reflection to substantiate best practice, outcomes, and clinical decisions with reference to systematic observation, current research, theoretical guidelines, contextual influences, quality improvement data, and other forms of evidence. Through partnerships with faculty and community clinicians, students will experience the opportunities to collect and disseminate outcomes and improvements for best practice through mechanisms including publication, presentations, consultation, advocacy, and leadership (AOTA, 2016).

## Psychosocial Factors and Their Impact on Occupations Across the Lifespan

The MOT program faculty recognize that psychosocial factors that impact occupations do not occur in a specific context, type of client, or phase of the lifespan, but they occur concurrently with acute and chronic conditions and may have a more significant impact upon engagement in meaningful occupations than factors rooted in physical or neurological influences (AOTA, 2017). To that end, students are exposed to identifying and addressing the psychosocial characteristics of clients and their families through all the courses focused on the evaluation and intervention of occupational performance deficits.

## Intra/Interprofessional Practice

Working closely with multiple health professionals instills in MOT students a collaborative sense of teamwork that improves client care. Interdisciplinary education provides an opportunity to appreciate the core values, philosophies, and treatment interventions unique to each discipline (AOTA, 2015, 2018b).

## Self-awareness and Professional Development

With a growing emphasis on accountability and clinical competency, occupational therapy practitioners must reflect on their professional behavior and clinical skills to identify their strengths and weaknesses and create sound professional development plans. Students learn to document their development in communication, problem-solving, time management, and critical thinking through direct and self-directed learning, in addition to the andrological content, resulting in competent clinicians committed to self-awareness, reflective practice, and lifelong learning (AOTA, 2018a).

## Program Philosophy (A.5.3.)

Humans are active beings whose physical, emotional, cognitive, social, and spiritual development is influenced by and through engagement in meaningful occupations (AOTA, 2020). Applying their capacity for intrinsic MOT for self-efficacy and determination, humans engage in occupation to impact their overall health, well-being and their individual social, physical, and other contexts (Hooper et al., 2020). Humans experience a process of continuous adaptation, which is a change in function that promotes survival and self-actualization. Biological, psychological, and environmental factors may disrupt the adaptation process throughout the lifespan, potentially resulting in dysfunction in their ability to participate and perform meaningful occupations (Hooper et al., 2020). Occupational therapists are healthcare professionals whose primary purpose is to address and prevent such disruptions through interventions that prevent, remediate, habilitate, and adapt (AOTA, 2020). Occupational therapy is founded on the belief that occupation, specifically the dynamic interaction between occupation, the person, and their environment, is therapeutically powerful (AOTA, 2020). The therapeutic use of occupation can prevent and remediate dysfunction and elicit maximum adaptation. Occupational therapy is a process that promotes personal growth, meaning, and self-identity by engaging or re-engaging a person to their meaningful occupations by teaching the person new skills, by re-designing the activity, or by changing the contextual environment (AOTA, 2020).

The faculty in the MOT program aims to embody AOTA's vision, code of ethics and standards of practice. The faculty in the MOT program believe students must understand the healthcare, political, cultural, and social systems that affect service provision today and in the future. Students must prepare themselves to explore new arenas for occupational therapy practice, advance practice in underserved areas, educate the community, and collaborate with others in service provision. The faculty in the MOT program believe that these are needed to provide excellent, client-centered care. Inter/intraprofessional training of occupational therapy students with various professions facilitates this collaboration with a spirit of collegiality and teamwork.

## Philosophy of Instruction (A.5.3.)

The MOT Bridge Program at RMU instructional delivery approach is an innovative limited residency model. To ensure our student success, the faculty during instructional interactions are active, engaging, diverse, and inclusive in learning within and beyond the classroom environments. Further, the faculty upholds and integrate RMU's core values in all aspects of instructional interactions with students.

- Evidence-based
- Learning-centered
- Collaborative
- Inclusive
- Authentic
- Service-Oriented
- Trustworthy

Teaching and learning philosophy in the MOT program align with AOTA's Philosophical Statement on Education (2018) "[as] a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection, and lifelong learning and continuous advocacy for the profession and society's occupational needs" (p.1).

Using evidenced-based andragogy, the MOT Program curricular and instructional design are influenced by adult learning theory (Knowles, 1978), constructivism (Thomas et al., 2014), and self-regulated learning (Schunk & Zimmerman, 2013). Further, the faculty employs instructional technology that is not only effective through evidence but is durable and accessible to all.

## Curriculum Design (A.5.4.)

The primary content areas (themes) to be taught in the MOT program curriculum are occupation-based practice, evidence-based practice, social determinants of health and their impact on people's health, well-being, and quality of life (occupational being), diversity, equity, and inclusion among individuals, groups, and populations, engagement in clinical scholarship, psychosocial factors and their impact on occupations across the lifespan, intra/interprofessional practice, and self-awareness and professional development. These themes align with the Program's mission to develop employable occupational therapy practitioners. The MOT Program has documented that the beliefs of the Program about learning, the domains of learning, and the teaching and learning philosophy influenced the type of instructional delivery, courses offered, how those courses are sequenced, and how student performance will be evaluated (see attached).

MOT Program's instructional delivery approach is an innovative limited residency model. This is a hybrid model of education with both online and onsite components, where much of the cognitive information can be primarily delivered and assessed online, and psychomotor skills taught, enhanced, and assessed onsite. To ensure our students succeed, the faculty will be empathetic, active, engaging, diverse, inclusive, and evidence-based in learning within and beyond the classroom environments during instructional interactions. Further, the faculty upholds and integrates RMU's core values in all aspects of instructional interactions with students.

The teaching and learning philosophy in the MOT Program align with AOTA's Philosophical Statement on Education (2018), "is a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection, and lifelong learning and continuous advocacy for the profession and society's occupational needs."

Using evidenced-based andragogy, the curricular and instructional design are influenced by adult learning theory constructivism and self-regulated learning. Further, the faculty employs instructional technologies that are not only effective through current best evidence but are durable and accessible to all. Evaluating student performance values an eclectic approach using various assessment methods to support diverse learning preferences yet focusing on preparing students to complete the national thresholds for competency in occupational therapy successfully.

The MOT program has developed student learning objectives influenced by curricular themes. Students will experience a thorough curriculum consisting of didactic and experiential (fieldwork) courses to be completed in a two-year format. Using a backward curriculum design, the MOT courses are sequenced in a hierarchy that follows the occupational therapy process in traditional and nontraditional settings, evidenced, and technology-based interventions. Students apply and integrate previous knowledge into higher-order learning as they encounter new content and engage in clinical experiences through fieldwork. To evaluate the effectiveness of the MOT curriculum and instructional design, the program collects and analyzes the following: course evaluations with an emphasis on instructional delivery and relevance of the content and their alignment with the course assignments, assignments that focus on case-based learning and treatment planning across practice populations and settings, formative and summative assessments that incorporate best practices with item writing and the NBCOT exam and, formative and summative evaluations of the student performance of fieldwork.

## Domains of Learning (A.5.4.)

### **Exploration of Optimal Occupational Performance**

Foundational principles of evidence-based knowledge are provided throughout the curriculum and built upon within the program. This begins with exploring routine or typical occupational performance and optimal functioning before delving into pathology. Students engage in various opportunities to comprehend the importance of occupation in their own lives through hands-on experience and systematic examination of performance in areas of occupation, performance skills, performance patterns, context, activity demands, and client factors. Through these experiences, students begin to recognize how occupation, or the lack of occupation, affects health and well-being. Through the review of evidence-based practice and observation in clinical settings, students learn how occupation is used in occupational therapy intervention as a catalyst for therapeutic benefits.

### **Examination of Occupational Performance Deficits and Therapeutic Use of Self**

The educational emphasis of the program shifts from the exploration of typical and routine daily occupations to understanding pathology and its impact on the continuum of occupational performance. Students investigate the tools and strategies used to enhance occupational performance, including frames of reference, and conduct a task analysis and occupational profile. Students learn how ability and disability affect participation over the lifespan, integrating knowledge gained in the first two years of the curriculum about pathology and the continuum of occupational performance.

### **Affective and Competency Development in Occupation-Based Practice**

Students learn evaluation and treatment techniques with an emphasis on client-centered practice. Students apply this knowledge in their Level I and Level II fieldwork experiences, hands-on laboratory exercises, practical examinations, and other practicum experiences designed to integrate knowledge into professional competencies. Students identify occupational problems, select interventions, and evaluate outcomes. Further, students begin to participate in intra/interprofessional learning activities and identify service delivery models. Level I and Level II

fieldwork experiences provide further opportunities to synthesize learning in a clinical environment and collaborate closely with other health practitioners.

### **Development and Application of Advanced Practice Skills**

The MOT program prepares students to expand their knowledge in developing and managing a variety of practice areas, such as wellness and health promotion, assistive technology, emerging practice interventions, and leadership and advocacy. Occupational therapists need to serve as leaders in the ever-changing healthcare world. This requires occupational therapists to develop, administer, and coordinate programs in various settings, including traditional medical settings and non-traditional, community-based practices. Economic, political, and social movements influence the expansion of community-based service delivery systems, mandating that students prepare to lead occupational therapy in new directions to ensure the utilization of occupational therapy services.

### **Design and Implementation of Clinical Scholarship**

As a part of the foundational research courses, and mentored research practicum experiences, students design and develop clinical scholarship that may influence and shape occupational therapy. Further, students integrate advanced and specialized practice skills that further impact their generation of clinical scholarship.

## Section II: Administration, Faculty, and Staff Listings

### Administration

#### Dean, College of Rehabilitation

#### Sciences

Dr. Jeff Lau

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## Faculty and Student Communication

Effective communication between students and faculty is a cornerstone of learning and growth. A challenge of an online and limited-residency model is that face-to-face contact which traditionally prompts communication is not always present. For this reason, syllabi templates are designed to ensure weekly engagement. Faculty connect with students through various means: including discussion boards, assignment feedback, email, phone conversation, and online/mobile communication tools.

Faculty are issued an "rm.edu" email address to use for all university business-related communications. Faculty are expected to check and respond to student and other university communications via email regularly. Responses should be generated within 24 to 48 hours, and no more than 60 hours. All official university communications conducted via email will be sent via this email address. For all course-related communication please email instructors within Canvas.

### General Guidelines

- Please use official university communication channels e.g., RMU email addresses and/or university-provided phone numbers (for emails, text messaging/Google Chats, voice calls, and/or voice messaging).
- Avoid requesting and/or using faculty personal phone numbers unless directed otherwise.

#### **Full-Time MOT Program Faculty Availability**

- Faculty and staff are available 8:00 AM - 5:00 PM MST (M-F) - typical RMU campus business hours via all modes of communication.
- Faculty will implement dedicated office hours using Zoom and/or or “Google Chat”.
- Please refer to the individual course syllabus for details on faculty availability.

#### **Adjunct MOT Program Faculty Availability**

- Adjunct faculty typically work in other programs or departments at RMU, and their availability may be limited. Additionally, some adjunct faculty work full-time in clinics in their local areas and may only be available in the evening.
- Faculty will implement dedicated office hours using Zoom and/or Google Chat
- Please refer to the individual course syllabus for details on adjunct faculty availability.

#### **MOT Program Administrative Assistants Availability**

- Administrative assistants in the MOT program are accessible via typical campus RMU business hours (8:00 AM - 5:00 PM MST).

## **Program Complaints (A.4.4)**

The MOT program encourages and solicits ongoing feedback from enrolled students, faculty members, patients, clinical faculty, and employers of our graduates. When there is a specific complaint about a student, faculty member, or the program in general, it should be documented in writing and discussed first with the person involved, then with the Program Director, the Department Chair, the Academic Dean, or other administrative personnel as outlined in the University Handbook. If this series of actions does not bring about a satisfactory resolution related to an accreditation issue, complaints about the Program can be directed to the Accreditation Council for Occupational Therapy Education (ACOTE). Contact information for ACOTE can be accessed through the AOTA website at [Accreditation Council for Occupational Therapy Education](#) or by calling the Department of Accreditation of AOTA at (301) 652-6611. ACOTE can only respond to specific OT accreditation criterion violations. If a student files a complaint with ACOTE, they should address it to ACOTE.

Accreditation of Occupational Therapy Education

7501 Wisconsin Avenue, Suite 510E

Bethesda, MD 20814.

ACOTE's telephone number c/o AOTA is (301) 652-AOTA.

Complaints not related to accreditation issues should follow the procedures outlined in the University Handbook. Complainants are guaranteed that no retaliation is tolerated. Complaints that fall outside due process are handled as described by the University Handbook.

Policy and procedures for processing student and faculty grievances are defined and published in the [RMU 2024-2025 University Handbook](#).

## Campus Resources to Support Student Success (A.3.4)

RMU provides several resources to ensure success while enrolled at the university. These resources are available to all enrolled students regardless of program, instructional delivery, or physical location.

### The Department of Student Affairs

The Department of Student Affairs includes:

- Student Support & Resources
- Student Leadership & Involvement
- [Accommodations for Disabilities](#)
- [Institutional Equity](#)
- [Counseling Services](#)
- Student Health & Wellness
- Student Advocacy
- Student Crisis Management
- Student Success

The Department of Student Affairs has an “open door” policy and are eager to support our students and encourage them to drop by with questions, concerns, and ideas – or schedule an appointment with their staff.

The MOT program strongly recommends that students sign up for [Better Help](#) during the first semester of the program so that if they need immediate access to their services, there are minimal barriers to support.

### Student Crisis and Resources

Students are in a unique position of being able to observe behaviors that indicate a fellow student may be experiencing distress. In many cases, you will be the first to notice the early warning signs of trouble and have the initial opportunity to respond. As members of the RMU community, we must act with compassion and support.

When peers face academic and life challenges, they may feel alone, isolated, and hopeless. These feelings can easily disrupt academic performance and may lead to dysfunctional coping and other serious consequences. RMU students exhibiting concerning behavior may experience difficulties in other areas of their lives. By expressing concern, you may help save another student’s academic career or even life.

### The Writing Center

The Writing Center offers free one-on-one or group assistance with all types of writing concerns. The Writing Center can help students at any stage of the writing process from brainstorming to final editing of a capstone project, dissertation, or manuscript for publication. They prioritize

helping students learn how to create, organize, and revise a paper, but we address more technical issues such as punctuation, grammar, and style.

The MOT program strongly recommends that students use the Writing Center's resources and direct services early and frequently for their assignments throughout the program.

### Learning Resource Center (Library)

The Learning Resource Center (LRC) is accessible virtually to students via LibLynx in their OKTA account, or by going to [lrc.rm.edu](http://lrc.rm.edu). Additionally, the LRC center is located on the 7th floor of the Tower. The LRC website is a great source for many different services including (but not limited to) study skills & time management resources, writing resources, the testing center, and the ability to see past OTD Capstone projects.

The MOT program strongly recommends that students use the LRC resources and direct services early and frequently for their assignments throughout the program.

### Financial Aid Office

The Financial Aid office is the primary advocate for students, assisting them in securing necessary financial resources. Through expert knowledge and technologies, they maintain full compliance with Federal mandates and effectively manage financial aid resources. Financial aid is intended to help with students' education-related expenses. It is not intended to meet the total cost of your living expenses but is designed to supplement them.

### Registrar's Office

RMU's registrar's office is an excellent resource for students. Information on commencement and graduation, transcripts, education verification, program by cohort curricula and schedules, the academic calendar, handbooks and catalogs, and all needed student forms is available on their website or by contacting them at [registrar@rm.edu](mailto:registrar@rm.edu).

### Campus Safety

The University complies with the Safe and Drug-Free School and Communities Act and the policy can be found in our campus handbooks for students and employees. Additionally, the University provides all employees and students with detailed Employee and Student [Risk Management Handbooks](#).

### **Examination Security**

To ensure succinct examination security for students and RMU, the MOT program utilizes Respondus during all online quizzes and exams.

- Link to download Respondus Lockdown browser:

<https://download.respondus.com/lockdown/download.php?id=684257406>

- Instructions for students:

<https://web.respondus.com/respondus-lockdown-browser-the-student-experience/>

# Strategies to Ensure Student Success

Graduate school is a challenge for all students, but learning through a limited residency model may present some unique challenges. Below is a list of strategies that ensure success in RMU's MOT program.

- Create and maintain a quiet and organized workspace.
- Read the syllabi and organize your assignments into a schedule. Create a reasonable study schedule that includes breaks. For asynchronous courses, create a structured weekly study schedule.
- Make sure to have social connections with your peers outside of class (text messaging/Facebook groups/chatrooms/create study groups etc.).
- Participate in all synchronous and live sessions. Time with classmates and faculty is less often in this model, so you want to use time wisely.
- Reach out to your instructors and peers and introduce yourself. Use office hours available to you. Communicate right away with illness, family emergencies, falling behind in assignments, etc. Schedule meetings and respect meeting times to take full advantage of the time made available to you.
- Find ways to internally motivate yourself, get interested in the content, and engage in professionally relevant topics (Following AOTA and state association activities, etc.).
- Make it a habit to double-check your submissions before posting. Refer to the assignment rubric and use Turnitin and Grammarly. Do not procrastinate/put off submitting assignments and leave time for things to go wrong.
- Internet speed requirement for video conferencing (Zoom, Google Meet, MS Teams, etc.) is typically 2-6 MBPS, make sure that your internet is running within parameters so that you don't have streaming difficulties.
- Take breaks, go outside, get up, move around, and rest your eyes. Remember to focus on your self-care: eat well, exercise, participate in leisure activities, and strive to practice life balance.
- Know your resources, and where to turn for help. Bookmark student services, tech support, and contact information for your instructors and peers.
- Ensure collegiality in all formal and informal interactions with students, faculty, administration, etc.

## Section III: Program Curriculum and Sample Schedules

(see Appendix B for Course Descriptions)

Semester	Block	Course	Credits	Delivery Method	
Semester 1 Fall 2024	1	MOT 601 Fundamentals of Occupational Therapy	2	Online	
		MOT 602 Clinical Anatomy for OT w/Lab	2	Hybrid	
		MOT 605 Human Movement & Performance w/Lab	2	Hybrid	
		MOT 606 Occupations Across the Lifespan	2	Online	
		MOT 613 Pediatric Clinical & Developmental Conditions in OT	1	Online	
		<b>Block 1 Total:</b>	<b>9</b>		
	2	MOT 603 Clinical Neuroscience in OT w/ Lab	2	Online	
		MOT 610 Culture & Occupation	2	Online	
		MOT 618 Adult Physical & Neurological Clinical Conditions in OT	1	Online	
		MOT 620 Scholarly Inquiry I	3	Online	
		MOT 623 Adult Psychosocial Clinical Conditions in OT	1	Online	
		<b>Block 2 Total:</b>	<b>9</b>		
	<b>Semester 1 Total:</b>			<b>18</b>	
	Semester 2 Winter 2025	1	MOT 617 Pediatric Evaluation & Intervention w/Lab	3	Hybrid
MOT 619 Level I-A: Fieldwork			1	Clinical/ Hybrid	
MOT 625 Adult Physical & Neurological Evaluation w/Lab			3	Hybrid	
MOT 626 Adult Psychosocial Evaluation & Intervention w/Lab			2	Hybrid	
MOT 670 A Research Practicum			1	Online	
<b>Block 1 Total:</b>			<b>10</b>		
2		MOT 616 Advocacy in OT; Policy, Legal, & Ethical Contexts	2	Online	
		MOT 621 Scholarly Inquiry II	3	Online	
		MOT 627 Adult Physical & Neurological Interventions	2	Online	

		MOT 629 Level IB: Fieldwork	1	Clinical/ Hybrid
		MOT 670 B Research Practicum	1	Online
		<b>Block 2 Total:</b>	<b>9</b>	
		<b>Semester 2 Total:</b>	<b>19</b>	
<b>Semester 3 Summer 2025</b>	1	MOT 608 Essentials of Practice Management & Administration	2	Online
		MOT 630 Health & Wellness in OT Practice	2	Online
		MOT 631 Program Development for Community Health	2	Online
		MOT 641 Geriatric Clinical Conditions in OT	1	Online
		<b>Block 1 Total:</b>	<b>7</b>	
	2	MOT 635 Assistive Technology & Environmental Design	3	Hybrid
		MOT 643 Geriatric Evaluation & Intervention w/Lab	3	Hybrid
		MOT 650 Advanced Topics w/Lab	3	Hybrid
		MOT 670 C Research Practicum	1	Online
		<b>Block 2 Total:</b>	<b>10</b>	
		<b>Semester 3 Total</b>	<b>17</b>	
<b>Semester 4 Fall 2025</b>	1 & 2	MOT 651 Level II A Fieldwork (12 weeks)	7	Clinical
		<b>Semester Total:</b>	<b>7</b>	
<b>Semester 5 Winter 2026</b>	1 & 2	MOT 652 Level II B Fieldwork (12 weeks)	7	Clinical
		<b>Semester Total:</b>	<b>7</b>	
<b>Total Program Required Credits:</b>			<b>68</b>	
<i>Four-year deadline for program completion from start of program.</i>				

**Sample Semester Schedule (weekly): Synchronous Reserved Times (9:00 AM - 1:00 PM MT)**

FALL 2024 Early 8 Weeks						FALL 2024 Late 8 Weeks					
Monday	Tuesday	Wednesday	Thursday	Friday		Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 AM						8:00 AM					
8:30 AM						8:30 AM					
9:00 AM	MOT 605 (2) - Virtual Synchronous Class via Zoom	MOT 602 (2) - Virtual Synchronous Class via Zoom	MOT 605 (2) - Virtual Synchronous Class via Zoom			9:00 AM	MOT 620 (2) - Virtual Synchronous Class via Zoom	MOT 603 (2) - Virtual Synchronous Class via Zoom	MOT 620 (2) - Virtual Synchronous Class via Zoom		
9:30 AM						9:30 AM					
10:00 AM						10:00 AM					
10:30 AM						10:30 AM					
11:00 AM						11:00 AM					
11:30 AM						11:30 AM					
12:00 PM						12:00 PM					
12:30 PM						12:30 PM					
1:00 PM						1:00 PM					
1:30 PM						1:30 PM					
2:00 PM						2:00 PM					
2:30 PM						2:30 PM					
3:00 PM						3:00 PM					
					5/9						5/9
MOT 602 Clinical Anatomy for OT w/Lab 2cr Hybrid – 50/50 Synch/Asynch						MOT 603 Clinical Neuroscience in OT w/ Lab 2cr Online – 50/50 Synch/Asynch					
MOT 605 Human Movement & Performance w/Lab 2cr Hybrid – 50/50 Synch/Asynch						MOT 620 Scholarly Inquiry I 3cr Online – 50/50 Synch/Asynch					
MOT 601 Fundamentals of Occupational Therapy 2cr Online/Asynchronous						MOT 610 Culture & Occupation 2cr Online/Asynch					
MOT 606 Occupations Across the Lifespan 2cr Online/Asynchronous						MOT 618 Adult Physical & Neurological Clinical Conditions in OT 1cr Online/Asynch					
MOT 613 Pediatric Clinical & Developmental Conditions in OT 1cr Online/Asynch						MOT 623 Adult Psychosocial Clinical Conditions in OT 1cr Online/Asynch					

## Sample Intensive Learning Week

	Monday Sept. 23rd	Tuesday Sept. 24th	Wednesday Sept. 25th	Thursday Sept. 26th	Friday Sept. 27th					
8:00 AM	Breakfast - Faculty, Staff and Students Orientation 9:00-12:00	Student Advising 8:30-12:00	Kines Study Time/Student Advising 8:30-12:00	MOT 602 - Anatomy 9:00-12:00	Breakfast - Faculty, Staff and Students Open for Student Advising or Study 9:00-12:00					
8:30 AM										
9:00 AM										
9:30 AM										
10:00 AM										
10:30 AM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00 PM					
11:00 AM										
11:30 AM										
12:00 PM										
12:30 PM										
1:00 PM	MOT 602 - Anatomy 13:00-16:30	Advising PRN 13:00-13:30	Advising PRN 13:00-13:30	Advising PRN 13:00-13:30	Advising PRN 13:00-13:30					
1:30 PM	MOT 602 - Anatomy 13:00-16:30	MOT 605 - Kinesiology 13:30-17:00	MOT 605 - Kinesiology Practicals 13:30-17:00	MOT 602 - Anatomy Study Time 13:30-15:00	Remediation / CPR Training / Early leave 13:30-16:30					
2:00 PM										
2:30 PM										
3:00 PM										
3:30 PM										
4:00 PM	MOT 602 - Anatomy Practicals 15:00-17:00									
4:30 PM										
5:00 PM										
5:30 PM						Gray Cardigan Ceremony 17:30-18:30	Dinner - Students, Faculty, Staff 17:30-18:30			
6:00 PM										
6:30 PM										
7:00 PM										

## Fieldwork Education Experiences

The MOT program has integrated fieldwork experiences into the curriculum to allow the students to have diverse clinical experiences and to incorporate new knowledge they have learned from their didactic courses. Students are expected to build on existing knowledge and develop clinical skills that prepare them for subsequent didactic and laboratory coursework, and future fieldwork affiliations. All fieldwork experiences include a focus on occupation and evidence-based practice, addressing psychosocial factors across individuals, areas, and settings, professional behaviors and ethics, the occupational therapy process, and student-specific learning objectives. As the Academic Fieldwork Coordinator (AFWC) advises each student regarding their interests related to the population, setting, area, and geographical location of their desired Level I or II, the student's academic advisor (a core faculty member) and other faculty, if needed, may provide the student and the AFWC guidance and support on the clinical/academic needs of the student based on their performance in previous and current courses. This collaboration process is repeated for each of the four fieldwork clinical affiliations.

Each Level I fieldwork experience (MOT 619 & 629) is aligned/focused on population and setting-specific content within a specific portion of each semester, e.g., Level I Fieldwork (children and youth).

# Level I & Level II Fieldwork Education Experience Descriptions

(C.1.1)

This section refers to ACOTE Standard C.1.1. Each Level I FW experience (MOT 619 & 629) is aligned/focused on MOT curricular content that is population and setting-specific within a specific portion of each semester, e.g., Level I FW (psychosocial and behavioral)

## **MOT 619 Level IA: Fieldwork**

The clinical education of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in performance. Qualified personnel for supervised Level I fieldwork include occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. This fieldwork will focus on psychosocial and behavioral health.  
*Prerequisites: MOT 623.*

## **MOT 629 Level IB: Fieldwork**

The clinical education of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of the clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in their performance. Qualified personnel for supervised Level I fieldwork include but are not limited to, occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.  
*Prerequisites: MOT 613.*

Once the student has completed all required courses (including Level I FWs), they will qualify for placement in a full-time Level II FW education experience within a traditional or emerging practice setting. Level II fieldwork education experiences occur back-to-back in the curriculum during the Fall and Winter semesters of the 2nd year.

Students must complete a workshop (Preparation for Level II Experience) prior to their first Level II FW education experience. This workshop provides students with an increased understanding of professional communication skills, receptiveness to feedback, taking the initiative, dependability, and other interpersonal behaviors that are essential learning outcomes of the FW education experience. Additionally, the students will learn the individual and FW education site expectations in order to fulfill and complete a successful experience.

## **MOT 651: Level IIA: Fieldwork**

The MOT curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the student with a firm foundation in basic health sciences, occupational therapy theory and models, use of the Occupational Therapy Practice

Framework: Domain and Practice 4th Ed, screening/evaluation, occupational-based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication and professionalism. The fieldwork component is designed to integrate all of this didactic knowledge with hands-on, practical experience. *Prerequisites: All MOT Didactic Courses and MOT 619, MOT 629.*

### **MOT 652: Level IIB Fieldwork**

The MOT curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the student with a firm foundation in basic health sciences, occupational therapy theory and models, use of the Occupational Therapy Practice Framework: Domain and Practice 4th Ed, screening/evaluation, occupational-based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication and professionalism. The fieldwork component is designed to integrate all of this didactic knowledge with hands-on, practical experience. *Prerequisites: All MOT Didactic Courses and MOT 619, MOT 629.*

If a student completes a Level II in an emerging practice setting, they may receive additional mentorship from a core faculty member and the onsite fieldwork educator. The AFWC is a permanent member of the program's curriculum committee, with fieldwork as a standing item during each meeting. This will ensure that the faculty and the AFWC collaborate on fieldwork-related opportunities, barriers, and changes based on student or market needs. Students must complete 24 weeks of Level II fieldwork within 24 months following the completion of the didactic portion of the program. (A.3.3)

*For more detailed information, please refer to the MOT Fieldwork Handbook and/or Dr. Danielle Acurio ([danielle.acurio@rmu.edu](mailto:danielle.acurio@rmu.edu)).*

## Key Instructional Resources

### *Websites*

American Occupational Therapy Association

[www.aota.org](http://www.aota.org)

American Occupational Therapy Association Code of Ethics

[www.aota.org/practice/practice-essentials/ethics](http://www.aota.org/practice/practice-essentials/ethics)

National Board Certification in Occupational Therapy

[www.nbcot.org](http://www.nbcot.org)

Utah Occupational Therapy Association

<https://utahotassociation.org/>

World Federation of Occupational Therapists

<https://wfot.org/>

## Textbooks with Unlimited Access (see LibLynx in OKTA)

There are instructional resources available to faculty and students as part of the library offerings. You can access them on your OKTA dashboard under 'LibLynx'.

## Identification

Students will receive a “Student Identification Card,” complete with a picture, at the time of orientation, at the start of their first Semester. These cards entitle the student to use campus facilities. In addition, before participating in fieldwork education, students will receive name badges to be worn during all clinical education experiences. More information regarding this is available in the MOT Fieldwork Handbook. Computer Requirements

All students will be expected to have reliable laptop computers with hardware and current software and reliable high-speed internet that meet the University Technology requirements noted in the University Handbook and available on the Website. Students MUST comply with the Technology requirements noted in the University Handbook. More information is available in the University Handbook and in admissions materials.

## Program Expenses and Financial Aid

Please refer to your enrollment agreement and the RMU University Handbook for specific and related program costs including tuition, fees, and refund policy. RMU reserves the right to change charges and fees at the University’s discretion with appropriate notification to students.

Financial aid in the form of loans and grants are available for qualified applicants to RMU. Students will need to meet with a financial aid adviser at the time of admission, before each Semester, and upon graduation. Students seeking financial assistance may apply by contacting the Finance Office. Further information is found in the University Handbook and on the University website.

## Registration Process

Registration for specific courses occurs through the Registrar’s office. Once students are accepted and enrolled, even in a cohort model, students must confirm their registration for the courses for each semester.

# Section IV: Entry-Level MOT Program Admissions

(A.3.1. A.3.2.)

The MOT program admits a maximum of 30 full-time students per cohort (part-time enrollment is prohibited). Each new cohort starts in the fall semester. Applications are managed through a centralized admissions system OTCAS and qualified applicants are vetted through the MOT program's admissions committee.

Applications are reviewed by the MOT Program Admissions Committee on a rolling basis. Applicants are rated by the committee using a holistic approach. Additionally, applicants are rated using only an individual rubric and are not compared to other applicants.

## Section 1: Admission Policies

### **Required**

Completion of OTCAS application

- Completion of a bachelor's degree from a regionally accredited institution with a minimum overall GPA of 3.0 (*Maximum rubric score of 25 points*).
- A minimum GPA of 2.0 in each required prerequisite course (*Maximum rubric score of 25 points*)
  - Anatomy (3 credits, 200 level)
  - Physiology (3 credits, 200 level)
  - Statistics (3 credits, 200 level)
- A written essay responding to the identified prompts (*Maximum rubric score of 25 points*)
- Three letters of recommendation (professional): occupational therapy professional or other licensed healthcare providers, professor/instructor OR employer/supervisor (*Maximum rubric score of 25 points*).
- *Other Requirements*
  - Resume/CV documenting education, employment, service background, and other skills and abilities pertaining to health care and/or occupational therapy.
  - Verification of NBCOT certification and state licensure as an OTA.
  - Applicants will acknowledge that if accepted into the program, they will need direct and regular access to high-speed internet to participate in instruction delivered through a learning management system, synchronous video conferencing, chats, examinations, RMU web events, etc.
  - Applicants will acknowledge that if accepted into the program, they must travel to the RMU campus in Provo, UT, three times during the 1<sup>st</sup> year of the program.
  - Applicants may acknowledge that funding for travel and accommodations to the RMU campus is their personal responsibility.
  - Applicants may acknowledge that they will need to relocate outside of their geographical area for some of their clinical rotations.

### **International Applicants**

- International or English as a second language applicants will be required to submit a minimum TOEFL/iBT overall score of at least 92, with the following minimum section requirements:
  - Reading: 20
  - Listening: 20
  - Speaking: 20
  - Writing: 20
- International applicants who have completed coursework and/or obtained a degree from an educational institution outside the United States (U.S.) are required to have their academic credentials evaluated by a National Association of Credential Evaluation Services (NACES) certified U.S. equivalency reporting agency. A degree equivalency evaluation and a course-by-course evaluation to determine the GPA are required.

### **Application Process**

The RMU MOT program values fair admissions practices. The program priority application cycle runs from mid-January through June 15 each year. However, late applications may be accepted through August 15th of each year.

### **Program Diversity**

The RMU MOT program respects diversity based on an individual's unique attributes, values, and beliefs, as defined by Taff and Blash (2017), who refer to the unique attributes, values, and beliefs that make up an individual. Further, the program has adopted the facets of diversity articulated by AOTA, including but not limited to an individual's socioeconomic status, race, sex, ethnicity, age, disability, sexual orientation, gender identity, and religious beliefs (AOTA, 2020).

The program strives to enroll occupational therapy students who recognize and value the worth of every person, foster a welcoming and understanding environment, promote mutual respect among students, staff, faculty, clients, research participants, community volunteers, and other stakeholders, and encourage individual responsibilities as well as personal rights.

The program strives to ensure facets of diversity in our admissions policy through the following strategies:

- Holistic admissions require different types of artifacts, equally weighted. Grade point average, written communication, verbal/non-verbal communication, letters of recommendation, and additional application materials, are all designed to allow applicants with diverse backgrounds, abilities, etc., to be evaluated equally.
- In the hybrid delivery model, the limited number of trips to campus is designed to include applicants with diverse learning preferences and resources to complete a Master of Occupational Therapy degree.

- The admissions committee reviews applications on a rolling basis as they are processed. Applicants and their materials are evaluated using a balanced rubric instead of a formula to ensure success or compare applicants against each other.
- The makeup of the admissions committee ensures that gender, race, religion (or the lack thereof), learning style preference, occupational therapy practice setting/expertise, etc., are represented, and applicants are rated solely based on their individual application materials, policy, and procedure for each application reviewed/considered.

### *Advanced Placement and Application Timing*

The MOT program does not allow advanced placement. All prospective students must apply through the OTCAS system, with applications opening no earlier than late July of the year prior to the intended start date. For example, applicants may begin applying on July 25, 2025, for a program start date in September 2026.

### *Admission Timing and Deferrals*

Admission to the MOT program is not permitted more than 14 months before the intended start date. In special cases, students may request a temporary medical leave or a deferral of their start date. However, such requests require that the student is already enrolled and must receive formal approval from both the Program Director and the University Registrar. This is only allowable for one admission cycle. If an enrolled student (who has not started the program) requests a second deferral, they will need to reapply to the program.

### **Online Application**

Applicants interested in the RMU MOT program must create an online account and submit their application through the OTCAS system. The application cycle runs from mid-July to mid-June of the following year (e.g., July 15, 2024 to June 15, 2025). After the OTCAS cycle closes in mid-June, prospective students who wish to enroll in that year's cohort, beginning in September, must also complete an internal RMU application. This internal application must be submitted between mid-June and the last week of August.

## Screening

Applications are initially screened to determine if they fully qualify for review and scoring by the MOT Program Admissions Committee. Application requirements will be published on the program website on the 'Admissions Requirements' page. Questions regarding the qualifying nature of any application component are reviewed by the program's administrative faculty.

## Scoring

All qualifying applications go through the following scoring process:

- **Academic Strength Scoring:** A single program designee uses a defined rubric as a guide to assign an Academic Strength score for each applicant. Academic Strength accounts for 50% of the total score.
  - Overall Undergraduate GPA (3.0) (25% of total score)
  - Prerequisite GPA (2.0) (25% of total score)
- **Non-Academic Strength Scoring:** Members of the MOT Program Admissions Committee use a predefined rubric to independently score all sections of the application. The Non-Academic Strength accounts for 50% of the total score.
  - Professional/Academic References (25% of total score)
  - Essay response (25% of total score)
- **Application Decision:** The final scores across both steps will range between 0 and 100. Applicants who achieve 70% of the overall rating score will be notified of an Immediate Accept or placed on the Waitlist (if they applied late in the application cycle or if all seats have been filled). Students admitted may be asked to complete a refresher course in anatomy, physiology, or statistic. Applicants who score 70% or below will be notified of their Do Not Accept status within 30 days of the receipt of their application. Waitlisted applicants who do not move to the 'Immediate Accept' category by the start date are invited to be admitted to the following year without reapplication. Applicants who are not accepted; they may re-apply during the next application cycle.

## Selection Process

Candidates with complete applications through OTCAS will fall into one of three categories based on a predefined application scoring rubric:

- **Immediate Accept:** These candidates will formally be offered a seat in the RMU OTD program within 15 business days of the time their application is reviewed and scored.
- **Wait List:** These candidates will be formally notified by email within 15 business days at the time their application is reviewed and scored. If applicants who were immediately accepted do not accept a seat in the program, any remaining seats will be offered to candidates previously placed on the waitlist. The rank of waitlist candidates is determined by the admission committee (total application rating, time of application).
- **Do Not Accept:** These individuals will be notified of the decision within 15 business days at the time their application is reviewed and scored.

## Section 2: Other Policies and Procedures

### Non-Refundable Deposits

Candidates who accept seats are required to pay a \$500 non-refundable deposit. The first is required within two weeks of notification of acceptance to hold a seat in the class.

### Health Requirements

The MOT program requires the following vaccinations and testing (these are subject to change depending on public health concerns or requirements from clinical sites):

- **Tuberculosis Screening:** The Program requires health screening for Tuberculosis prior to matriculation. Testing must be completed within the 12 months prior to matriculation and must be repeated if travel to a high-burden [country](#) occurs between initial TB testing and matriculation. Acceptable testing methods include [two-step tuberculin skin testing](#) (TST) or TB blood testing (QuantiFERON®-TB Gold Plus or T-Spot testing). TB testing is required even in individuals with a history of Bacille Calmette-Guérin (BCG) vaccination (blood test recommended). If TB testing is positive, evaluation (and treatment if indicated) must be completed in accordance with [CDC guidelines](#). Following initial TB screening prior to matriculation, annual one-step tuberculin skin testing for purified protein derivative or TB blood testing is required thereafter.
- **Vaccination Requirements:** Admitted students of the MOT program will receive vaccination forms regarding required vaccinations. Not all vaccinations or proof of immunity are required at the beginning of the program, but many are. The University allows vaccination exemptions, and more information about the University's position on vaccination can be found at <https://rm.edu/vaccination-statement/>.

- The MOT program requires the following vaccinations and testing (these are subject to change depending on public health concerns and fieldwork site requirements):
  - **Hepatitis B:** Must provide quantitative hepatitis B surface antibody (HBsAB) test results to validate immune status or proof of non-converter status following administration of two separate series. (*Please Note:* Nonconverters should contact the program for additional details.)
  - **Tetanus/Diphtheria/Pertussis:** Record of having received 1 dose of Tdap.
  - **MMR (Measles, Mumps, Rubella):** (only 1, if born before 1957) see [CDC scheduling guidelines](#).
  - **Varicella:** Records of titer validating current immunity and/or 2-dose vaccine series being administered according to [CDC scheduling guidelines](#). (*Please Note:* a history of previous infection is not sufficient evidence of immunity)
  - **Influenza Vaccination:** Current year
  - **COVID-19** prior to matriculation. (*Please Note:* [Click here for the CDC's definition of "fully vaccinated."](#))
  - Immunization Requirement Exception Process: Appeals for exceptions to immunization requirements must be submitted prior to admissions, for incoming students, or as early as possible when the situation arises for currently enrolled students.
    - Students must submit an [appeal request through RMU's Registrar's Office](#).
      - The appeal request will include the following required information:
        - Why the student is, or will be, unable to meet the immunization requirements.
        - How the student plans to complete the MOT program, including the required 4 fieldwork experiences without the program's required immunizations.
        - Once the appeal is received by the Registrar's Office, the appeal will follow the "General Appeal Process" as outlined above.

### **Background Check/Drug Screening**

All pre-matriculants must obtain a certified background check. Applicants who are offered and accept seats in the program by completing an enrollment agreement and paying the required enrollment deposit will receive an email with instructions on how to initiate a background check. Please refer to our Conduct and Behavior policy concerning background checks and drug screening.

## Late Acceptance

Late Acceptance is defined as notification of acceptance to the program within one month of the first day of orientation. In these circumstances, deadlines for fulfilling Post-Acceptance Requirements are detailed in the candidate's acceptance letter, and supersede deadlines are described in this policy.

## Conflict of Interest

Faculty and staff members are expected to use their professional integrity to excuse themselves from participating in the application scoring or interviewing process of candidates with whom they have a significant relationship external to the MOT Program. This may include, but is not limited to, family members, friends, family friends, acquaintances of individuals they know well, and those with whom they have established professional relationships within other settings.

## References

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

Taff, S. D., & Blash, D. (2017). Diversity and inclusion in occupational therapy: Where we are, where we must go. *Occupational Therapy in Health Care*, 31(1), 72-83.

Approval, Review, & Revision	Date(s)
Initial Approval Date	6.1.25
Revised Date	9.24.25
Last Review Date	
Next Review Date	

## Transfer of Credits from Other Entry-Level MOT Programs

Requests for evaluation of all transfer credits should be submitted to the Registrar's Office before the start of the student's first semester. However, students may be permitted to submit requests for evaluation of transfer credits up to the add/drop deadline of the semester in which the course is offered. The transfer credit processes outlined below apply to both professional and post-professional programs. The University will evaluate for credit all successfully completed coursework at accredited post-secondary institutions. Transfer credits are preferred to come from institutions holding regional and/or programmatic accreditation. However, credits received from nationally accredited institutions will be evaluated. Credits granted while an

institution is an official candidate for accreditation will be afforded the same consideration as credits granted after an institution receives full accreditation status.

For the purposes of this policy, professional programs are those programs offered by RMU that prepare students to sit for a licensure exam and enter a profession. Although transfer credits are usually not awarded for professional programs at RMU, in rare circumstances, transfer credits may be awarded. Total transfer credits are limited to no more than 10% of the required credits for completion of a specific professional degree program. External Transfer Credits Students must request that specific courses be evaluated by completing the “Transfer Credit Evaluation Form” found on the RMU website. Transfer credit from outside institutions may be accepted under the following conditions and stipulations:

1. The credit is from a course taken at an Entry Level MOT Program (MOT), accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).
2. The course is equivalent based on the nature, level, credits, content, and comparability of the course to the MOT program by comparing course syllabi and catalog descriptions.
3. The student submits course materials for evaluation. This includes course descriptions, syllabi, a list of textbooks, and other materials used in the course being evaluated for transfer credit.
4. An equivalent grade of “B” or higher was earned.
5. Courses are preferred to have been completed no longer than five years prior to acceptance into the MOT program at RMU. The Program Director (PD) with the Vice Provost or Provost may accept credits older than five years if the course deliverables reflect current course outcomes.
6. The PD and select faculty members in the MOT program will evaluate previous coursework.
7. Only credit units are transferred. Grades do not transfer and RMU does not use grade points earned at other institutions for purposes of computing cumulative University grade point averages.

Transfer credit for applicants from other entry-level MOT programs will be considered on a case-by-case basis. Applicants who wish to have the MOT program consider previous credits should complete the university’s Transfer Credit Evaluation Form. <https://rm.edu/registrar/tc-eval/>

Adapted from the RMU University Handbook [2023-2024 University Handbook](#).

## Previous Work Experience Used Towards Academic Credit Policy (A.3.2)

The MOT program does not accept previous occupational therapy-related work experience in exchange for didactic or clinical experience-related course credit. Any requests made by applicants or enrolled students will not be accepted.

## Tuition, Fees, and Withdrawal Policy(A.4.4)

Tuition, Fees & Refund Policy - [Tuition | Rocky Mountain University](#)

### Cost of Attendance(A.4.4)

Tuition and Fees	Cost per Credit		Total Credits	Total	
	2025	2026		2025	2026
MOT Program Tuition	\$875	\$897	68	\$60,996	\$60,996
Other Program Fees				\$2,297	\$2,297
University Resource Fee (per semester)	\$39.00 Per Credit (up to 15 credits per semester)			\$585	\$585

### Change in Tuition and Fees (A.4.4)

Upon signing their enrollment agreement, students are notified that there may be changes to tuition and fees.

# Section V: Core Performance Standards and Expectations for MOT Students (A.3.5.)

## Core Performance Standards

Success in the MOT program at RMU is most likely to be achieved when students come prepared to participate fully in the educational process. This preparation includes and assumes that students enter the MOT program with a minimum level of ability in specific areas, termed “technical standards,” and will continue to develop those and additional skills and attitudes, called Professional Behaviors. The combination of technical standards and professional behaviors is referred to as the Core Performance Standards. The Professional Behaviors in particular, will be assessed periodically throughout the program. Inability to meet any of the Core Performance Standards may result in the need for remediation, probation, suspension, or dismissal from the program. The Core Performance Standards are listed below.

### **Technical Standards for Admission, Promotion, and Graduation**

Occupational therapy is an intellectually, physically, and psychologically demanding profession. Students acquire the foundation of knowledge, attitudes, skills, and behaviors needed throughout an occupational therapist’s career. Those abilities occupational therapists must have to practice safely are reflected in the following Technical Standards. *For successful completion of degree requirements, students must be able to meet these minimum technical standards with or without reasonable accommodation.*

### **Observation Skills**

Observation requires the functional use of vision, hearing, somatic sensations, and the use of common sense. Candidates must have visual perception which includes depth and acuity. A student must be able to observe lectures, laboratory-dissected cadavers, and lecture and laboratory demonstrations. The student must be able to observe a patient accurately and observe digital and waveform readings and other graphic images to determine a client’s condition. Candidates must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include palpation of peripheral pulses, bony prominences, and ligamentous structures; visual and tactile evaluation for areas of inflammation and visual and tactile assessment of the presence and degree of edema. A student must observe a client accurately at a distance and close at hand, noting nonverbal and verbal signals.

### **Communication Skills**

Communication includes speech, language, reading, writing, and computer literacy. Students must be able to communicate effectively and sensitively, and convey a sense of compassion and empathy with patients to elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must learn and demonstrate therapeutic use of self to create a meaningful relationship between the therapist and the patient to produce meaningful participation and progress in occupations that matter to the client. Occupational Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of

the healthcare team. Students must be able to complete forms according to directions in a complete and timely fashion. Students must be able to use computer technology competently and in accordance with university standards (see University handbook).

### **Therapeutic Use of Self**

A student must possess the ability to consciously use their interpersonal side of the therapeutic relationship to facilitate an optimal experience and outcome for the client. At times, clients are in their most vulnerable state, which requires the student to create a meaningful relationship with the client to produce meaningful participation and progress in occupations that matter to the client. Students must be able to gather information, ask questions, and find similarities that harbor trust. The ability to establish a therapeutic relationship is essential to effect beneficial change in the client.

### **Motor/Psychomotor Skills**

Students must possess sufficient motor function to elicit information from the client examination, by palpation, auscultation, tapping, and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients, use of therapeutic aids and prosthetics, physically assisting patients with activities of daily living/instrumental activities of daily living including but not limited to bathing, dressing, toileting, self-feeding, chores, community mobility and transportation. Candidates must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to patients. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

### **Intellectual – Conceptual Integrative and Quantitative Analysis Abilities**

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical examination, and laboratory data, provide a reasoned explanation for therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans is essential. In addition, students must be able to comprehend three-dimensional relationships and understand spatial relationships of structures. Candidates must be able to use computers for searching, recording, storing, and retrieving information.

## **Behavioral/Social Attributes and Professionalism**

A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to the diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

Specifically, students must be able to:

1. Participate in synchronous and asynchronous classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lectures, discussions, and laboratory and clinical activities. Classes are primarily delivered via technology with synchronous and asynchronous learning activities.
2. Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat clients/patients.
3. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.
4. Complete readings, assignments, and other activities outside of class hours.
5. Apply critical thinking processes to their work in the classroom and the clinic/community.
6. Exercise sound judgment during classes and in the clinic/community.
7. Participate in fieldwork experiences which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the fieldwork site.
8. Gather decision-making pieces of information during client assessment activities in class or in the clinical/community setting without the use of an intermediary (classmate, aide, etc.).
9. Perform treatment activities in class or in the clinical/community setting by direct performance or by instruction and supervision of intermediaries.
10. Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily. In clinical situations, alternately sit, stand, and walk up to 10 hours daily.
11. *Frequently* lift weights less than 10 pounds and *occasionally* lift weights between 10 and 100 pounds.
12. *Occasionally* carry up to 25 pounds while walking up to 50 feet.
13. *Frequently* exert 75 pounds of push/pull forces on objects up to 50 feet and *occasionally* exert 150 pounds of push/pull forces for this distance.
14. *Frequently* twist, bend and stoop.
15. *Occasionally* squat, crawl, climb stools, reach above shoulder level, and kneel.
16. *Frequently* move from place to place and position to position at a speed that permits safe handling of classmates and clients/patients.
17. *Frequently* stand and walk while providing support to a classmate simulating a disability or while supporting a client/patient with a disability.
18. *Occasionally* climb stairs and negotiate uneven terrain.
19. *Frequently* use their hands repetitively with a simple grasp and *frequently* use a firm grasp and manual dexterity skills.
20. *Frequently* coordinate verbal and manual tasks with (gross and or fine) motor with activities.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks; it does mean that the

MOT Program will work with students with disabilities to determine whether there are ways that we can assist the student toward successful completion of the tasks.

Candidates for admission with a disability are not required to disclose the specifics of their disabilities, but prior to the start of MOT classes, they must indicate that they can complete these tasks, with or without reasonable accommodation. Students who cannot complete these tasks, even with accommodation, are ineligible for admission. Any previously made offer of admission will be withdrawn. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

RMU adheres to the principles of Section 504 of the Rehabilitation Act of 1973, which provides that no otherwise qualified student with a disability shall solely for the reason of his or her disability be excluded from the participation in, be denied benefits of, or be subjected to discrimination in the program. RMU does not exclude qualified persons with disabilities from any course of study, or any other part of the MOT program. RMU's students with disabilities must meet the requirements and levels of competency required of all students in the program. To assist students with disabilities in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate special needs of such students. All applicants with disabilities are advised of this policy at the time of their application and/or acceptance to the University. To formally request academic accommodations for disabilities, contact the [Office of Student Affairs](#). The RMU campus has wheelchair access to all areas, including the student lounge, conference rooms, classrooms, laboratories, and main lobbies. Restrooms are equipped for individuals with mobility-challenges.

For further information on nondiscrimination at RMU, please visit the University page for the [Office of Institutional Equity](#). For further information on academic accommodations, visit the University page for the [Office of Student Affairs](#).

## MOT Professional Behaviors and Dispositions (A.3.5)

The program expects MOT students to develop and demonstrate 10 professional behaviors and dispositions important to the daily practice of occupational therapy across all settings and populations.

### **MOT Program Constructs defined**

1. **Empathy:** The ability to accurately understand and respect the phenomenological world of another. The ability to attend to the feelings, experiences, and perceptions of others and consistently honor their autonomy.
2. **Self-directed learning:** Is proactive in engaging learning experiences. Punctually attends scheduled meetings, actively contributes in required academic settings, and promotes the learning of self and others. Identifies needs and sources of learning; and continually seeks and applies new knowledge, behaviors, and skills.

3. **Communication and Interpersonal skills:** The ability to communicate and interact effectively using all modes of communication (verbal, nonverbal, written, etc.) with faculty, colleagues, clients, caregivers, families, intra- and inter-professionally.
4. **Professional and personal boundaries:** the ability to recognize and manage personal and professional frustrations; balance personal and professional obligations and responsibilities; work with others cooperatively, demonstrate awareness of one's impact on others and manage self considerately and effectively; and be responsive to contextual cues. Is flexible and demonstrates the ability to adapt professionally to fluid, challenging, and ambiguous situations successfully.
5. **Cultural sensitivity and responsivity:** Ability to respect others and diverse backgrounds through the displays of contextual and cultural humility by valuing the fundamental rights, dignity, and worth of all people. Demonstrating respect for all individual and cultural differences.
6. **Responsibility and Integrity:** The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
7. **Responsive to feedback:** Exhibits openness to feedback that challenges personal beliefs, views, and assumptions. Exhibits openness to feedback regarding academic and clinical performance. Examines and integrates feedback as appropriate to enhance professional competency.
8. **Professional presentation:** includes ability to exhibit professional conduct and represent the OT profession effectively. Also includes dress, hygiene and grooming as appropriate for setting.
9. **Stress management:** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, faculty/staff, classmates, patients/clients and their families, members of the health care team and in work/life scenarios.
10. **Effective use of time and resources:** The ability to manage time and resources effectively to obtain the maximum possible benefit.

## Evaluation and Tracking of Student Professional Behaviors and Dispositions (A.3.5)

MOT students are regularly assessed through self-reflection and feedback from student colleagues and faculty. This process is implemented each academic year/semester through the following activities and tasks.

- Self-reflection assessments
- Feedback from Faculty Advisor
- Feedback from AFWC
- Portions of the Student Performance on Fieldwork Experiences
  - AOTA Level I Fieldwork Competency Evaluation
  - AOTA Fieldwork Performance Evaluation (FWPE)
- Course assignments requiring self-reflection and action plans.

## University Honor Code (A.3.5)

The University is committed to maintaining an intellectual and ethical environment based on the principles of academic integrity. In this endeavor, academic integrity is essential to the success of the University and its community. Violations of academic honesty threaten the integrity of learning and scholarship and constitute serious offenses toward the entire academic community.

Students are expected to adhere both to their professional [Code of Ethics](#) and to the [University's ideals and values](#) of evidence-based practice, inclusivity, service, truth, integrity, and personal authenticity. It is the student's responsibility to refrain from infractions of academic integrity, conduct that may lead to suspicion of such infractions, and that aids others in such infractions. It is the faculty, administration, and students' responsibility to establish and maintain an academic integrity environment.

Every student has an obligation to act with honesty and integrity and to respect the rights of the University, its students, faculty, and staff in completing all academic assignments. Academic dishonesty includes cheating, plagiarism, and facilitating infractions with respect to examinations, the proctoring process, course assignments, alteration of records, computer fraud, or illegal possession of examinations. Academic dishonesty also includes being aware of another student's dishonesty and failing to report awareness of the dishonest student's behavior.

### **Definitions**

*Cheating:* Cheating includes using or attempting to use any academic exercise materials, information, study aids, or electronic data that the student knows or should know is unauthorized.

*Plagiarism:* Plagiarism is representing the words or ideas of another as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students or artificial intelligence. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source, including anything downloaded from an online source without permission, is guilty of plagiarism.

*Facilitating Infractions of Academic Integrity:* Facilitating is helping or attempting to help another to commit an infraction of academic integrity, where one knows or should know that through one's acts or omissions such an infraction may occur.

Specifically:

A student may be found to have violated the University's Honor Code if, during or in connection with any academic project, performance, or evaluation, he or she:

- Practices any form of academic deceit;
- Refers to materials or sources or employs devices [e.g., audio records, crib sheets, books, software, websites, artificial intelligence (AI), other] not authorized by the faculty member for use during the academic performance assessment process;
- Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used as an instrument of academic performance evaluation in advance of its administration;
- Acts as a substitute for another person in any academic performance evaluation process;
- Uses a substitute in any academic assessment process;
- Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the faculty member;
- Provides inappropriate aid to another person, knowing or having good reason to believe that the aid is not authorized by the faculty member;
- Engages in plagiarism, as defined above;
- Permits work to be submitted by another person without the faculty members' authorization;
- Attempts to influence or change any academic evaluation or record for reasons having no relevance to class performance or violates the proctor agreement.

Definitions were adapted from a model code of academic integrity found in *School Law Journal*; Vol. 8, Number 1, 1978.

### **Allowed Use of Artificial Intelligence**

Students are permitted to use any Artificial Intelligence (AI) software like ChatGPT, Google Bard and other similar generative AI tools to:

- Organize research materials and notes.
- Generate research overviews and historical information as a starting point (must be followed up by locating credible verification of factual information).
- Engage in pre-writing activities such as brainstorming, generating lists, discussing ideas, exploring opposing or alternate viewpoints, testing ideas, and essentially any writing activity that will not be submitted for a grade.

### **Restricted Use of AI**

Students are NOT permitted to use any AI software to:

- Draft essays, research papers, or any other written work for the course
- Revise any parts of the written work – the student must undertake all such revisions personally.
- Generate arguments, thesis statements, or any other creative content.
- Submit any AI-generated content as part of their academic work without explicit prior approval from the course instructor.

## Plagiarism Policy

Plagiarism is a form of academic and research misconduct whereby an individual represents another's ideas or words as one's own. As described in the RMU University Handbook, honest academic and scholarly work:

requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. Any student who fails to give credit for ideas or materials taken from another source, including anything downloaded from an online source without permission, is guilty of plagiarism (as per the [University Handbook](#)).

While there are many specific types of plagiarism, seven common methods of plagiarism have been identified:

- Direct Plagiarism: directly copying another author's work and representing it as one's own.
- Patchwork Plagiarism (sometimes called 'patch writing' or mosaic plagiarism): reuse of a mix of words or phrases from one or more sources without properly citing the source(s).
- Paraphrasing Plagiarism: paraphrasing the work of others by changing a few words or changing their order if one does not cite the original author.
- Plagiarizing graphs, figures, tables, or images without citing the original source.
- Self-plagiarism. Submitting work that completely or partially duplicates the author's own previous work (e.g., copying written work from a previous assignment into a future assignment).
- Purchasing papers written by other authors.
- Use of artificially intelligent (AI) or other digital tools to generate work passed off as one's own outside of established program parameters related to the use of AI.

Examples of these methods of plagiarism can be found in the resources provided below.

### Penalties for Violations

- Students have been given notice of this rule by virtue of its publication in the University Handbook.
- All students sign on admission that they have read and understand information contained in the University Handbook, which includes information regarding academic integrity.
- Regardless of whether a student has read this rule, a student is charged with the knowledge thereof.
- Students are not excused from this policy due to ignorance.

New students are expected to be familiar with plagiarism and will be held responsible for any related misconduct or infractions. In addition to the definitions listed above, students can review how to avoid and identify plagiarism using the following video on [LinkedIn Learning](#). Depending upon the type, severity, and frequency of plagiarism, penalties may include the following in ascending order of severity:

- Mandatory meeting to discuss the violation with any or all of the following: course instructor, program director (PD), or other important stakeholders.
- Revision of work or other requirements at the discretion of the course instructor or PD
- Points deduction on assignments
- Failing grade on the assignment
- Failing grade in the course\*
- Academic dismissal\*

\*Assignment of penalties 5 or 6 (failing course grade or academic dismissal, respectively) are handled by the Provost's office.

### ***Procedure for handling plagiarism in the MOT program***

If an instructor (claimant) believes a student has committed, the following procedures will follow:

- The claimant will notify and direct all supporting evidence to the PD.
- The PD will review the evidence and solicit review and advice from the program's Student Progress Committee (SPC).
- The SPC will advise the PD and claimant(s) as to whether or not it believes plagiarism has been committed and will recommend the appropriate penalty and remediative steps.
- In collaboration with the course instructor and the PD will determine the appropriate penalty (listed above) or next step.

If the PD determines that the appropriate penalty may be a failing grade in the course or academic dismissal, the case will be directed to the Provost's Office and follow procedures outlined in the University Handbook as follows:

- The allegation and all supporting evidence will be directed to the Provost's Office. The Provost will then oversee the investigation process and determine if a violation has occurred. The Provost may delegate the investigation of this allegation as deemed appropriate.
- If it is deemed that a violation has occurred, the student will be officially notified of the charge, as well as the evidence upon which that charge is based.
- Each student is afforded his or her due rights and process when a complaint has been filed. The student will be given 15 days to respond to that charge.
- The student should respond to the charge in writing and may provide any additional documentation or evidence necessary within that response.

After reviewing all evidence, the Provost's Office will make a final determination regarding the charge. If it is deemed that the student is guilty of violating the academic integrity policy, he/she will be assessed a penalty in accordance with the guidelines under the "Penalties of Academic Dishonesty" section above. The documentation related to the violation and penalty will remain as a record in the student's file. The student may appeal these actions in accordance with the "University Appeals" section of the handbook.

### **Useful Resources**

- LinkedIn Learning course on Informational Literacy - [Plagiarism: What it is and how to avoid it](#)
- University of Oxford Plagiarism: [Information about what plagiarism is, and how you can avoid it](#)
- Park, C. (2003). In other (people's) words: Plagiarism by university students--literature and lessons. *Assessment & evaluation in higher education*, 28(5), 471-488
- Northern Illinois University Academic Integrity Tutorials: [Examples of Plagiarism](#)

## Conduct and Behavior (A.3.5)

RMU strictly adheres to its established policies of conduct and behavior of students, faculty, and administration. These policies were established to maintain an atmosphere conducive to the effective education of students. It is recognized that administrators, PDs, faculty, proctors, research mentors, practicum mentors, and students must function as a partnership to be an effective community of scholars. In that the student body of this institution represents professionals already committed to the highest codes of behavior and ethics, it is anticipated that few problems will arise. For University specific information regarding institutional equity and policies, refer to the [Office of Institutional Equity](#).

To clarify what constitutes high standards of behavior and conduct, it should be understood that the following types of misconduct are subject to disciplinary action including but not limited to:

- Engaging in violent, abusive, indecent, profane, or otherwise disorderly conduct.
- Engaging in abusive, profane, or otherwise foul language.
- Engaging in harassment or unlawful discriminatory activities or violating University rules governing harassment or discrimination.
- Violation of the University's alcohol, tobacco, gun, and drug-free environment policy.
- Violation of local, state, and/or federal laws on University premises or at University functions on or off campus.
- Violating the terms of any disciplinary sanction imposed for an earlier violation of this code or other board or University rules.
- Any act of behavior that interferes with, or disrupts any instruction, research, clinical activity, administration, or authorized University activity. This includes the use of smart devices (phones, watches or tablets), cellular phones, texting, or inappropriate online activities (such as shopping, chatting, or general "surfing") during class periods.
- Placing continued, persistent, or unreasonable demands on a University official in the performance of duties that impedes normal departmental functions.
- Leading or inciting others to disrupt scheduled or normal activities of the University.
- Behavior involving abuse, threats, intimidation, harassment, menacing, stalking, or coercion which puts at risk the health and safety of any person.
- Causing reasonable apprehension of harm or engaging in conduct or communications that a reasonable person would interpret as a serious expression of intent to harm.
- Interfering with any University investigation, including but not limited to tampering with physical evidence or inducing a witness to testify falsely or to withhold testimony.
- Denying a board member, administrator, employee, student, or guest freedom of movement or legitimate use of the facility, disrupting a person's performance of

institutional duties or other educational activities, or occupying any University building or property after due and legal notice to depart has been given.

- Fraternalization (sexual or other inappropriate relationships) of students with faculty or department employees, as well as clinical instructors.

Administrators, faculty, employees, and students are responsible for maintaining the highest of professional standards. Consequently, questions of a disciplinary nature will be handled directly by the Provost/Dean, or in the case of the MOT program, by the Graduate Program Director in conjunction with the Provost/Dean, as outlined in the MOT program student handbook. It is understood that all individuals shall be afforded the right of due process before any type of disciplinary action can be taken against them.

### *Definitions*

**Discrimination** is the act of treating others differently on a basis other than individual merit, or affording differential treatment on the basis of race, ethnicity, ancestry, national origin, religion, veteran status, gender, sexual orientation, age, or physical or mental disability, where such differential treatment is prohibited by law.

**Harassment** is the treatment of or behavior toward an individual or group that is abusive, hostile, intimidating, or has the intent to affect the individual's educational performance or working environment.

**Sexual harassment** includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education.
- Submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individuals.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating a pervasively intimidating, hostile, or offensive environment.

### **5. Violations of Academic Integrity and Code of Conduct** (A.3.5)

The University reserves the right to terminate any student for any violations of the RMU code of academic integrity and code of conduct including the following reasons:

- Cheating, plagiarism, or any form of academic dishonesty
- Unlawful possession, use, or distribution of drugs or the use of alcohol on University property or during any University activity. The University will terminate and refer for prosecution any student involved in these activities.
- Any unauthorized access to, copying of, or use of confidential or proprietary information or material of the University or the University's employees or students.
- Computer fraud.
- Destroying, damaging, or taking any property of the University. The student will also be liable for the repair and/or replacement of the damaged property.
- Sexual harassment and hate crimes.
- Insubordination

- Unauthorized use of University equipment, facilities, or any other property
- Falsification of any document

Students have been given notice of the University's expectations regarding academic integrity and appropriate conduct by virtue of its publication. On admission, each student signs on admission that he or she has read the University Handbook and is charged with knowledge thereof. Students are not excused from academic dishonesty or honor code violations due to ignorance. Any member of the University community may bring to the attention of a faculty member, PD, or University administrator evidence in support of an allegation that a student has demonstrated academic dishonesty, honor code violation, or code of conduct violation. The student will be afforded an opportunity to respond. If the University representative believes the student guilty of academic dishonesty or code violation, he/she will assess a penalty immediately and shall promptly report the case in writing to his or her immediate supervisor (PD for a faculty member, VP/AD for PD, and Provost for VP/AD). The penalty will be in accordance with the policy contained in this handbook and will remain as a written record in the student's file.

Each student is afforded his or her due rights and process when a complaint has been filed. No penalty will be enforced until the student has been informed of the charge, of the evidence upon which it is based, and has been given an opportunity to present a defense. In general, the penalty for any act of academic dishonesty will be a failing grade in the course and the maximum penalty will be academic dismissal. With PD approval, the faculty member may recommend lesser penalties as deemed warranted.

## Netiquette Guidelines

*(Adapted from St. Louis University Netiquette Policy)*

Netiquette is a term derived from the words "Internet Etiquette" or "Network Etiquette" which describes the use of proper manners when communicating online. Internet etiquette should be used in all areas of electronic communication including electronic mail, chatting, blogging, forums, message boards, and so on. Be courteous and respectful and always remember the "**Golden Rule**". The following are Netiquette Guidelines that RMU suggests be used for online communication.

1. Maintain a scholarly voice. All academic communication (including emails) should be well-written, thoughtful, and checked for errors (spelling, punctuation, etc.). Be aware that faculty will require Forum postings in APA format.
2. Think of your comments printed in the newspaper. Your online comments will be seen, heard, and remembered by others; therefore, think before you post. Before you make an emotional, outrageous, or sarcastic remark online, think about whether you would care if seen in your local newspaper.
3. Be polite and professional. When communicating online, it can be difficult to gauge a writer's emotions. Unless a web camera or microphone is used, the writer's expression or emotion is difficult to determine. Use positive language and ask others to clarify messages for better understanding when needed. Avoid the use of CAPITAL LETTERS,

excessive exclamation points (!!), acronyms, and emoticons (; D) in your academic communications.

4. Avoid negativity. You can challenge ideas and the course content but avoid becoming negative online. When you choose to disagree, disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
5. Do not disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but if you have something entirely different to bring up, wait or post it in another thread.
6. Obey copyright laws. Do not steal other people's work, ideas, or arguments. Include references, avoid sweeping generalizations, and support your statements/discussion with the literature.
7. Help Internet Newbies. Be patient and helpful with others during online communication. Remember everyone was a novice user at one time or another.

See the University Handbook for additional information regarding the honor code, conduct and behavior.

## **AOTA 2020 Occupational Therapy Code of Ethics**

It is also expected that all RMU MOT administration, faculty, staff, and students will comply with the ethical standards of the profession of Occupational Therapy. These are as follows:

### **Preamble**

The 2020 Occupational Therapy Code of Ethics (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations ([AOTA, 2020](#)).

The Code is an AOTA Official Document, and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel<sup>1</sup> in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles.
2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members,<sup>2</sup> where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019). Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>.

### **Core Values**

The occupational therapy profession is grounded in seven long standing Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA, 1993).

### **Principles**

The principles guide ethical decision-making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

***Principle 1. Beneficence:*** Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons. The Principle of Beneficence includes all forms of action intended to benefit other persons. The term beneficence has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

**Principle 2. Nonmaleficence:** Occupational therapy personnel shall refrain from actions that cause harm. The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of due care, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

**Principle 3. Autonomy:** Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent. The Principle of Autonomy expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the self-determination principle. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, people have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

**Principle 4. Justice:** Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services. The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

**Principle 5. Veracity:** Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with

others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

**Principle 6. Fidelity:** Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity. The Principle of Fidelity refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

## Academic Chain of Command (Please follow the following sequence)

1. If you are having difficulty in a particular class, the first person you need to speak with is the instructor. Often, the Instructor has helped other students with the same types of problems and will have concrete suggestions that will be relevant for you.
2. If you are unable to get help by talking with the instructor, talk with your Academic Advisor.
3. The Program Director is your next resource and can offer helpful and objective advice.
4. If the problem is one in which the MOT program personnel have not been able to help, further contacts would be the Dean of the College of Rehabilitation Sciences, Dr. Jeff Lau - [Jeff.Lau@rm.edu](mailto:Jeff.Lau@rm.edu)
5. See the [University Handbook](#) for grade appeal process

## MOT Program Student Progression Policy (A.3.5)

### **Purpose**

To identify criteria which must be met for student progression through the MOT program and steps to be taken in the event criteria are not met.

### **Policy**

Each course within the entry level MOT curriculum is graded with letter grades [A-F] except for fieldwork education courses (MOT 619, 629, 651 and 652) which are graded as Pass or Fail. For all courses within the MOT curriculum a grade of C+ or better (or Pass in the case of fieldwork education) must be achieved for progression in the program. Additional criteria for progression include: a cumulative program GPA of at least 3.0 out of 4; compliance with core performance standards (technical standards and professional behaviors and

dispositions). Students who fail to meet established criteria will be academically dismissed or may be offered the opportunity to temporarily withdraw from the program based on a plan approved by the faculty.

	<b>Action</b>
Faculty members	<ol style="list-style-type: none"> <li>1. Identify course expectations in course syllabi.</li> <li>2. Provide guidance to students who do not appear to be meeting criteria for an acceptable grade in any course no later than the midpoint of the course or as soon as noted if after the midpoint of the semester.</li> <li>3. Notify the student's advisor who will also provide guidance as indicated.</li> <li>4. Refer any student not meeting technical standards to the Student Affairs Office.</li> <li>5. In the event of failure to meet course expectations at the level of C+ or better at the end of the semester, advise student that he or she may not continue to the next semester in the program.</li> <li>6. Discuss any temporary withdrawal or student performance plans presented, modify if indicated, and vote on whether to allow the student to return under the plan.</li> </ol>
Program Director	<ol style="list-style-type: none"> <li>1. Notifies faculty of all students who are placed on Academic Probation secondary to program GPA below established standards and regarding expectations of increased GPA within the following semester.</li> <li>2. Designates three faculty members to serve on a Student Progression Committee for any students on Academic Probation who fail to achieve a cumulative Program GPA meeting established standards within one semester of placement on Academic Probation.</li> <li>3. In the event of a student failing to meet core performance standards and professional behaviors and dispositions criteria after repeated guidance and action, notifies the student that they must withdraw from the program.</li> </ol>
Student Progression Committee	<ol style="list-style-type: none"> <li>1. Develops specific expectations for students on Academic warning or Probation who fail to achieve the required GPA within one semester but are making progress.</li> </ol>
Student	<ol style="list-style-type: none"> <li>1. Upon receiving a failing grade on a course within the curriculum, initiates a meeting with their academic advisor (after meeting with the course instructor) to discuss academic dismissal or potential opportunities for remediation. [Note: students may simply notify the University if that is their preference by sending a letter to the Office of Academic Affairs.]</li> </ol>

	<ol style="list-style-type: none"> <li>2. As applicable, develops with the Program Director and student progression committee, a student action plan which will prepare them for success upon returning to the program.</li> <li>3. In the event a fieldwork education course was failed, a student action plan must include specific activities to remediate the areas identified as needing improvement. <ul style="list-style-type: none"> <li>• In general, grades in repeated classes must be a B or better to continue in the program.</li> <li>• If approved by faculty, follows a remediation plan and joins the class behind at the designated time.</li> <li>• In the case of attending classes from the earlier semesters part time, retains responsibility for obtaining and following the schedule.</li> <li>• If on Academic Probation, upon failing to achieve a cumulative GPA sufficient to be removed from probation, initiates a meeting with the advisor to request consideration by the Student Progression Committee.</li> <li>• Follows recommendations made by the Committee which may include remediation or dismissal from the program.</li> </ul> </li> </ol>
Faculty Advisor	<ol style="list-style-type: none"> <li>1. Assists student in the development of a realistic remediation or withdrawal plan or guides student in leaving the program.</li> <li>2. Advises student to work with the Vice President of Student Services to complete all withdrawal and if appropriate, readmission paperwork.</li> <li>3. Meets regularly with the student to assess progress.</li> <li>4. Offers referral to resources such as student services to students prior to withdrawal.</li> </ol>
Office of Office of Academic Affairs	<ol style="list-style-type: none"> <li>1. Advises student regarding required paperwork for withdrawing from the University and returning, if appropriate.</li> </ol>

## Section VI: Academics

The academic standards specific to the MOT Program are listed below. Refer to the University Handbook for institutional standards.

### Academic Advisement (A.3.5)

Academic advisement is an important part of the educational process in the MOT Program. Once a student is enrolled, he/she will be assigned to a MOT faculty member who will serve as the student's advisor throughout the duration of the program. All students must meet with their academic advisor two to three times per semester. The advisor and student will track the student's progress with the academic portion of the semester/curriculum and professional abilities. Further, the advisor and student will discuss any challenges/strategies to enhance the student's experience with the limited residency model. The advisor and student will use the MOT Student Advising Forms (Appendix C). All MOT students will receive regular one-to-one advising related to level I and II fieldwork experiences by the AFWC through the completion of their last Level II fieldwork experience.

### Course Delivery

RMU offers hybrid course delivery, which includes course delivery enhancement via the University's learning management system (LMS). Each course may include the submission of course materials, document sharing, threaded discussion forums, or live "chats" via the LMS. Within each blended program model, some courses may also include content delivered entirely through Canvas. Each course syllabus clearly identifies to the student the expectations for both face-to-face and web-enhanced engagement. Additionally, MOT students will complete coursework at off-site facilities while on integrated and terminal clinical affiliations.

### Course Types

The MOT program offers four types of courses:

- **Onsite:** Courses that are taught on the RMU campus in a traditional face-to-face format. These courses may be enhanced through the learning management system (LMS), Canvas.
- **Online Course:** An online course is completed via the LMS (such as Canvas) and does not include much, if any, of the onsite, face-to-face component. An online course may have varying module timelines and components of independent study.
- **Limited Residency (Hybrid):** These courses include live sessions taught on campus mixed with content delivered via the LMS. Face-to-face instruction will occur during the intensive learning weeks (4th week during Semesters 1, 2, and the 13th week of semester 3).
- **Clinical:** Learning experiences completed in a clinical setting under a fieldwork educator's supervision, including direct client care. See the fieldwork education manual for complete information.

## Distance Education and Key Terms

- **Asynchronous:** Communication or instruction that occurs **not** simultaneously over email, chat, LMS
- **Synchronous:** communication or instruction that occurs simultaneously either face-to-face or online via Zoom or Teams
- **Intensive Learning Week:** Direct/face-to-face instruction that occurs on the RMU campus in Provo, Utah.
- **Online Instruction\*:** Communication or instruction that is a combination of online and face-to-face

### \*Online Instruction

Online instruction is an educational model where students and instructors connect via technology to review lectures, submit assignments, and communicate with one another. No face-to-face learning occurs since lectures, assignments, and readings are delivered online.

## Program Housed Courses

- **Live Clinical Time:** Clinical courses are live and face to face in most instances. There are occasions where clinical experiences may be virtual in level I experiences.
- **Asynchronous Time:** Communication or instruction that occurs not simultaneously over email, chat, LMS
- **Synchronous Lecture time**
  - *Synchronous lecture time* is reserved for a dedicated time each day, 8:30 AM-11:30 PM MST. T, W, and Thurs. There may be occasions where there are live sessions that occur outside of this time frame such as special events, guest lectures, or lectures that are taught by outside program faculty (e.g., MOT 602 and 603).

## Special Considerations Intensive Learning Weeks and Level I Fieldwork Educational Experiences

Instructional activities and evaluation measures for the online courses will be put on hold when students are attending/engaged in intensive learning weeks. Instructional activities for hybrid courses will require students to complete instructional activities and evaluation measures. Additionally, instructional activities and evaluation measures for all MOT courses may be suspended while students are out on Level I fieldwork experiences.

## Grading Policies (A.3.5)

When all requirements are fulfilled for each course in which the student is officially registered, students receive a course grade. This grade is the faculty's evaluation of the student's understanding and performance as related to the stated objectives of the class. The faculty has discretion over whether to round up the numeric score to the nearest whole number in

determining assignment and final letter grades. Final letter grades are entered on a student's official academic record, and numeric values are used to compute the student's grade point average (GPA). Only grades earned at RMU are used to determine GPA.

### Grading Scale

Letter	Percentage	Grade Value
<b>A</b>	100-93	4.00
<b>A-</b>	92-90	3.70
<b>B+</b>	89-87	3.30
<b>B</b>	86-83	3.00
<b>B-</b>	82-80	2.70
<b>C+</b>	79-77 <sup>§</sup>	2.30
<b>C</b>	76-73 <sup>§</sup>	2.00
<b>F</b>	72- & below <sup>§</sup>	0.00
<b>P</b>	Pass	***
<b>I</b>	Incomplete	***
<b>IP</b>	In Progress	***
<b>AE</b>	Academic Extension	***
<b>W</b>	Withdrawal	***
<b>TC</b>	Transfer Credit	***
<b>NS</b>	Grade Not Submitted	***
<b>R</b>	Repeat Course	***
<b>AC</b>	Audit Course	***
<b>AW</b>	Administrative Withdrawal	0.00
<b>AF</b>	Administrative Failure	0.00

\*\*\*No numeric value computed in GPA.

§ Indicate non-passing grades

## Course Grade Designations

### *AW (Administrative Withdrawal)*

An "AW" grade is assigned when a student unexplainably discontinues a class, does not attend class, or fails to meet the requirements of an Incomplete contract as outlined. An AW affects the GPA but may be replaced by repeating the course successfully. No fee refund occurs. A student may not carry more than two "AW" grades in the MSHS, CScD-SLP, tDPT, pOTD, entry level OTD or MOT programs, three "AW" grades in the DNP/FNP program, or four "AW" grades in the DSc and PhD programs at any given time.

### *AF (Administrative Failure)*

An "AF" grade is assigned when a student is dismissed from the University (refer to Dismissal Policy). An AF affects the GPA adversely. No fee refunds occur for work in progress.

### *I (Incomplete)*

An “I” grade is allowed only when extenuating non-academic circumstances, i.e., serious illness or other unavoidable circumstances, prevent the student from completing the course requirements by the agreed-upon deadline within the regular timeframe of the course. If the faculty member concurs with the student that extenuating circumstances are present, the student shall fill out an Incomplete Grade Contract that is signed by the faculty member and PD. The Incomplete Grade Contract indicates the course requirements that must be completed and their due dates. The time for completion of incomplete assignments is determined by the faculty member and may not exceed the end date of the subsequent semester. The contract is not official until the student, faculty member, and the PD have given signed approval. This contract will remain in the student’s University file. The Incomplete Grade Contract may be obtained from the Registrar for a \$50 fee, which covers the administrative costs and required additional support from the faculty and PD. This fee must be paid before the “I” is posted on the student’s transcript. If due to legitimate extenuating circumstances the faculty member, PD, and VP/AD approve a second extension, a student may file a second incomplete contract form/fee for the same course to receive one additional semester to complete the coursework. The extensions may not exceed the maximum time for degree completion.

When all course requirements are completed as contracted, the faculty member will notify the Registrar of the grade, and the Registrar will complete the Incomplete Grade Contract to indicate the final grade earned.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change from an incomplete to an administrative withdrawal.

A student may not carry more than two “I” grades in the MSHS, CScD-SLP, tDPT, pOTD, entry level OTD or MOT programs, three “I” grades in the DNP program, or four “I” grades in the DSc and PhD programs at any given time.

#### *IP (In Progress)*

An “IP” grade is assigned when a student completes all required coursework but, upon the direction of the faculty, needs to remediate that work to pass the course. An “IP” must be removed by the end date of the subsequent semester, or the course grade will be calculated from the previously graded work. An IP grade contract must be completed by the faculty member and signed by the student and PD. This contract will remain in the student’s University file. The student will be required to pay a \$250 fee, which covers the administrative costs and requires additional support from the faculty and PD. This fee must be paid before the “IP” is posted on the student’s transcript.

When all course requirements are completed as contracted, the faculty member will notify the Registrar of the grade, and the Registrar will complete the In-Progress Grade Contract to indicate the final grade earned. The final grade will be determined by the faculty based upon multiple factors including, but not limited to, the degree of improvement in the work, the extra time allowed for work completion, and the level of effort involved.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change to the failing grade that would have been assessed prior to the remediation. A student may not carry more than two “IP” grades in the MSHS, CScD-SLP, tDPT, pOTD, entry level OTD or MOT programs, three “IP” grades in the DNP program, or four “IP” grades in the DSc and PhD programs at any given time.

#### *AE (Academic Extension)*

An “AE” grade is assigned when the due date for coursework in a given course extends beyond the end of the semester. This extension is university-initiated and applies to the entire class. Thus, no form, fee or penalty is associated with this grade designation.

#### *W (Withdrawal)*

A “W” grade is assigned when a student withdraws from a course. Students must formally request withdrawals and must have been passing the course before such a request is made. The “W” grade does not affect the GPA. Any course for which a “W” is assigned must be repeated if the student wishes to continue in the program. The withdrawal process includes the following steps:

- The student submits a letter (hard copy or email) to the PD and Registrar stating the desire to withdraw, the official date of the withdrawal, and the course(s) the withdrawal affects.
- After review (with the VP/AD and/or Provost input), the PD rules on the request. The student is notified of the decision within four weeks of the official request.
- If approved, the student receives a “W” grade for the course. A “W” grade has no effect on the student’s GPA.
- Failure to follow this procedure will result in an “AW” grade for the course. Students may be eligible for tuition refunds in accordance with the University refund policy as described in the student’s ‘Tuition and Fee Information’ form provided at the time of enrollment.

#### *TC (Transfer Credit)*

A “TC” grade is assigned when the student receives transfer credit allowance from an external institution. A “TC” grade has no effect on the GPA. The policy on transfer credit is located on the University website.

#### *NS (Not Submitted)*

An “NS” grade is assigned when the student has submitted all required coursework and the final grade is pending from the faculty member. This has no effect on the GPA.

#### *R (Repeat of Course)*

An “R” grade is assigned when the student has repeated a course for graded credit. Official enrollment in the course is required with payment of appropriate tuition and fees. Upon successful completion of the course, the previous grade will be changed to an “R,” which does not affect the student’s GPA for academic purposes; it will be included for determination of Satisfactory Academic Progress (SAP; see Satisfactory Academic Progress section). Only the

“new grade” posted as the final grade will be used to compute the GPA as presented on the student’s transcript. A course can only be repeated once. Students in the MOT program must follow program requirements regarding readmission to repeat a course.

#### *AC (Audit Course)*

An “AC” grade is assigned when the student takes the course for ungraded credit. An “AC” has no effect on the GPA. This is an official classification, but the student does not receive a grade or credit and does not submit coursework.

For information on different designations for University student status, please see the University Handbook.

## Late Assignment/Work

The late work policy and procedure is established to ensure fairness to students and faculty as they navigate and uphold the course requirements, rigor and standards for a Master level education.

Deadlines and due dates within MOT Program courses apply to all students. Assignments must be submitted via the learning management system (LMS) and not via email, including the LMS e-mail.

Assignments (discussion forums, papers, projects, quizzes, etc.) are accepted up to 72 hours after the due date. A 10% deduction will be made every 24 hours if an assignment is late up to 72 hours (i.e., 10% the first day, 20% the second day, 30% the third day). After 72 hours, 0 points will be earned.

For example, if an assignment is worth 100 points and is due Sunday at 11:59 PM, and is submitted:

- Prior to Sunday at 11:59PM = 100 point
- Between Monday at 00:00 and 11:59PM = 90 points
- Between Tuesday at 00:00 and 11:59 PM = 80 points
- Between Wednesday at 00:00 and 11:59PM = 70 points
- After Wednesday 11:59PM = 0 points

Exceptions may be granted for sudden or unexpected events, such as bereavement, childbirth, deployment, etc., and previously approved or emergent ADA and Title IX accommodations. Requests for exceptions must be made in advance (within reason), via e-mail to the course instructor and the Program Director.

Assignment submissions (discussion forums, papers, projects, quizzes, etc.) after the due date need to be coordinated with the instructor of the course. In order to receive credit for the discussion forum assignments, the student must actively participate during the assigned discussion period.

## **Student Grade Appeals**

MOT program administration, faculty, and students will adhere to the university's policy and procedure related to the appeals process. Refer to the current University Handbook <https://rm.edu/registrar/catalogs-handbooks/>

## Progression in the MOT Program (A.3.5, A.4.4)

Each course within the MOT curriculum is graded with letter grades [A-F] except for Fieldwork Education (Level I & II) courses, which are graded as Pass or Fail. For all courses within the MOT curriculum, a grade of C+ or better (or Pass in the case of Fieldwork Education courses) must be achieved for progression in the program. Additional criteria for progression include individual semester and cumulative program GPA of at least 3.00 out of 4.00; compliance with technical standards; and appropriate performance in Professional Behaviors. Students who fail to meet established grading criteria will be dismissed. Those who fail to comply with technical standards or professional behaviors may be dismissed or be offered the opportunity to withdraw from the program based on a plan approved by the faculty.

At the completion of each academic term, the RMU personnel will review each student's performance to determine if academic and clinical standards are met to allow progression or graduation. The faculty reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance. The student may be required to provide documentation to support any extenuating circumstances. The student who passes all their academic and clinical coursework satisfactorily and meets technical standards and professional behavior expectations will progress in the Program and graduate. Required academic standards for progression are as follows:

1. *Academic Course Grade Requirement:*
  - Students in the MOT Program are required to maintain a 77% average or above and earn a final grade of "C+" or higher in any required course. If a student fails to receive a grade of "C+" or better in any MOT course in a semester, he/she will not be allowed to progress, or take courses that follow in the next semester, and will be dismissed from the program, except where remediation is allowed (see remediation section).
  - Students are only allowed one grade of C+ in any given semester, which would result in the student being placed on academic probation (AP).
  - Students receiving a grade of C+ or below in two or more courses in any given semester will not be allowed to progress and will be dismissed from the program.
2. *Semester/Cumulative Grade Point Average (GPA) Requirement*
  - A minimum semester GPA of 3.00 must be achieved. If the student does not achieve this requirement for any given semester, the student will be placed on academic probation as defined in the University Handbook.
  - A minimum cumulative GPA of 3.00 must be maintained. If the student does not maintain this requirement, the student will be placed on academic probation as defined in the University Handbook.
3. *Fieldwork Education Course Grade Requirement:* Each clinical education course must be passed with a grade of P (pass). Students should refer to the MOT Fieldwork Handbook for specific information on fieldwork education course requirements.

4. *Professional Behaviors/Dispositions and Technical Standards*: Students in the MOT program must demonstrate appropriate behaviors according to the MOT program Professional Behaviors and technical standards documents. Because these standards reflect behaviors necessary for success as an occupational therapist in the clinical environment, failure to demonstrate appropriate behaviors can result in actions addressing the specific deficiencies in professional behaviors that may include:
  - need for additional coursework,
  - additional clinical time,
  - a delay in progression or dismissal from the program.

## Dismissal from the MOT Program (A.4.4)

In addition to those conditions listed in the University Handbook, a student may be dismissed from the program for a variety of reasons, including, but not limited to:

1. Inability to be removed from probation in the appropriate time frame.
2. A grade below C+ in any course.
3. Unsatisfactory performance (i.e., C+ or below) in two or more courses in any given semester.
4. Repeated tardiness and/or abuse of the stated attendance policy in any given course.
5. Failure to maintain a cumulative minimum GPA of 3.00 according to guidelines noted in the progression section of the MOT Student Handbook.
6. Unacceptable clinical performance [fieldwork (MOT 651 & 652)].
7. Inability to meet the Professional Behavior or Technical standards of the MOT program.
8. Evidence of academic dishonesty or violation of other appropriate conduct policies as noted in this handbook or the University Handbook, including non-fraternization, harassment, alcohol, tobacco, and drug-free environment policies/guidelines for conduct.
9. Any determination by the MOT faculty or the student progression committee that the student is unfit for practice as an occupational therapist or is not meeting the requirements of the academic program or University.

Each individual case is discussed by the MOT faculty and/or student progression committee with a recommendation to the program director. The student may be requested to provide input to the faculty. The student is allowed to appeal any decision by following the appeal procedure. See the University Handbook for additional information on progression, university status, dismissal, or appeals procedures.

Student probation suspension and dismissal - [2024 - 2025 University Handbook](#)

## Competency Prior to Fieldwork Education Participation

All students must demonstrate readiness to engage in fieldwork education based upon the following criteria:

- Completion of all previous academic/didactic coursework with a minimum grade of C+, and a cumulative GPA of 3.0 or higher.

- Completion of all skills checks or practical exam components with a minimum of 80% grading with no safety concerns.
- Satisfactory demonstration of Professional Behaviors and technical standards with no concerns from core MOT faculty prior to the fieldwork education experience.
- See the MOT Fieldwork Handbook for additional information.

## Remediation of Non-Acceptable Student Performance

Non-acceptable performance may be either academic (including clinical) or professional. Consequences of non-acceptable academic work may be: 1) remedial work, 2) repeating a course/term, or 3) dismissal from the program.

### Remediation of Non-acceptable Academic Performance

1. Remedial work may be allowed when academic performance is not acceptable in an academic course or a single fieldwork placement if it is recommended by the faculty member and approved by the student progression committee. Such might be the case if performance on a single assessment was unacceptable due to an extenuating circumstance. In general, remediation of a course for which the majority of assessments of a student's performance were unacceptable would not be allowed.
2. Remedial work for unacceptable academic or clinical performance (see remediation of clinical performance section below) is assigned by the individual faculty member in accordance with guidelines established by the student progression committee. Generally, an "IP" grade would be assigned, and the student would be on academic probation for the remainder of the semester in which the remediation activities take place. Remediation activities would be expected to be completed at a specified level of performance, within a specified time frame. The student progression committee, in consultation with faculty, reserves the right to require the student to repeat the entire course the next time it is offered. Depending on the situation the student may or may not be required to apply for readmission and an academic plan would be required for the student's return. The main situation in which a student may not have to reapply is in the case of poor performance in a clinical course due to extenuating circumstances. (See remediation of clinical performance section below)
3. Remedial work may be assigned only if remediation is needed in a single course in a given semester. Such would be the case if a student earned a grade below C+ in one course with all other grades at B- or better in that semester (or Pass for clinical courses).
4. It is expected that the remediation would be completed in the subsequent semester (typically no longer than 30 days after the end of the semester in which the unsatisfactory grade was assigned), and that the scope of the remediation would be appropriate to demonstrate competency to the minimum 77% level (or 80% in the case of lab practical skills) in that time frame.
5. A student will be allowed to formally remediate unsatisfactory performance in only one MOT course per academic career. A remediated course grade can only be raised to a grade of C+ (or Pass in the case of clinical education courses).

6. A student may continue to progress in the academic portion of the MOT program while course remediation is in progress, with the understanding that if remediation is unsatisfactory, the student will be dismissed from the program. Permission to take courses in the next semester for which the “IP” course is a prerequisite would be required from the program director. It is required that students demonstrate minimum levels of competence prior to full-time clinicals during the 4<sup>th</sup> term and will not be allowed to participate in these affiliations until remediation is completed successfully. If the faculty requires the student to repeat the entire course the next time it is offered, the student would not be allowed to progress.

### **Remediation of Non-Acceptable Clinical Performance**

The consequences of non-acceptable clinical performance (fieldwork) may be repeating the clinical experience, remediation, or dismissal from the program. Generally, if a student fails a clinical course, they are dismissed from the program and are subject to readmission requirements.

However, repeating a clinical course or remediation of unacceptable clinical performance may be allowed if the consensus of the MOT student progression committee and program director is that the student has demonstrated significant progress toward acceptable performance or if there are other extenuating circumstances that would justify repetition or remediation. The student progression committee and/or program reserve the right to deny a student the opportunity to remediate or repeat a course without being dismissed.

1. *Repeating Clinical Courses:* Following unacceptable performance in any of the clinical courses, the MOT faculty may allow the student to repeat a clinical experience without being dismissed if there is sufficient evidence to believe the student would be successful and should repeat the entire course to fully demonstrate the required level of performance. Students would be assigned an “F” grade and be required to re-enroll in another section of that particular course and would be required to pay tuition and associated fees. The student would be on academic probation until they met the terms for removing that status, including any stipulations put in place by the student progression committee or clinical instructors.
2. *Remediation of Clinical Performance:* If the consensus is that the unsatisfactory clinical performance may be improved to the required level by a remedial clinical experience that could be completed in a time frame no longer than 55% of the original length (typically a maximum of 12 weeks), a grade of IP (in progress) will be assigned and a remedial clinical placement will be arranged. The student would be placed on academic probation throughout the courses during that semester. The IP grade will be changed after the completion of the make-up experience to a P or F grade. If the student’s performance in the make-up experience is still unsatisfactory, a grade of F will be assigned, and the student will be dismissed from the program.

### **Remediation of Non-Acceptable Professional Behavior/ Performance**

Any student demonstrating behaviors inconsistent with appropriate professional standards will be notified, and if the problem continues, may be subject to discipline or dismissal. Remediation of such behaviors is possible as determined by the student’s academic advisor and student

progression committee. The student is expected to improve her/his performance in professional behaviors areas evaluated as being unacceptable according to a written plan or agreement. Failure to achieve a satisfactory rating in an outlined remediation plan may result in a need for additional coursework, additional clinical time, delay in progression in the program, or program dismissal.

### **Repeating a Course/Semester**

Repeating a course/semester may be necessary when academic performance is not acceptable.

1. *Course Sequencing:* MOT courses are offered only once a year per cohort. Therefore, to repeat the course/term in proper sequence, the student would be unable to take these courses until the following year unless they join the following cohort. If students must retake one or more courses the next time they are offered, they must apply for readmission to the MOT program in order to progress.
2. *Permission:* Permission of the Student progression committee, program director and Dean of the College of Rehabilitation Sciences is needed to re-enter the program. The student progression committee reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance, before granting permission.
3. *Plan:* A plan to re-enter the program for the purpose of repeating a term will be developed by the MOT student progression committee and the program director. This plan may include but is not limited to, repeating or auditing additional courses and/or demonstrating competency in clinical skills prior to continuing with fieldwork education.
4. *Grading:* The remedial grade will be used by the registrar's office in recalculating the student's overall grade point. The original course grade will be recorded as an "R" (repeat) on the student's transcript.

### **Requirements for Graduation (A.3.3.)**

In order to graduate, the student must:

1. Satisfy all financial obligations to RMU.
2. Meet satisfactory academic progress standards according to the institutional policies stated in the [University Handbook](#).
3. Satisfactorily complete all required MOT academic and clinical coursework [fieldwork (MOT 619, 629, 651 & 652) within 4 years of starting the MOT program.
4. Obtain a cumulative GPA of at least 3.00.
5. Complete all required graduation paperwork, including the application for graduation.
6. Pay graduation fees.

### **Withdrawal Policy (A.4.4)**

Students should be aware that dropping or withdrawing from any required MOT course will automatically withdraw them from the Program. Due to the sequencing of the courses, the student must re-enter the program at the beginning of a semester. Due to the limited availability

of openings for enrollment, there is no guarantee of reinstatement or readmission for a student who withdraws from the MOT Program.

In a case of extenuating circumstances, a student may be eligible to temporarily withdraw or take a medical leave of absence from the program with the recommendation/approval of the program director and student progression committee. More regarding the specifics of this can be found in the University handbook under "University Student Status." A plan would have to be negotiated and agreed upon by all parties to allow for a student to resume their course of study with another cohort, and all stipulations met.

University Withdrawal Policy - [Withdrawal Form | Rocky Mountain University](#)

## Readmission

Students who have been dismissed or had a University Withdrawal may apply for readmission to RMU for the following semester, to begin or resume a course of study after satisfying any criteria for consideration for re-admittance. For example, if a student is dismissed at the end of the fall semester, they could reapply for admission during the next semester (winter) and begin when the course is offered again with a subsequent cohort as long as any other requirements for re-admission are fulfilled.

Those students who must apply for readmission are not guaranteed acceptance. Application for remittance is made directly to the University/program and does not include the OTCAS system. An application for readmission can be obtained through the registrar's office.

Students readmitted following academic dismissal are returned to a status of academic probation for a period of at least one semester. All readmitted students must continue to meet any stipulations imposed by the program and must bring their cumulative GPA to or above 3.0 by the end of the first academic semester after readmission to avoid being academically dismissed without the possibility of future re-admittance. If it is mathematically impossible (or highly improbable) for a student to achieve a 3.0 GPA after the first academic semester following re-admittance, the student will not be readmitted. The following guidelines must be followed:

1. Readmission generally must occur the following year after withdrawal or dismissal. Extenuating circumstances may be considered for an extension but would generally result in a student being required to start over from the beginning of the curriculum.
2. Readmission decisions will be made by the program director in conjunction with the student progression committee. The student will be notified of the decision within 30 days of the submission of the application for readmission. The student must re-enter at the beginning of the semester offering the MOT courses that the student needs to complete in order to fulfill graduation requirements.
3. If applicable, the student may be required to take a re-entry exam and practical exam to evaluate competencies required for MOT Program courses completed prior to withdrawing from the Program. Other stipulations may also apply depending on the circumstance.

4. The student should communicate intent to seek readmission at the time of withdrawal or dismissal.
5. If applicable, all other stipulations agreed upon at the time of withdrawal, dismissal, and/or probation must be met.

## Attendance

The purpose of the MOT program Attendance Policy is to employ a curriculum that develops professional occupational therapists. It is expected that students approach attending class in the same manner as arriving at a clinical setting with a patient caseload. One would not show up late or miss a day of work without notice because of the burden it would place on the clinic, colleagues, and patients with whom one works. Therefore, on-time attendance is required at all class sessions and labs unless it has been explicitly stated otherwise in the course syllabus.

Learning experiences in the curriculum are arranged sequentially to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the MOT curriculum includes significant opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the students' learning. Therefore, these learning experiences cannot be repeated, and student attendance is a professional responsibility.

Online Attendance refers to the participation policies for most of the semester when the student is not on campus. Policies for each section are included below.

### **Classroom Absence (Synchronous/Face to Face)**

In the event of an absence, or where an absence is anticipated, it is the STUDENT'S responsibility to notify and explain the absence to the course instructor directly as soon as possible. Methods of communication include (in order of preference) emailing [MOT@rm.edu](mailto:MOT@rm.edu), telephoning the program's administrative assistants, email course instructor, or communicating with a classmate to relay the information to the course instructor prior to the class start time (least desirable). If the program is not contacted regarding the absence, the absence will be considered unexcused.

1. A student may be excused from class for illness, emergencies, the death of an immediate family member, the marriage of an immediate family member, the birth of the student's child, or military or civic service requirements. Students will not be granted more than two consecutive days off for any reason other than illness or required service. All other absences are unexcused unless permission from each professor and from the program director has been obtained.
  - a. Students will not be excused for the following reasons: Family vacations/reunions, continuing education courses, the wedding of the student, or job interviews. It is expected that students plan vacations and personal weddings during scheduled semester breaks.
2. An unexcused absence is defined as not seeking the instructor's permission or an unknown absence. Unexcused absences are not allowed and will result in a referral to the student progression committee to recommend decisions on student status and ability

to progress. If an absence in question is verified as unexcused, the student will be placed on probation for unprofessional behavior. A second unexcused absence will be reviewed by the student progression committee and may result in an additional warning, additional probation, or dismissal from the program. Any student with a third unexcused absence will be dismissed from the program.

3. *Lecture/Lab/Exam Make-up*: Upon return from an excused absence, the STUDENT must check with the course director/teacher to make sure the absence was recorded as excused, and to make up any testing, lecture, or lab missed. The student is responsible for all information presented in each class, whether present or not. Individual instructors determine whether make-up work is allowed. Refer to the individual course syllabus for specific information on making up points or time missed.
4. Online courses require appropriate engagement in addition to any assignments or assessments. Students are responsible to know and adhere to the expectations regarding engagement for each course. Please refer to the individual course syllabus for all course requirements and expectations.
5. *Specific to Online Attendance*: Students are expected to participate weekly in all web engagement activities outlined in the syllabus. Per Federal Title IV Funds Policy regulations, the University is required to demonstrate that students are participating on a weekly basis in each course in which they are enrolled. This participation can take the form of submitting an assignment, taking a quiz or exam and/or forum discussion response, emailing the course faculty, and viewing or reading required course materials. Simply logging into a course online and viewing the timeline or announcements does NOT qualify as weekly participation. The Registrar's Office will audit online participation on a weekly basis. If a student does not meet the participation requirements outlined above for any course for a period longer than fourteen calendar days, the Registrar's Office will contact the student with a reminder to participate immediately. If inactivity continues for three additional calendar days, the University will assume the student has discontinued the course(s) and will administratively withdraw him/her from the course(s) as of the seventeenth calendar day of inactivity. The student will remain accountable for any outstanding loans used to fund the program participation. Reinstatement into the course after the administrative withdrawal is subject to due process through an appeal to the Registrar's Office.
6. *Specific to In Person Attendance: On-Site Attendance*
  - a. MOT students must attend all scheduled on-site class and laboratory experience during each intensive learning week. Attendance will be tracked daily (or multiple times daily if two different courses occur on the same day, e.g., morning vs. afternoon) via the Learning Management System by the course/laboratory instructor.
  - b. Limited residency students requesting to miss all or part of an on-site day will be required to obtain prior written approval from the MOT Program Director (PD) and faculty of that course. Missing all or part of an on-site course day without the appropriate prior approvals will result in a non-passing grade for the course. Any special accommodations to the attendance of on-site sessions, such as recording, must be approved and arranged prior to the on-site dates. Students requesting accommodation due to sudden disability should also contact the Office of [Institutional Equity | Rocky Mountain University](#) or email the Institutional Equity Officer, at [IEO@rm.edu](mailto:IEO@rm.edu)

- c. In certain extenuating circumstances, an exception to the prior approval requirement may be made, and a student who misses on-site day(s) without prior written approval may be allowed to complete the course for a passing grade. It is the responsibility of the student to notify the PD and faculty as soon as possible when this type of situation occurs. The PD will determine if an exception will be made on a case-by-case basis. The PD may request documentation from the student regarding the extenuating circumstance.
- d. In cases where an absence is pre-approved, or an exception is made due to extenuating circumstances, the faculty of record has the authority to decide whether work will be permitted to be made up. The decision of the faculty, in this case, is final. MOT students should not schedule return flights prior to 8:00 pm on the final day of courses. Approval by the MOT PD and the Dean of the College of Rehabilitation Sciences must be obtained prior to making travel reservations that conflict with this requirement.

7. *Specific to Fieldwork Education Attendance:*

If you find that you will be late or cannot attend a clinical education experience, due to an EMERGENCY OR ILLNESS, you are responsible for contacting the clinical instructor/faculty (CI) **AND AFWC** prior to the start time for the clinical experience (even if it is at an hour that may be viewed as too early or too late in the day). It is expected that ALL absences and ANY time missed due to tardiness or other reasons be made up at the discretion of the AFWC. It is the student's responsibility to make arrangements with the clinical instructor/faculty to make up for the time missed; the AFWC will assist in those arrangements, if necessary. Students should refer to the MOT Fieldwork Handbook for additional detail on attendance policies specific to clinical education experiences.

### **Punctuality for Class (Synchronous/Face to Face)**

1. Students are expected to arrive to class on time and prepared (synchronously or face to face). It is the student's responsibility to adjust their travel time to suit anticipated weather conditions, train or bus schedules, etc., to ensure that the student arrives at school on time for class.
2. Leaving class or lab early and not returning is considered an unexcused absence.
3. Three (3) unexcused tardies are considered equal to an unexcused absence.

### **Tardiness Policy**

Because of the importance of active classroom participation and the intensity of the graduate program, MOT students are expected to be in class promptly at the beginning of each class (synchronous or face to face). Attendance is taken at that time, and students who are not present for roll call may be marked absent. Tardiness may result in consequences at the discretion of the faculty member. Students are also expected to be in class through the duration of the allotted time.

## **Appearance and Attire**

Students are expected to demonstrate professional behaviors, attitudes, and appearance at all times (synchronous or onsite during intensive learning weeks). Students are required to wear attire that conforms to the image of the professional occupational therapist. The MOT

educational setting is a place where students, faculty, guests, patients, other professionals, and the general public form an impression of us, based on our appearance and conduct. Students should be well groomed. Students are **not** permitted to wear hats, shorts, t-shirts, flip-flops/open-toe or similar styles of footwear, jeans, sweatshirts, sleeveless shirts, or low-rise pants that expose flank skin to lectures generally. Logos or sayings on shirts/clothing that could be offensive are not permitted.

Lab attire will be outlined by the course/lab instructor but may consist of shorts and a T-shirt or sports bra, which will allow as much exposure for palpation, access to the body, and freedom of movement. See the section on laboratory policies for more specifics on attire during lab-related learning activities.

Hair must be clean and fashioned so as to not fall forward or over the sides of the face when working with patients/clients or otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed. Nails should be kept short and trimmed to enable easy cleaning, prevent puncture of gloves, and injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Earrings must not be so large as to interfere with participation in activities, in class, in lab, or on clinical rotations. In general, the following professional attire is expected:

Dress shirt or polo shirt (no T-shirts)
Dress pants or skirts (no jeans)
Enclosed shoes (no sandals)

### **Corrective Action Regarding Student Attire**

Students in violation of the dress requirements will first receive a verbal warning with corrective instruction. If the same student breaks the dress code a second time, regardless of the type of infraction, the program director will require them to meet with the student progression committee to receive a second warning and/or to have an opportunity to defend the infraction. A third violation will result in the student being sent back to the student progression committee to discuss appropriate action related to professional behaviors.

## **Smart Phone Policy**

Students are not allowed to use cellular/smartphones, or text messaging in any manner that interferes with the education process. In general, all such items should not be used during lectures or lab sessions and will not be allowed during exams or other assessments. Using such technology to facilitate the education experience is allowed solely according to instructor discretion.

## **Class Cancellation**

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director and/or the Academic Dean. The Program Director or

Academic Dean will post a class cancellation notification for students outside the scheduled classroom. The Program Director will also notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.).

## Student Representatives

Each admitted cohort of MOT students elects two Class Representatives. New elections are held each year, within the first Semester. Sample duties of the class representatives may include:

1. Serve as a liaison between the MOT Program Director and faculty and your classmates. Representatives can provide students with a way to give feedback to the faculty anonymously if desired. This may involve attendance at MOT faculty meetings to provide a brief report on the student feedback if needed.
2. Solicit feedback from the class for items to be discussed by the MOT program faculty.
3. Oversee the organization of class events such as review sessions, service projects, or social events.
4. Potential service on the Graduate Student Council.

Please refer to the Student Representative Policy and Procedure form (Appendix D) for more information.

## OT Student Association

The recognized organization for student social and professional activities is the RMU's Occupational Therapy Student Association (OTSA). The Association operates under bylaws determined by the OT Department and Administration.

A copy of the OTSA bylaws may be found in Appendix E. The Program Director will appoint a faculty member as faculty advisor. All materials developed and activities planned by the OTSA for public use/access must be approved by the Faculty Advisor and the Program Director prior to distribution.

## Fieldwork Education Policies

Fieldwork rotations are an integral part of the curriculum and may require that a student temporarily relocate. While the Academic Fieldwork Coordinator will make every effort to secure a fieldwork site local to the student, sites may be as far as 100 miles away from where they reside. If a site is secured for the student, and the student moves away from the area, they may have to relocate back to the area of the clinical site to complete the fieldwork experience. Students are responsible for the cost of the travel and other related expenses. Students will be required to meet all requirements outlined in the MOT Fieldwork Handbook on "Immunizations, Certifications, and Related Requirements" by the conclusion of their first semester. Failure to comply with these requirements can lead to dismissal from the program. Students are responsible to read and abide by the policies, procedures, and standards in the MOT Fieldwork Handbook.

## Criminal Background Investigation/Drug Screening

Many states require that individuals working in healthcare facilities must consent to and be cleared through a criminal background investigation and/or a drug screening. This may also be a policy of a corporate entity or individual facility depending on the practice setting. Usually, state agencies conduct these investigations and oftentimes a list of problematic offenses is available. Many state professional licensing agencies require reporting of misdemeanor and felony charges.

All students participating in clinical education at RMU in the MOT program must undergo a criminal background check prior the start of the level I and II fieldwork experiences. This will be at the student's expense. More than one may be required for participation in clinical affiliations, depending on the individual facility's policies. **Students should be aware that a history of criminal offenses will likely impact the ability of a student to participate in clinical education, take the NBCOT licensing exam and/or obtain employment in the healthcare field. If a student is unable to complete clinical education, they will be dismissed from the program.**

- [Certiphi Screening](https://www.certiphi.com/). <https://www.certiphi.com/>

Students may be required to undergo drug screening prior to clinical education depending on individual facility policy. This would be at the student's expense. Should a student test positive for an illicit or illegal substance, the student would not be allowed to participate in fieldwork education and would be referred to the program director and school administration for possible disciplinary action.

## Employment while enrolled in the MOT Program

Due to the exacting requirements of the occupational therapy course of study, it is unwise for students to expect to meet their expenses through outside work. Most semesters in the MOT program include between 17 and 19 credit hours, requiring approximately 40 or more hours per week of learning activities (including class, lab, and time for studying/assignments). RMU does not specifically forbid such additional duties but does definitely discourage working more than part time at the most. The Program, furthermore, reserves the right to indicate that such work be discontinued if, in the faculty's opinion, it interferes with the satisfactory completion of prescribed academic activities.

## Employment Opportunities Following Graduation

Currently, occupational therapists are commonly employed by nursing homes, hospitals, home health agencies, rehabilitation centers, outpatient facilities, private occupational therapy offices, fitness centers, public or nonpublic schools, academic institutions, and industrial settings, and demand is high. Employment opportunities will be housed in the Alumni Association [Alumni Job Board](#). There is no guarantee by RMU of employment, implied or otherwise.

## Health Insurance

MOT program students are responsible for all their own health care costs during their education at RMU. MOT program students are required to carry and maintain personal health insurance during their entire tenure at RMU. Students are required to submit a Health Insurance Statement and sign a waiver (Appendix F) assuming all financial responsibility for any illness or medical bills that occur while enrolled and are responsible for updating this information regularly.

## Health Testing

MOT students are required to sign a health statement certifying that they are in good health and can participate in all required activities related to their education, including performing all activities delineated by the technical standards throughout their time enrolled in the MOT program. It is recommended, although not required, that they obtain a yearly physical exam from a qualified medical professional (NP, MD, PA, etc.).

In addition, students are required to be CPR certified (health care provider level) through American Red Cross or the American Heart Association and have completed certain other health testing and immunizations (such as MMR, TB, Hepatitis B, etc.) prior to the first day of fieldwork experiences, with some being required before entering into the program. A current list and deadlines are available from the MOT program. Documentation of immunizations is kept by the program. Refer to the MOT Fieldwork Handbook for further information as these requirements relate to fieldwork education experiences.

[RMU Vaccination Statement](#)

## Vaccine Exemptions

Vaccination exemption forms are available through the University; Medical exemption letters for vaccinations must be provided by an MD, DO, NP or PA with a current license. If an exemption is granted, MOT students must continue to report their unvaccinated status on any form collecting this data. Any student with an exemption acknowledges the possibility of not being able to complete program outcomes for graduation due to situations of internal or external circumstances out of the University's control such as when external entities do not accept exemptions and have policies requiring vaccination to participate in supervised fieldwork education experiences.

## COVID-19 and Testing

MOT students are required to notify their program director and course instructor immediately if they have tested positive for COVID-19, especially if they test positive one week prior to or during an intensive learning week. Students are expected to follow [CDC guidelines](#) for vaccinations and boosters while completing the didactic portion of the MOT curriculum. For

specific requirements related to COVID-19 management and vaccinations during fieldwork experiences, students must refer to the policy and procedure of the individual site.

## Potential Health Risks of Students (A.4.4)

### **Student Safety/Injury**

During the MOT program, students are subject to known and unknown health risks. These may include exposure to people with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment. The Program makes every effort to protect the safety and interests of the student. Basic instruction in prevention procedures and in the application of reasonable and prudent personal habits is provided, which can serve to limit unnecessary exposure and constitute a measure of safety for students. Ultimately, it is the student's responsibility to apply these procedures and to take appropriate steps to protect their fellow students and themselves.

As a condition of enrollment in the Program, students are required by the University to show proof of health insurance and completion and submission of immunizations and laboratory testing. Further, students are expected to abide by the University's policies regarding risk exposure management. During OT fieldwork, in the event of an accident resulting in student injury, the student should immediately notify the clinical instructor of the accident and follow the policies of the facility, including completing the appropriate incident report/ documentation. Expenses related to student illnesses or injuries occurring during a clinical rotation are covered by the student's personal health insurance, which must be maintained throughout the clinical program.

## Laboratory Policies and Procedures (A.4.4)

The MOT laboratory facilities provide an environment suitable to demonstrate, learn, and practice occupational therapy examination, evaluation, and treatment procedures and techniques in a setting that simulates a health care setting. As such, it is expected that students will maintain the laboratory and display professional behaviors.

### **Laboratory Attendance Policy**

Your instructors spend a great deal of time preparing each laboratory lesson for you. Make sure you attend every session. The experiences you will gain are often difficult to make up later and can never be duplicated by borrowing someone else's notes. Labs will begin on time. See specific policies regarding attendance and tardiness.

We expect you to attend every class. Please do not, however, expose fellow students and program faculty or potential clients to illness. If you are ill or legitimately unable to attend a lab, contact your instructor in advance so that other arrangements can be made.

### **Lab Participation Policy**

All of us expect our personal healthcare practitioners to be very skilled and to give us the best care possible. Your patients and clients will expect the same of you. Take advantage of every

opportunity to practice and develop the skills you will need to become a valuable health care worker.

Some skills are not easily learned and will require additional practice. Please arrange extra lab time with your instructor to ensure that you develop those skills. Certain skills and the use of equipment may require supervision by a faculty member. Labs are available only with faculty supervision and/or approval. "Open lab" hours, times other than your normal lab sessions, will be made available for all laboratory courses as needed. These open laboratory sessions are planned each term, as deemed necessary, to provide additional laboratory practice, demonstration, and remediation opportunities for students. The times for each open laboratory period will be announced at the beginning of the semester. In addition, special open laboratory sessions may be held prior to practical examinations to provide a review of the material that will be tested. Open laboratory hours may be subject to change.

It is both necessary and customary that occupational therapy students participate as both healthcare workers and as subjects or client simulators. Common laboratory activities may include observation, and palpation (touching) of various parts of the body, exercise, and application of various physical agents and manual techniques. It is anticipated that every student will participate as both an occupational therapist simulator and patient/client simulator and will work both with same-sex and opposite-sex partners. Details of the clinical activities that you will be asked to participate in may be obtained from course instructors and course syllabi. It is the student's responsibility to become familiar with the clinical procedures and laboratory activities for each course and to resolve any concerns you may have about those procedures with your instructor. Any concerns regarding this must be discussed with the instructor, student advisor, and program director for any consideration of exceptions to this policy. Prior to participation in lab activities, all students must sign and return the following forms found in the Appendix at the end of this manual to the program. Make sure that you read each form carefully and that you are prepared to participate fully in your laboratory experiences while at RMU (see Appendices F, G, and H respectively):

- *Health Insurance Statement*
- *Student Release, Informed Consent, and Waiver*
- *Multimedia release form*

### **Personal Health Requirements for Lab Participation**

All MOT students should maintain proper hygiene and good health habits. If a student has a history of a serious communicable disease, it should be reported to the instructor at the beginning of the lab course, if it has not already been reported. It is the desire of each instructor and the Program Director to ensure the safety of all program students, and it is therefore vital that they be made aware of any and all potential health risks.

Students are expected to notify instructors of any health or physical issues that would affect their own or other students' learning and/or safety. Students with special personal health needs or Americans with Disabilities Act concerns are expected to inform their instructor and the

Program Director in writing at the beginning of this lab course. Additional documentation may be required at the discretion of the instructor and program director.

### **Dress and Grooming Standards for Lab Participation**

Laboratory dress standards vary between courses, and you will be instructed accordingly in individual course syllabi. Typically, shorts and tank tops are commonly required for lab sessions. Dress should be modest; however, students must be able to expose areas for observation and palpation applicable to the specific laboratory experience.

Loose-fitting gym shorts with appropriate undergarments are required for all students. Females shall wear sports bras when upper quarter or trunk laboratories are held. **One set of laboratory attire should be available while on campus during intensive learning weeks.** Students shall remain in the laboratory or in transit from the restroom or dressing room while in laboratory attire. Students should not roam around the building in lab attire.

Hair must be clean and neat and must be fashioned so as to not fall forward or over the sides of the face when working with patients/clients or otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed. Nails will be kept short and trimmed in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Wearing fake nails is not allowed. Students should not wear excessive fragrance, makeup, or jewelry. Tattoos, piercings, and jewelry should not be offensive and must not interfere with participation in activities, both in class and in the lab. Any tattoos or clothing that may be considered obscene, vulgar, or offensive must be covered or changed. Gages of any size are not considered professional dress and are not allowed.

### **General Lab Policies**

RMU is dedicated to providing you with a clean, professional and safe laboratory experience. All faculty, staff, and students must work together to maintain our laboratories. Please read and comply with the following rules:

1. No food or drink is allowed in any lab at any time.
2. Maintain a professional attitude and conduct yourself as you will in the clinic.
3. Phones are not allowed to be turned on in labs. Phones distract others and may interfere with electronic equipment.
4. Store your personal items in a safe place such as in a locker while in the lab.
5. All waste materials must be promptly placed in an appropriate waste receptacle.
6. Maintain safety precautions at all times.
7. The laboratory will be open during all scheduled course laboratory periods.
8. Properly clean and store all equipment after each session.
9. No student will be allowed to use any modality or electrical equipment without prior training and supervision by a faculty member. Students found using any equipment in the laboratory without supervision will be subject to immediate disciplinary action.
10. Other activities in the laboratory such as skills practice, meetings, or general study are allowed so long as the room has not been scheduled/reserved by the university. If the University needs to use the room for other purposes, even if not scheduled, students should relocate to other areas for study.

11. It is the Program's expectation that the lab will be maintained in a safe, clean, and orderly manner. Out of respect and as a professional responsibility to all who use the labs, everyone must: 1) replace equipment in its proper location; 2) fold and put away linens and pillows, and 3) put refuse in receptacles available. By taking a few minutes to do the above, the learning environment of the labs will be enhanced for all users.

### **Guests in RMU Laboratories**

Outside guests can be a valuable resource to the learning experience in our lab classes, both as guest lecturers and as volunteer subjects. However, no guests are allowed without the specific consent and supervision of your instructor. *Students are NOT occupational therapists and may not treat any person without direct supervision from a licensed occupational therapist. Such activity would be considered practicing without a license and is illegal. If a student engages in illegal practice, they will be subject to discipline.* In addition, by offering treatments in non-lab and outside of classroom activities, the student is subjecting themselves and the university to liability issues. Students are allowed to practice skills on each other that they have been taught by faculty in class/lab, although, as noted above, some practice of skills requires the supervision of a faculty member, particularly with certain types of modality equipment.

Make sure all guests are warmly received and are treated with respect while at RMU. Guests who are to participate in clinical activities must sign the **Guest Participant Informed Consent Form** (Appendix I). If the guest will be photographed or electronically recorded during their participation, they must also sign the **Multimedia Consent/Release Form** (Appendix H).

### **Use of Chemicals and Lab Substances**

Liquids and substances used in laboratory exercises must be used with caution, safely stored, and properly marked. Each chemical or substance in the lab has a Safety Data Sheet (SDS) on file at a location identified by your instructor. SDSs provide specific information pertaining to each hazardous chemical. You should familiarize yourself with the properties, precautions, and risks of these substances. Universal precaution standards are to be followed at all times, including the use of gloves when appropriate. \* Please comply with the following:

- a. Follow all directions for use of substances exactly as prescribed.
- b. Be aware of all precautions and contraindications for use before opening any container.
- c. Tightly close all containers immediately after use.
- d. Return substances to their properly labeled storage location after each use.
- e. Inform the instructor of supplies that need replenishing.

Note: *A small number of people develop an allergic reaction to latex gloves. You may read about latex sensitivity in the SDS file. If you suspect latex sensitivity, inform your instructor.*

### **Use of Human Subjects and Informed Consent**

Individuals who serve as demonstration or practice subjects for any component of the MOT Program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks, and benefits of the occupational therapy procedure to be performed. Written informed consent will be obtained from any person, student, or patient volunteer who participates in a demonstration or practice session on the University Campus (see Appendix I).

Informed consent will be obtained from patients/clients in the clinical setting appropriate to facility policy. All patients/clients have the risk-free right to not participate in clinical education.

## Liability Insurance

RMU provides liability insurance (as a part of tuition and fees) on each full-time student for incidents that occur during program education-related activities, including clinical education. See the MOT Fieldwork Handbook for more details.

## Licensure

It is the goal of the RMU MOT program to assist students in every way to prepare them to be able to practice as occupational therapists upon graduation. A part of this is preparation to become licensed as an occupational therapy professional.

Licensure or registration is not required for student fieldwork education experiences. However, following graduation, licensure of occupational therapists is required by every state. Complete information on practice acts and regulations may be obtained from the individual state licensing boards. Candidates should contact the licensing organization in the respective state to determine work requirements. Graduates of the RMU MOT program will be encouraged to take nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the National Board for Certification in Occupational Therapy (NBCOT) can be obtained at [www.nbcot.org](http://www.nbcot.org).

## MOT Student Professional Behavior Expectations and Assessment

The MOT program expects students to demonstrate ten professional behaviors important to their education and entry into the profession. Professional behaviors are attributes or characteristics that enhance the profession's core of knowledge and technical skills, ensuring the success of the profession. Occupational therapy educators subscribe to the American Occupational Therapy Association (AOTA) Code of Ethics and Standards of Practice to shape the professional behavior of students and faculty members. Students are expected to familiarize themselves with these principles and demonstrate them throughout their academic and fieldwork experiential work. Additionally, students must continually monitor and appraise their professional behaviors and strive to reach optimal performance levels in the behaviors listed below.

### Expected Behaviors defined

1. **Empathy:** The ability to accurately understand and respect the phenomenological world of another. The ability to attend to the feelings, experiences, and perceptions of others and consistently honor their autonomy. The ability to show care and compassion through behaviors, words, and presence.
2. **Self-directed Learning:** Is proactive in engaging learning experiences. Punctually attends scheduled meetings, actively contributes in required academic settings, and

promotes the learning of self and others. Identifies needs and sources of learning, and continually seeks and applies new knowledge, behaviors, and skills.

3. **Communication and Interpersonal skills:** The ability to communicate and interact effectively using all modes of communication (verbal, nonverbal, written, online, etc.) with faculty, colleagues, clients, caregivers, families, and intra- and inter-professionally.
4. **Professional and Personal Boundaries:** The ability to recognize and manage personal and professional frustrations; balance personal and professional obligations and responsibilities; work with others cooperatively; demonstrate awareness of one's impact on others and manage self considerately and effectively; and be responsive to contextual cues. Is flexible, and demonstrates the ability to professionally adapt to fluid, challenging, and ambiguous situations successfully.
5. **Cultural Sensitivity and Responsivity:** Ability to respect others and diverse backgrounds through the displays of contextual and cultural humility by valuing the fundamental rights, dignity, and worth of all people. Demonstrating respect for all individual and cultural differences.
6. **Responsibility and integrity:** Ability to be accountable for behaviors and outcomes of personal and professional actions. Exhibits follow through on commitments to their education, community, and social responsibilities. Is dependable, honest, respectful and demonstrates good judgment.
7. **Responsive to Feedback:** Exhibits openness to feedback that challenges personal beliefs, views, and assumptions. Exhibits openness to feedback regarding academic and clinical performance. Examines and integrates feedback as appropriate to enhance professional competency.
8. **Professional Presentation and cMportment:** Exhibits professional conduct and demeanor, and professionally represents the OT profession; also includes dress, hygiene, and grooming as appropriate for the setting.
9. **Stress management:** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for self, faculty/staff, classmates, patients/clients, and their families, members of the health care team, and in work/life scenarios.
10. **Effective Use of Time and Resources:** The ability to manage time and resources effectively to obtain the maximum possible benefit.

## Assessment of Professional Behavior (A.3.5)

The MOT students and faculty will use the Student Advising form and Student Professional Behaviors Assessment (Appendix J) to assess student professional behaviors at various times each semester, this will allow the student to create a professional development plan for improving areas noted and help create specific goals related to professional behaviors.

## Medical Conditions, including Pregnancy

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the educational experience should be reported to the student's academic advisor, AFWC, and/or Program Director. This will allow the planning of a

learning experience that will ensure maximum safety for all concerned. Any condition that impairs a student from being able to meet the requirements of the fieldwork education experience course may result in a delay in progression in the program. A student may request a delay or temporary withdrawal from the program and return without penalty at the point of their temporary exit. The student may be required to show medical clearance to resume the program.

## Professional Organization Membership

The American Occupational Therapy Association (AOTA) is the national organization dedicated to serving the occupational therapy profession. By becoming a member, students gain access to a large number of benefits and professional opportunities. Various courses within the program require access to and use of “members only” resources. One significant benefit is access to the *American Journal of Occupational Therapy* (which will be needed for many course assignments) and online access to research resources with many full-text articles which may not be available through the University databases. The student will gain automatic membership in the Student Assembly, which functions as a forum for future Occupational Therapists and Occupational Therapist Assistants. Information about how to apply for membership will be provided to each student at the beginning of the MOT Program. Information may also be found on the Internet at <http://www.aota.org>.

Students in the MOT program are required to become members of the American Occupational Therapy Association (AOTA) and maintain membership throughout their education at RMU. This is at the student’s own expense. There will be assignments embedded throughout the program which use the AOTA membership and that allow for a decreased cost for the member.

Students are also encouraged to become active in their respective Occupational Therapy State Association. This is a very useful way for the student to become more acquainted with the occupational therapy profession in their area/region. There are often opportunities specific to students to get involved.

## Section VII: University and Other Policies/Information

University-level policies, procedures, and standards can be found in the University Handbook. Please refer to the [University Handbook](#) for clarification on any of the following topics.

### Alcohol and Drug Awareness

RMU abides by the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226). The University is committed to the promotion of healthy behaviors. Therefore, tobacco use in any form is not permitted inside any University building. There is a smoking area available on the western side of the building. Students and employees are expected to follow all smoking laws as dictated by the State of Utah.

The University supports the Drug-Free Schools and Communities Act and Drug-Free Schools and Campuses Regulations in preventing the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Alcoholic beverages and illegal drugs are not permitted anywhere on the University campus, including the grounds and parking lots. Alcohol use is not permitted by students or faculty while attending class-related activities associated with the University (i.e., clinical settings, research data collection, etc.).

This policy pertains to both academic and fieldwork experience \ education. Any students in violation of this policy may be terminated from their clinical education experience and suspended from the MOT Program. At the request of the clinical facility, students may have to participate in voluntary drug testing.

### Campus Security and Student Safety (Physical Campus)

At the time of orientation, students are informed of emergency procedures at RMU. Emergency exits are reviewed as well as posted next to the door in each classroom. As per title II of Public Law 101-542 "The Crime Awareness and Campus Security Act of 1990," crime statistics on RMU Campus are published periodically for student body review.

In the case of an emergency, the instructor should first be informed followed by the receptionist at the front desk. At that time, the Emergency Medical System (911) will be activated, and the appropriate University administrator notified.

Students should follow the safety guidelines in the Student Risk Management Handbook and follow all outlined policies and procedures.

[Student Risk Management Handbook](#)

In general, students should adhere to the following guidelines:

*Emergency Evacuation Instructions:*

If it becomes necessary to evacuate the building due to a power failure, threat of fire, smoke, or other dangerous situations, do the following:

- Refer to the evacuation map(s) located in each lab and classroom in building 3 and the Tower.
- Move carefully and calmly to the nearest exit and evacuate to the designated meeting area.
- Alert others and take them with you.
- Do not attempt to re-enter the building until told to do so.
- 

*What to Do In The Event of a Fire*

- Pull the nearest fire alarm.
- Call or alert the front desk and give the receptionist the exact location of the fire. She will call 911.
- Inform others in the immediate area.

**IF IT'S SAFE TO DO SO**, attempt to put the fire out using the nearest fire extinguisher. There are generally three types of extinguishers:

- Type A is used for ordinary combustibles such as paper, wood, and fabric.
- Type B is used for flammable liquids such as gasoline or alcohol.
- Type C is used for all electrical fires.

**RMU fire extinguishers may be used on all fires** and are placed in wall-mounted metal boxes with glass doors located in hallways, usually close to exits and near fire alarm stations. To use an extinguisher, hold it upright and

- P - Pull the pin
- A - Aim the nozzle at the base of the fire
- S - Squeeze the trigger
- S - Sweep from side to side at the base of the fire

**CAUTION:**

- Fight only small fires and those with limited smoke and fumes.
- Make sure you have access to a safe and quick exit.
- If you have the slightest doubt about whether or not you should fight the fire, DON'T! Close the door to contain the fire and leave immediately. If you cannot leave, line the cracks around the door with wet towels and wait for the Fire Department.
- In Building 3, alarms are located near the breezeways, elevator, and the reception area. There are four (4) fire alarms on the first floor and two (2) on the second floor.
- In Building 3, there are four (4) fire extinguishers on the first floor and five (5) on the second floor.

*What to do in the event of lab equipment failure or malfunction.*

RMU expends every effort to make sure that all laboratory and classroom equipment is safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. However, if any equipment malfunction is experienced:

- Unplug or turn off the equipment immediately.
- Place a temporary "Out of Order" sign on the equipment so that others do not attempt to use it prior to you notifying the school personnel.

- Inform your lab instructor or Program Director as soon as possible.

*What to do in the event of a liquid spill*

- Alert others in the immediate area.
- Inform your instructor.
- Don appropriate protection e.g., gloves, mask, and eyewear.
- Place appropriate absorbing material over the spill and allow it to absorb.
- Place saturated material in a plastic bag and place the bag in the proper waste receptacle.
- Clean the area with the appropriate cleaning agent and wipe dry.
- Properly dispose of cleaning materials and gloves in the waste receptacle.

*What to do in the event of a medical emergency*

- Call for help, alert the instructor, and have someone call 911
- If you are trained, follow basic First Aid procedures:
  - Is the person breathing? If not, tilt the head, clear the airway and breathe for them.
  - Is the heart beating? If not, begin CPR. Use the AED if appropriate.
  - Elevate the legs and support the neck, keep them warm.
  - Reassure them while you wait for medical help.

*What to do if you are injured*

- Immediately inform your instructor
- Follow the instructor's directions to receive care and to fill out an Incident Report, available at the front desk.
- The nearest emergency medical facility is:
  - *Utah Valley Regional  
Medical Center  
1034 North 500 West  
801-357-7850*

*(The Emergency Entrance is on the east side of the hospital)*

- In Building 3 a first aid kit and an AED is located in the break room on the 2nd floor, and another is available at the front desk. There are additional first aid kits in room/lab 236 and 239.
- If you are injured but choose not to seek professional care, you must sign the **Waiver of Medical Care Form** (Appendix K).

*General Suggestions for Preventing Personal Injury*

Healthcare workers often suffer from musculoskeletal complaints because of the nature of our work. We spend a great deal of time leaning over and moving patients, using equipment, and completing paperwork.

- Learn and follow basic principles of good body mechanics. Use good posture while sitting in class, working in labs, and during activities of daily living. Always lift correctly.
- Take good care of yourself. Eat right, get enough sleep, and exercise regularly. Working in healthcare can be an athletic event.
- Handle all equipment, instruments, and substances with caution and respect.

- Think Safety and Act Safely!

#### *Infection Control Policies Equipment*

- All mat treatment tables and treatment surfaces will be cleaned using a bactericidal agent at least once a week.
- Other equipment (e.g., walkers, wheelchairs, toys, games) will be cleaned using a bactericidal agent as needed, but at least yearly.

#### *Linen*

- Linens and towels must be changed after each use, and all soiled linens must be promptly placed in the designated receptacle for laundering.

#### *Responsibilities*

- Hand washing is the single most effective means of controlling the spread of infection. Remember to wash your hands frequently, using proper hand-washing procedures.
- Any student with a known communicable infection will not be a patient in the whirlpool, will place all linen they come in contact with within the laundry basket, and will clean treatment surfaces.
- Use protective barriers (e.g., gloves, masks, eye/face protection, and lab coats) if there is any possibility of exposure to body fluids, chemicals, infection, or contaminated substances.
- The faculty member using a lab space will be responsible for assuring the infection control policies are enforced in their lab.

#### *Blood Borne Pathogen Program*

##### *Purpose:*

All MOT students will receive training in Universal Precautions/Blood Borne Pathogens. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices. This infection control plan complies with OSHA requirement, 29 CFR 1910.1030, Blood Borne Pathogens.

All MOT students receive training in Universal Precautions/Blood Borne Pathogens through an online course through [CITI Program](#).

##### *Procedures for Reporting and Record Keeping:*

Any reports required by OSHA occurring on University property will be maintained by the University. During all fieldwork experiences, all documentation should follow facility policy. All reports (training certificates, notice of HBV Vaccinations, and Exposure Reports) will be maintained by the program or the University.

- Hepatitis-B Virus (HBV) Vaccinations: HBV vaccination is mandatory for most clinical sites. Any exceptions must have a qualified, signed waiver.
- Post Exposure Treatment and Notification Procedures: Should an RMU employee or student become exposed to HIV/HAV/HBV, the individual will report the exposure to their supervisor or Program Director. Exposed individuals must follow the recommendations provided by a medical doctor or by the U.S. Public Health Service.

- During all phases of Post Exposure, the confidentiality of the affected individual and exposure source will be maintained on a "need to know basis". RMU will use the Blood-Borne Pathogens Exposure and Treatment form to document the exposure.

*General Procedures:*

RMU personnel and students must follow the following procedures when in laboratories:

- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for exposure to any health hazard.
- Food and drink must NOT be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious material is stored or in other areas of possible contamination.
- Gowns, aprons, or lab coats must be worn whenever there is a possibility that body fluids could splash on skin or clothing.
- Gloves must be made of appropriate disposable material, usually intact latex or vinyl. They must be used in the following circumstances:
  - When the individuals have cuts, abraded skin, chapped hands, dermatitis, or similar conditions.
  - When examining abraded or non-intact skin of a patient or student with active bleeding.
  - While handling blood or blood products or other body secretions during routine laboratory procedures.
- Faculty, staff, and students must wash their hands immediately, or as soon as possible, after removal of gloves or other personal protective equipment and after hand contact with blood or other potentially infectious materials.
- All personal protective equipment must be removed immediately upon leaving the laboratory area, and if this equipment is overtly contaminated, it must be placed in an appropriate area or container for storage, washing, decontamination, or disposal.
- Contaminated clothing must not be worn in clean areas or outside the building.
- All procedures involving blood or other potentially infectious agents must be performed in a manner that will minimize splashing, spraying, and aerosolization.
- Medical Wastes
  - Medical/infectious waste must be segregated from other waste at the point of origin.
  - Medical/infectious waste, except for sharps (i.e., razor blades, broken glass, needles, etc.) capable of puncturing or cutting, must be contained in double disposable red bags conspicuously labeled with the words "INFECTIOUS WASTE - BIOHAZARD."
  - Used needles or other sharps (razor blades, broken glass, scalpels, etc.) must not be sheared, bent, broken, recapped, or re-sheathed.
  - Infectious sharps must be contained for disposal in leak-proof, rigid puncture-resistant containers. The infectious waste contained as described above must be placed in reusable or disposable leak-proof containers that are conspicuously labeled with the words "INFECTIOUS WASTE – BIOHAZARD". Biological wastes that do not contain radioactive or hazardous substances may be disinfected by steam sterilization (autoclave) and then disposed of in the regular trash.
- Cuts

- If an individual sustains a needle stick, cut, or mucous membrane exposure to another person's body fluids, they must report the incident immediately to the Instructor or Program Director, who must in turn file an incident report with RMU.
- Blood Exposure
  - All students exposed to human blood and blood products must report to the Program Director for information.

### ***FAILURE TO COMPLY***

All of the above guidelines, policies and procedures, and expectations are designed to foster each student's sense of responsibility in preparation for employment as an entry-level occupational therapist. Failure to comply with these guidelines and policies and procedures or failure to meet these expectations may result in failure of the clinical course and subsequent dismissal from the Program.

### ***Library, Resource Center, and Bookstore***

The University provides students and faculty with access to the physical and electronic medical library collection of reference texts and journals. The Library and Resource Center is staffed by a medical librarian and library assistant, whom faculty and students may contact for research assistance. This facility is open during normal business hours and at the student's request.

The Resource Center contains many books and journals, as well as Internet, copying, and printing capabilities, and room for study and group meetings. The library staff may be reached at [library@rm.edu](mailto:library@rm.edu). Articles may be requested via [articlerequests@rm.edu](mailto:articlerequests@rm.edu). For more information regarding the learning resource center and related services, please refer to the University Handbook.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

### ***Notification of Rights under FERPA***

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or another appropriate official, written requests that identify the records(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want to be changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of

the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RMU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education 600 Independence Avenue,  
SW Washington, DC 20202-4605

## Health Insurance Portability and Accountability Act (HIPAA) and Related Policies

In the course of occupational therapy training, students will likely have access to confidential information related to other students, patients/clients, or others. Students receive training in protecting patient/client confidentiality and HIPAA guidelines. It is the *responsibility* of the student to maintain confidential information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information.
- Unauthorized use, copying, or reading of patient medical records.
- Unauthorized use, copying or reading of employee/hospital records.
- Taking patient records outside the clinical facility.
- Any tampering of client information.

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to *any* personal/confidential information to which the student may have access while participating in occupational therapy education.

The student is to use discretion when discussing patient/client information with other *appropriate* individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by

those not involved in the patient's care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

Additionally, some clinical facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow.

Violations of this policy may result in sanctions and may be grounds for dismissal from the program.

## Health Requirements (See also Fieldwork Handbook)

1. **Tuberculosis Screening:** Program requires health screening for Tuberculosis prior to matriculation. Testing must be completed within the 12 months prior to matriculation and must be repeated if travel to a high burden country occurs between initial TB testing and matriculation. Acceptable testing methods include two-step tuberculin skin testing (TST) or TB blood testing (QuantiFERON®-TB Gold Plus or T-Spot testing). TB testing is required even in individuals with a history of Bacille Calmette-Guérin (BCG) vaccination (blood test recommended). If TB testing is positive, evaluation (and treatment if indicated) must be completed in accordance with CDC guidelines. Following initial TB screening prior to matriculation, annual one-step tuberculin skin testing for purified protein derivative or TB blood testing is required thereafter.
2. **Vaccination Requirements:** Admitted students of the MOT program will receive vaccination forms regarding required vaccinations. Not all vaccinations or proof of immunity are required at the beginning of the program, but many are. The University allows vaccination exemptions and more information about the University's position on vaccination can be found at <https://rm.edu/vaccination-statement/>.
3. The MOT program requires the following vaccinations and testing (these are subject to change depending on public health concerns and fieldwork site requirements):
  - a. **Hepatitis B:** Must provide quantitative hepatitis B surface antibody (HBsAB) test results to validate immune status or proof of non-converter status following administration of two separate series. (*Please Note:* Nonconverters should contact the program for additional details)
  - b. **Tetanus/Diphtheria/Pertussis:** Record of having received 1 dose Tdap.
  - c. **2 MMR (Measles, Mumps, Rubella):** (only 1, if born before 1957) see [CDC scheduling guidelines](#).
  - d. Tuberculosis: skin test or negative chest radiographs (current for each year)
  - e. **Varicella:** Records of titer validating current immunity and/or 2-dose vaccine series being administered according to [CDC scheduling guidelines](#). (*Please Note:* a history of previous infection is not sufficient evidence of immunity)
  - f. Current Year **Influenza** Shot
  - g. **COVID-19** prior to matriculation. (*Please Note:* [Click here for the CDC's definition of "fully vaccinated."](#))

4. Immunization Requirement Exception Process Appeals for exceptions to immunization requirements must be submitted prior to admissions, for incoming students, or as early as possible when the situation arises for currently enrolled students.
  - a. Students must submit an [appeal request through RMU's Registrars Office](#).
  - b. The appeal request will include the following required information:
    - i. Why the student is, or will be, unable to meet the immunization requirements;
    - ii. How the student plans to complete the MOT program, including the required 5 fieldwork experiences and the doctoral capstone experience, without the program's required immunizations.
  - c. Once the appeal is received by the Registrar's Office, the appeal will follow the "General Appeal Process" as outlined above.

## Etiquette For Requesting Letters of Recommendation and Personal References from Faculty Members

Professors take the writing of recommendation letters very seriously, and they expect students to do the same. Recommendations and references reflect not just the quality of the student but also the integrity of the professor and, ultimately, the MOT program. Professors are obligated to be objective and specific about a student's fitness for a given position; if employers learn to distrust the praise from our faculty members, it puts the reputation of the entire program in jeopardy. And that damages the prospects of all MOT students seeking positions after graduation or applying for scholarships.

1. Choose a faculty member who knows you well, preferably in a variety of contexts. Employers read hundreds of reference letters, most of which are filled with generic praise. Specific reference letters are more likely to get noticed and appreciated. The more a professor knows about you, the more specific the letter will be.
2. Get permission from the faculty member before giving out contact information. It is not part of faculty members' responsibilities to provide references for students, and they are under no obligation to do so. Never assume that someone will be willing to do this for you, even if that person has done so in the past. A variety of issues may cause a faculty member to decline to provide a reference, such as:
  - a. Not having the time (which can consist of an hour or more) given other workload demands to do a good job.
  - b. Not knowing the student well enough to make a strong recommendation.
  - c. Not feeling positively enough about the student to be able to make a strong recommendation.
  - d. Feeling that a conflict of interest exists because of a relationship with the student or with the employer that might give the appearance of bias.
  - e. Other reasons, both personal and professional.
3. Make a written request via letter or e-mail message, and wait for a positive response before giving out contact information. Be sure to let the faculty member know the company and specific position you are applying to and what will be required (e.g. writing a letter, filling out an on-line survey, completing and mailing a form, etc.) as well as the required timeline for completion so that he or she can make an informed decision regarding the request.

4. Give the faculty member specific permission to discuss your academic record and grades if you wish for that to be included. FERPA prevents the disclosure of this information without student authorization, so be clear that you are authorizing the faculty member to do that. Just asking him or her to be a reference is not specific enough.
5. Give the faculty member plenty of advance notice. Three or four weeks is not too much given faculty's busy schedules.
6. Don't harass the faculty member regarding whether or not the reference has been completed. You may ask that you be informed when it has been done, but trust in the professionalism of the faculty member to follow through.
7. Send a sincere thank-you to the faculty member after the reference has been made. It would be a nice gesture to mention the result of your application.

\*Etiquette Guidelines adapted from Seattle Pacific University's Recommendation Letter Etiquette

## Professional Probation in the MOT Program Policy

### Policy Overview

This policy outlines the procedures for placing students in the MOT program on professional probation for violations of the Rocky Mountain University of Health Professions (RMU) Code of Conduct and the American Occupational Therapy Association (AOTA) Code of Ethics. The policy specifies the range of consequences, from a verbal reprimand to the delay or cancellation of Level II Fieldwork Experience.

### Scope and Purpose

#### *Scope*

- This policy applies to all students enrolled in the MOT program at RMU.

#### *Purpose*

- To maintain high standards of professional behavior and ethical conduct.
- To provide a structured process for addressing violations of the RMU Code of Conduct and the AOTA Code of Ethics.
- To ensure fair and consistent consequences for such violations.

#### *Types of Violations*

- Academic dishonesty (e.g., cheating, plagiarism).
- Disrespectful or disruptive behavior.
- Non-compliance with university policies.
- Breaches of professional integrity.
- Inappropriate interactions with clients, peers, faculty, or staff.
- Failure to adhere to confidentiality standards.

#### *Consequences and Procedures*

- **Verbal Reprimand**

- **Description:** A formal discussion with the student regarding the violation and expectations for future behavior.
- **Procedure:**
  - The faculty member identifies the violation and discusses it with the student.
  - A written summary of the verbal reprimand is documented and placed in the student's file.

### **Written Warning**

- **Description:** A formal written notice detailing the violation, required corrective actions, and potential consequences for future violations.
- **Procedure:**
  - The faculty member completes a written warning form.
  - The student and faculty member sign the form, and it is placed in the student's file.
  - A copy of the form is provided to the student.

### **Professional Probation**

- **Description:** A period during which the student's behavior and performance are closely monitored. Specific conditions and requirements must be met.
- **Procedure:**
  - The faculty member recommends professional probation to the program director.
  - The program director reviews the recommendation and meets with the student.
  - A probation plan is developed, outlining the terms and duration of the probation.
  - The student signs the probation plan, acknowledging the conditions.
  - The plan is placed in the student's file, and regular progress reviews are conducted.

### **Delay or Cancellation of Level II Fieldwork Experience**

- **Description:** Postponement or termination of the student's participation in Level II Fieldwork Experience due to serious or repeated violations.
- **Procedure:**
  - The faculty member submits a detailed report of the violations to the program director.
  - The program director convenes a review committee to evaluate the case.
  - The student is notified of the review and is given an opportunity to provide a written response.
  - The review committee makes a recommendation to the program director.
  - The program director makes the final decision and informs the student in writing.
  - If a delay or cancellation is decided, the student receives guidance on steps required for re-engagement in the program.

### **Appeals Process: Right to Appeal**

- Students have the right to appeal decisions related to professional probation, delay, or cancellation of fieldwork experiences.

### **Appeals Procedure**

- The MOT program administration, faculty, and students will adhere to the university's policy and procedure related to the grade appeals process. Refer the current university handbook <https://rm.edu/registrar/catalogs-handbooks/>

## **Confidentiality and Record Keeping**

### *Confidentiality*

- All proceedings related to professional probation are confidential.
- Information is shared only with individuals directly involved in the process.

### *Record Keeping*

- Documentation of all violations, consequences, and appeals are maintained in the student's academic file.
- Records are retained in accordance with university policies and applicable laws.

### *Review and Updates*

## **Policy Review**

- This policy will be reviewed annually and updated as necessary to reflect changes in university policies or professional standards.

# Policy and Procedure: Supervision, Use, and Cleaning of 3D Printers in the Technology Lab Policy

## **Policy Overview**

This policy outlines the procedures for the supervision, use, and cleaning of 3D printers in the Technology Lab of the Department of Occupational Therapy. The aim is to ensure safety, proper maintenance, and optimal usage of the equipment as a part of the teaching components in the occupational therapy (OT) programs' curricula.

## **Supervision**

### *Faculty Supervision*

- OT Faculty members must supervise all 3D printing activities.
- A designated faculty member will be responsible for overseeing the use of the 3D printers and ensuring compliance with this policy.

### *Student Access*

- Students are permitted to use the 3D printers during scheduled lab hours and must always be supervised by an OT faculty member.
- Unsupervised access is strictly prohibited.

### *Training Requirements*

- All students and faculty must complete a mandatory training session on the use and maintenance of the 3D printers before they are authorized to operate the equipment.
- Training will cover safety protocols, basic operation, troubleshooting, and cleaning procedures.

## **Use of 3D Printers**

### *Approved Materials*

- Only manufacturer-approved materials may be used in the 3D printers.
- A list of approved materials will be provided during the training session and will be posted in the Technology Lab.

### *Operation Protocol*

- Users must follow the standard operating procedures (SOP) for 3D printing, which will be available next to each printer.
- All print jobs must be monitored continuously. Leaving a 3D printer unattended while it is in operation is not allowed.

### *Reporting Issues*

- Any issues or malfunctions with the 3D printers must be reported immediately to the faculty supervisor.
- Users should not attempt to repair the 3D printers themselves unless specifically trained and authorized to do so.

## **Cleaning and Maintenance**

### *Cleaning*

- After each use, users must clean the 3D printer and surrounding area.
- Remove any filament residues, clean the print bed, and ensure that the extruder is free from obstructions.

### *Regular Maintenance*

- Faculty supervisors will conduct a thorough weekly maintenance check of all 3D printers.
- This includes inspecting the extruder, checking for firmware updates, and ensuring all mechanical parts are functioning correctly.

### *Deep Cleaning Schedule*

- A deep cleaning of the 3D printers will be scheduled at the end of each semester.
- This involves disassembling key components for a more detailed cleaning and inspection.

### *Waste Disposal*

- All waste material, including used filaments and failed prints, must be disposed of in the designated recycling bins.
- Users are responsible for ensuring that waste is sorted correctly according to the lab's recycling guidelines.

## **Compliance and Enforcement**

### *Compliance Monitoring*

- Compliance with this policy will be monitored by the faculty supervisors.
- Regular audits will be conducted to ensure adherence to safety and maintenance protocols.

### *Consequences for Non-Compliance*

- Failure to comply with this policy may result in restricted access to the 3D printers.
- Repeated violations may lead to disciplinary action as per the program's regulations.

### *Policy Review and Updates*

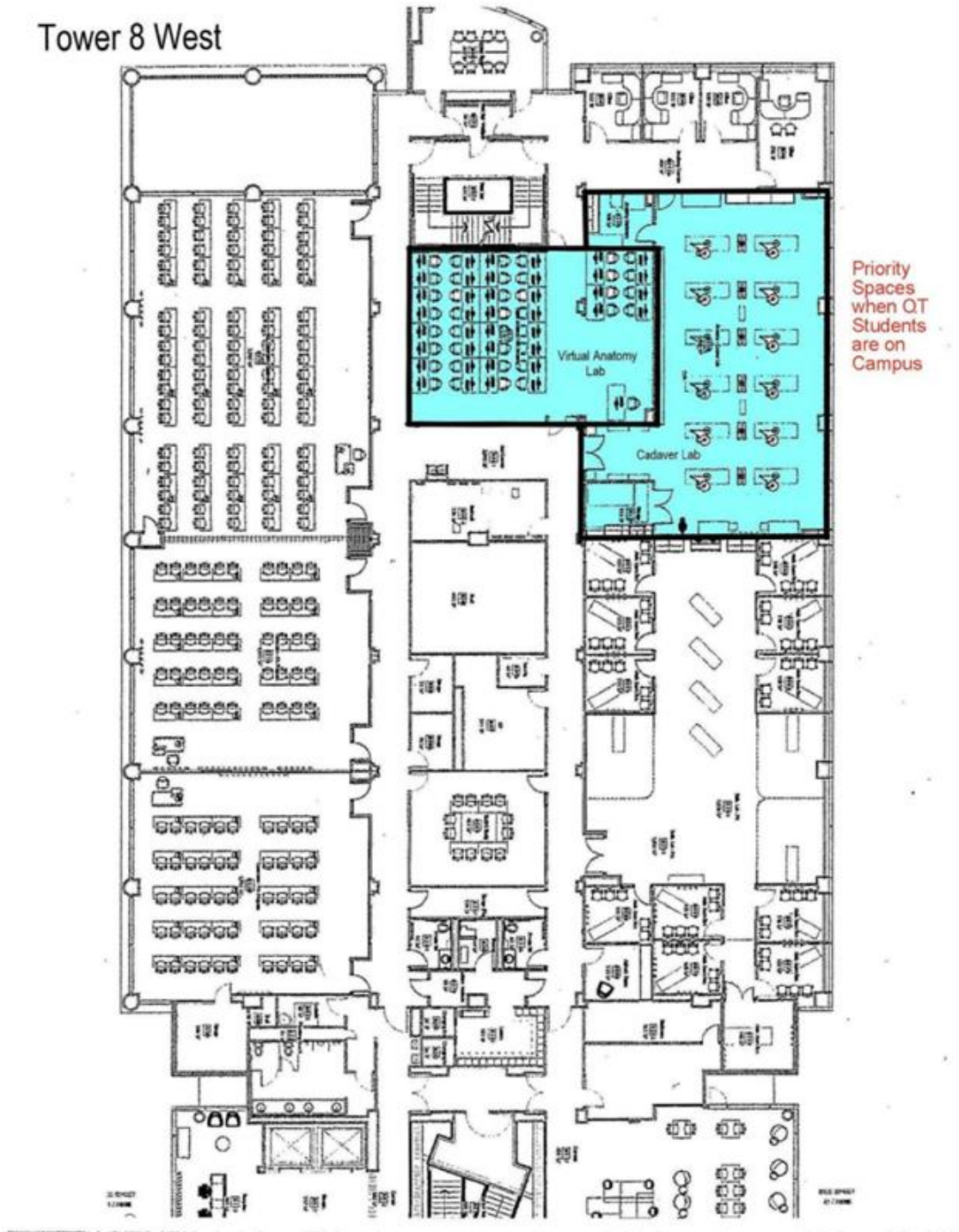
- This policy will be reviewed annually and updated as necessary to reflect technological advancements and changes in safety standards.
- Feedback from students and faculty will be considered during the review process.

# Section VIII: Campus OTD/MOT Program Floor Plans

Tower

OTD/MOT Virtual Anatomy Lab and Cadaver Lab 8<sup>th</sup> Floor West

Tower 8 West



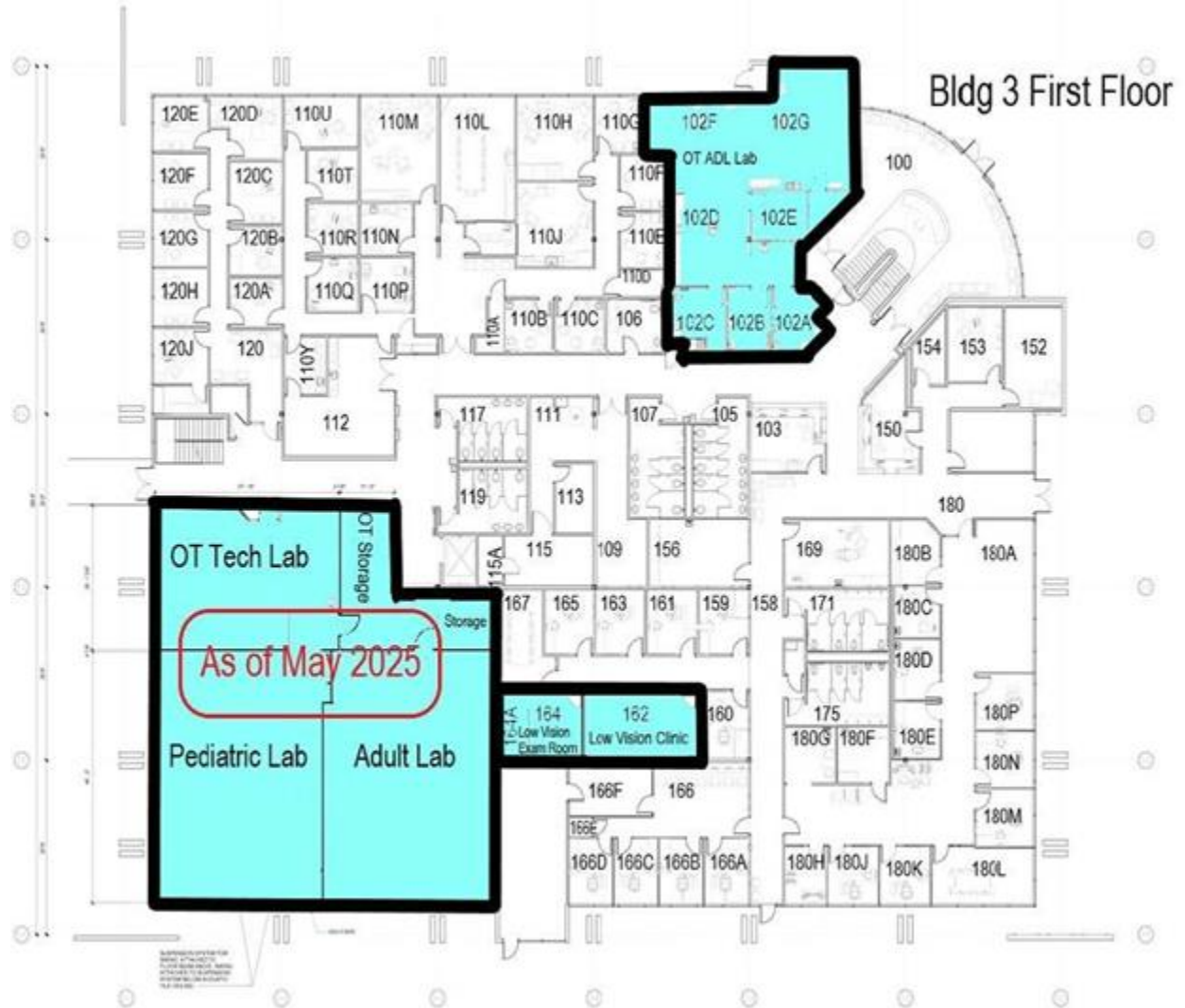
**Building 3**

**1st Floor**

Occupational and Physical Therapy Clinic and Occupational Therapy Functional Lab

Occupational Therapy/Optometry Low Vision Suite

Occupational Therapy Tech Lab, Pediatric Lab, and Adult Lab rooms



*Building 3*

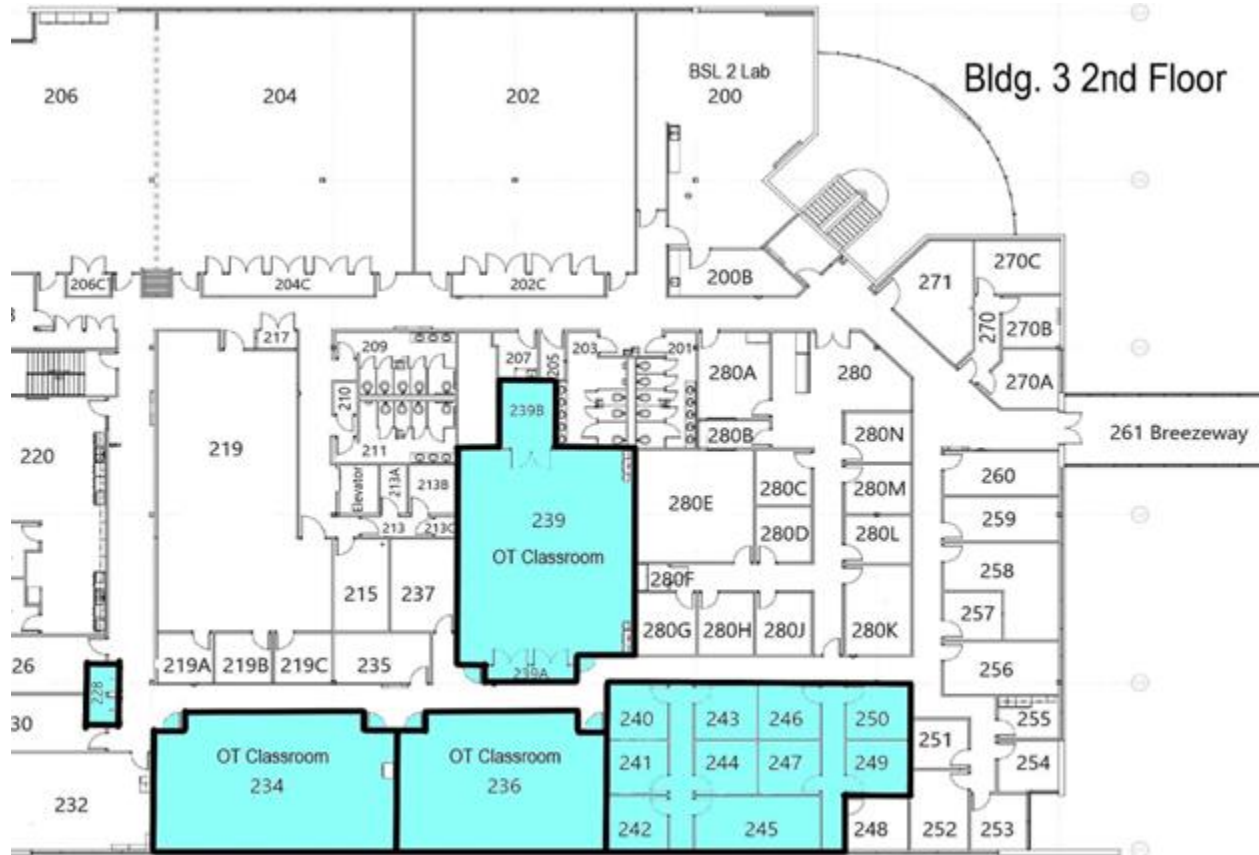
*2nd Floor*

Occupational Therapy Lecture Space (236)

Neurological Occupational Performance Lecture/Lab Space (239)

Pediatric Occupational Performance Lecture/Lab Space (234)

MOT/OTD Faculty and Staff Offices (240-247, 249-250)



# Section IX: University Resources (Hyperlinks)

[Current RMU Handbook](#)

[Student Risk Management Handbook](#)

[Student Forms and Information](#)

[Tuition and Other Student Fees](#)

- [Pay Tuition and Other Fees](#)

## Section X: References

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# Section XI: Appendices

Appendix A  
Student Disclosure Form



**Rocky Mountain  
University  
of Health Professions**

### **MOT Program Student Disclosure Form**

The purpose of the form is to review certain facts described during the admissions process to prevent any misunderstanding by our students. Please read the following information regarding your education process and sign your initials at the end of each paragraph to indicate your understanding of an agreement to each item. When you have finished reading the entire form, please sign your name in the space provided at the bottom.

**HOUSING AND JOBS WHILE ATTENDING RMUoHP:** Although employment from local businesses and housing in the immediate area of the University may be available, the University has not guaranteed me employment or housing. Because of the demands of full-time professional education in general, and the MOT program specifically, it is recommended that students do not plan to work full-time during the didactic portion of the program, and not at all during fieldwork rotations.

**FINANCIAL ASSISTANCE:** As with any university, student loans and/or grants are made available depending upon the financial information provided by the applicant. The University has not guaranteed that I will receive a loan or a grant. If I receive a loan, I understand that I will be responsible for repaying the loan.

**HEALTH INSURANCE:** I understand that I must have health insurance while enrolled as a student in the MOT program and must provide proof of insurance. I understand that I am responsible for all associated costs. Failure to show proof of insurance may result in disciplinary action up to and including dismissal from the program.

**UNIVERSITY HANDBOOK:** In addition to MOT program Handbooks (Student/Program Handbook, & Fieldwork Handbook), I understand that the University Handbook has terms and conditions regarding my education. The University Handbook is available on the [www.rm.edu](http://www.rm.edu) website. I agree to read all handbooks and agree to abide by the contents.

**OCCUPATIONAL THERAPY CODE OF ETHICS:** I agree to read and agree to uphold the core values and principles in the [AOTA Occupational Therapy Code of Ethics](#).

**ATTENDANCE:** The University requires daily attendance (virtual during synchronous classroom and laboratory activities and face-to-face during intensive learning weeks) as an important part of your training program.

- I am aware that I am required to attend all virtual, live synchronous lectures and laboratory sessions.

- I am aware that I am required to attend all face-to-face, live synchronous lectures and laboratory sessions during each intensive learning week, which occurs:
  - Semester 1 - Week 4
  - Semester 2 - Week 4
  - Semester 3 - Week 13
  - Monday-Friday
  
- I am aware that I am responsible for covering the costs of travel, lodging, local transportation, and other incidentals as a part of *each* intensive learning week.

Students failing to maintain satisfactory attendance requirements for their courses are subject to administrative actions, which may include probation, suspension from school, or denial of graduation. The attendance policy is contained in the [University Handbook](#).

**CRIMINAL BACKGROUND CHECK AND DRUG TESTING:** I am aware that I will be required to undergo a criminal background check and possibly drug screening prior to being allowed to participate in fieldwork rotations. I understand that a record of criminal behavior may preclude me from being able to participate in clinical education at most if not all facilities and may prevent me from being employed. I understand that should I be prohibited from attending a fieldwork rotation at a clinical facility due to findings on my drug screening or criminal background check, I may be dismissed from the Program.

**FIELDWORK EDUCATION REQUIREMENTS:** Fieldwork rotations (4) are an integral part of the MOT curriculum and may require that a student temporarily relocate. *I understand that I may have to leave my local area, or State, for fieldwork rotations.* I am aware that I am responsible for the cost of the travel and other related expenses.

Students will be required to meet all requirements outlined in the Fieldwork Education Handbook on “Immunizations, Certifications, and Related Requirements” by the required deadlines. Failure to comply with these requirements can lead to dismissal from the program.

**COMPUTER REQUIREMENTS:** All students will be expected to have reliable laptop computers with hardware and current software and reliable high-speed internet that meet the University Technology requirements noted in the [University Handbook](#) and available on the [Website](#).

**EMPLOYMENT:** Enrollment in and successful completion of the MOT program does not guarantee that a student will pass the national licensure exam, nor does the school guarantee that a student will get a job or obtain employment.

**CORE PERFORMANCE STANDARDS:** Core Performance Standards are divided into two parts; Technical Standards and Professional Behaviors. As part of the application process applicants will be required to review the Technical Standards required for the MOT program and self-report if any questions exist regarding their ability to meet these standards. Students will be introduced to the Professional Behaviors in their first semester. The Core Performance Standards are available for review in Section V of the Student Handbook.

The MOT program at RMUoHP has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org).

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

*By signing my name in the space provided below, I verify that I have read, fully understand, and agree, and will comply with the statements contained in this disclosure form.*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix B

## Course Descriptions

## Course Descriptions

### Didactic Courses

**MOT 601: Fundamentals of Occupational Therapy (2 credits; Online)**

The student will learn and integrate the foundational aspects of the profession of occupational therapy that guide the scope of practice, assessment and intervention, regulation, and reimbursement. Further, students will appreciate the guiding documents for occupational therapy practice in the United States. Prerequisites: NA

**MOT 602: Clinical Anatomy for OT w/Lab (2 credits; Hybrid)**

The study of human anatomical structures related to goal-directed movement supports active engagement in meaningful occupations. A regional approach to the study of structures is aided by specimens, models, and multimedia. Prerequisites: NA

**MOT 603: Clinical Neuroscience in OT w/Lab (2 credits; Online)**

This course is an introduction to Neuroscience and designed to develop the learners understanding the relationship between neuronal structure and function. The course presents information relevant to an understanding of the fundamental concepts in clinical and basic neuroscience. This course will provide you with the foundation for further study of the basic function of the nervous system and a background for practical study in the interpretation of signs, symptoms, and presentation of neurological disorders. Prerequisites: NA

**MOT 605: Human Movement & Performance w/Lab (2 credits; Hybrid)**

This course involves the analysis of normal and pathological movement of the human body. Concepts related to normal and abnormal biomechanics, kinesiology, osteokinematics and basic arthrokinematics are applied to joints of the body as well as deformable tissues. Concepts of movement are applied to functional movement and tasks that support engagement in meaningful occupations. This course includes interactive simulations with functional anatomy courseware, video observation and interaction with lab assignments to demonstrate psychomotor skills in functional assessment. Course also includes an on- campus component where students will participate in functional assessments including manual muscle testing, range of motion testing, postural analysis, functional range of motion screening and interpretation of evaluation results. Prerequisites: NA

**MOT 606: Occupations Across the Lifespan (2 credits; Online)**

Students examine occupational performance across the lifespan and how numerous variables affect occupational performance including temporal, environmental, and social/cultural factors. Students explore the role occupation plays in survival, health, and well-being. Students are also introduced to various frames of reference and occupational therapy theories to help organize, assess, and interpret occupational performance for individuals and populations. Finally, students learn to analyze occupational performance through a systemized approach to activity analysis. Prerequisites: NA

**MOT 608: Essentials of Practice Management & Administration (2 credits; Online)**

This course will allow the student to explore the foundations associated with designing, promoting, and leading a healthcare organization. The course will offer instruction regarding the following principles: financial planning; budgeting, marketing/branding; strategic planning, space designing, and core principles associated with developing and or leading a healthcare organization. The student will utilize current best evidence and clinical practice guidelines in establishing business planning principles for owning or operating a healthcare organization. Students will engage in critical reasoning within forum discussions and through the development of an executive business summary. Prerequisites: NA

**MOT 610: Culture & Occupation (2 credits; Online)**

This course will provide students with an in-depth exploration of the intricate relationship between culture and occupation. Occupations are life-sustaining, purposeful, and meaningful. Students will critically examine how cultural values, beliefs, customs, and practices influence occupational engagement, participation, and identity across the lifespan of diverse populations. The course will focus on cultural humility, emphasizing the application of cultural sensitivity and responsiveness to clinical practice, communication skills, advocacy, and research within occupational therapy. Prerequisites: N/A

**MOT 613: Pediatric Clinical & Developmental Conditions in OT (1 credit; Online)**

This course provides students with foundational knowledge on clinical conditions causing childhood and adolescent impairments and disabilities (physical, neurological, and psychosocial). Typical occupational performance problems addressed by occupational therapists will be investigated. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations. Prerequisites: NA

**MOT 616: Advocacy in OT; Policy, Legal, & Ethical Contexts (2 credits; Online)**

This course raises awareness of important policy, legal and ethical issues affecting the domain and process of occupational therapy. The course examines evidence supporting ways to advocate for others as leaders in healthcare and to self-advocate to function within an ethical decision-making framework. Emphasis is placed upon a) gaining awareness of efforts to empower clients [i.e., person, population or organization] to seek and obtain resources to fully participate in occupations, b) exploring methods to influence policy change and c) examining strategies to identify, manage and reduce risk of legal and professional ethical problems. Prerequisites: MOT 601, 610

**MOT 617: Pediatric Evaluation & Intervention w/Lab (3 credits; Hybrid)**

This course explores evaluation of occupational performance, performance components, and occupational environments among adults. Typical occupational performance problems evaluated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, and the interpretation of such will be addressed. This course explores aspects of typical and atypical development across childhood and adolescence, focusing on occupational performance, performance skills, and occupational environments rehabilitation or habitation among children and youth. The primary focus is on occupation- based program/intervention planning. Students will utilize evidence-based decision-making and clinical

reasoning necessary to practice with these special populations will also be an emphasis during this course. Prerequisites: MOT 606, MOT 613

**MOT 618: Adult Physical & Neurological Clinical Conditions in OT (1 credits; Online)**

This course will provide students with an understanding of major neurological/physical diseases, injuries, and disorders that may impact adult occupational performance. The course will review diagnostic and general intervention features from the lens of a medical model, a holistic perspective, and the social determinants of health. Prerequisites: NA

**MOT 620: Scholarly Inquiry I (3 credits; Online)**

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. This course reviews PubMed, Index Medicus, other search methodologies, the American Psychological Association editorial format, the composition of a scientific/professional manuscript, and the style of Scientific/professional writing, its construction, and formats. This course also introduces the student to qualitative research methods and their applications to problems and phenomena in healthcare. Emphasis is placed on scholarly writing, the appropriate use and differences of qualitative methods, their philosophical underpinnings, and their application to clinical issues.

Prerequisites: NA

**MOT 621: Scholarly Inquiry II (3 credits; Online)**

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies in terms of problem statements, question formulation, methodological features, and significance of findings for application in practice. The course will prepare students to judge evidence based on: 1) reliability and validity of diagnostic tests, standardized assessments and outcome measures 2) effectiveness of clinical interventions for a client; population or organization; 3) natural history of health-related conditions; and 4) risk of harm from select preventative and therapeutic interventions. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research question and study design to facilitate understanding of how evidence informs practice. Prerequisites: NA

**MOT 623: Adult Psychosocial Clinical Conditions in OT (1 credits; Online)**

This course will provide students with the foundational knowledge of the psychological, behavioral, and neurocognitive conditions commonly addressed by occupational therapy in traditional settings (community, inpatient, outpatient, and non-traditional settings. Prerequisites: NA

**MOT 625: Adult Physical & Neurological Evaluation w/Lab (3 credits; Hybrid)**

This course explores evaluation of occupational performance, performance components, and occupational environments, and occupational analysis among adults in relation to physical and neurological function. Typical occupational performance problems evaluated and analyzed by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, and the interpretation of such will be addressed. This course explores aspects of typical and atypical physical and neurological performance in adulthood, focusing on

occupational performance, performance skills, and occupational environments rehabilitation among adults. The primary focus is on evaluation and assessment/analysis. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations. Prerequisites: MOT 618

**MOT 626: Adult Psychosocial Evaluation & Intervention w/Lab (2 credits; Hybrid)**

This course explores evaluation of occupational performance, performance components, and occupational environments, occupational analysis and intervention among adults in relation to psychological, behavioral and/or neurocognitive function. Typical occupational performance problems evaluated and treated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, and the interpretation of such will be addressed. Individual and group Interventions for psychosocial, behavioral, and neurocognitive conditions will be explored. Intervention strategies targeting primary, secondary, and tertiary prevention will be explored and critically analyzed. This course explores aspects of typical and atypical mental health and functional cognition, focusing on occupational performance, performance skills, and occupational environments rehabilitation among adults. The primary focus is on evaluation and assessment/analysis but will also focus on individual and group occupation-based program/intervention planning. Students will review and integrate current best evidence related to interventions supporting participation and performance in meaningful occupations. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations. Prerequisites: MOT 623

**MOT 627: Adult Physical & Neurological Interventions (2 credits; Online)**

The course will focus primarily on the application of occupation-based interventions in psychosocial settings. Occupational therapy theories and frames of reference are used to identify and prevent/reduce occupational performance problems related to physical and neurological dysfunction. Intervention strategies targeting primary, secondary, and tertiary prevention will be explored and critically analyzed. Common settings where occupational therapists address conditions and/or impairments will be explored. The study of theory and frames of reference related to occupation-based interventions for adult persons with physical and neurological disorders or injury will be explored and applied. Students will review and integrate current best evidence related to interventions supporting participation and performance in meaningful occupations. Prerequisites: MOT 618

**MOT 630: Health & Wellness in OT Practice (2 credits; Online)**

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of public and community-based practice through occupation. The course exposes students to research associated with emerging roles for occupational therapists in health promotion, prevention and primary healthcare. Students are challenged to conceptualize how occupational therapy can meet growing societal needs in the context of population health issues and initiatives, an occupational justice framework, and models of behavior change. Prerequisites: MOT 617, MOT 623, MOT 626

**MOT 631: Program Development for Community Health (2 credits; Online)**

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of program development and evaluation. The course will provide an opportunity for the learner to design and develop occupation-based programs for groups, and populations related to primary health care, health promotion or community-based programs. Mechanisms of program development such as a feasibility study, proposal preparation, grant writing, and business planning will be reviewed along with topics associated with reimbursement, basic survey design, and program evaluation. Students will choose a program approach, and a target population will be investigated. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations will also be a focus during this course. Prerequisites: MOT 617, MOT 626, MOT 627

**MOT 635: Assistive Technology & Environmental Design (3 credits; Hybrid)**

This course exposes students to the provision of assistive technology for clients throughout the lifespan to help enhance their participation and performance in meaningful occupations and enhance their quality of life. Students will be exposed to specific models and frames of reference, assessment tools and assistive technology (communication aids, environmental controls, low vision, community mobility, computers and software, and technology for care), and strategies to support the implementation and daily use of such adaptations. This course includes an on-campus component where students will participate in environmental assessment and design, equipment and technology adaptations for clients of all ages to address psychosocial, neurocognitive, physical and neurological needs. Prerequisites: MOT 613, MOT 617, MOT 618, MOT 623, MOT 626, MOT 627

**MOT 641: Geriatric Clinical Conditions in OT (1 credits; Online)**

This course explores the commonly seen conditions (physical, neurological, and psychological conditions experienced by geriatric individuals, groups and populations in the United States. The course will review diagnostic and intervention features from the lens of a medical model, holistic perspective, and the social determinants of health. Prerequisites: NA

**MOT 643: Geriatric Evaluation & Intervention w/Lab (3 credits; Hybrid)**

This course explores evaluation of occupational performance, performance components, and occupational environments among geriatric populations. The content will be learned through a problem-based learning approach, instructor and student-lead seminar, structured observation, group discussion, case studies, and student presentations. Typical occupational performance problems evaluated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, will be addressed.

Prerequisites: NA

**MOT 650: Advanced Topics w/Lab (3 credits; Hybrid)**

The purpose of this course is for occupational therapy students to gain advanced knowledge and skill of assessment and interventions related to driving habilitation/rehabilitation, low vision among young adults, adults, and geriatrics, and other emerging practice areas. An additional focus will be placed on the collaboration of occupational therapy with interdisciplinary teams. This course includes an on-campus component where students will participate in activity

analysis, intervention and evaluation with special populations with primary focus on advanced topics of low vision rehabilitation, driving rehabilitation and other emerging or specialty areas. Prerequisites: MOT 605, MOT 606, MOT 613, MOT 618, MOT 625

**MOT 670:A Research Practicum (1 credit; Online)**

Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. Graded Pass/Fail. Prerequisites: NA

**MOT 670B: Research Practicum (1 credit; Online)**

Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. Graded Pass/Fail. Prerequisites: NA

**MOT 670C: Research Practicum (1 credit; Online)**

Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. Graded Pass/Fail. Prerequisites: NA

Fieldwork Courses:

**MOT 619: Level I A: Fieldwork (1 credit; Clinical/Hybrid)**

The clinical education of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to, occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Prerequisites: MOT 623

**MOT 629: Level I B: Fieldwork(1 week or equivalent) (1 credit; Clinical/Hybrid)**

The clinical education of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Prerequisites: MOT 613

**MOT 651: Level II A: Fieldwork (12 weeks) (7 credits; Clinical)**

The MOT curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the student with a firm foundation in basic health sciences, occupational therapy theory and models, use of the Occupational Therapy Practice

Framework: Domain and Practice 4th Ed, screening/evaluation, occupational based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication, and professionalism. The fieldwork component is designed to integrate all of this didactic knowledge with hands-on, practical experience. Prerequisites: All MOT didactic courses, MOT 619, MOT 629

**MOT 652: Level II B: Fieldwork (12 weeks)**

**(7 credits; Clinical)**

The MOT curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the student with a firm foundation in basic health sciences, occupational therapy theory and models, use of the Occupational Therapy Practice Framework: Domain and Practice 4th Ed, screening/evaluation, occupational based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication, and professionalism. The fieldwork component is designed to integrate all of this didactic knowledge with hands-on, practical experience. Prerequisites: All MOT didactic courses, MOT 619, MOT 629

Appendix C  
**MOT Program Student Advising Forms**



**Rocky Mountain  
University  
of Health Professions**

**MOT Program  
Student Advising Form (1:1)**

Student Name

Date

Semester

Cohort

**Student General Questions and Concerns**

<b>Student Challenges with Limited Residency Model</b>	<b>Action Plan</b>
--	--------------------

<b>Student Perceptions of Professional Behaviors</b>	<b>Action Plan</b>
<b>Faculty Feedback of Professional Behaviors</b>	

**Academic Performance Tracking**

MOT Course - 1st Block	Grade Week 3	Grade Week 6	Notes

<b>MOT Course - 2nd Block</b>	<b>Grade Week 10</b>	<b>Grade Week 12</b>	<b>Notes</b>

<b>Student perceptions of academic performance for the current semester</b>	<b>Action Plan</b>
<b>Faculty feedback of academic performance for the current semester</b>	

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

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

**Meeting Transcript**



**Rocky Mountain  
University  
of Health Professions**

**MOT Program  
Student Advising Form (Group)**

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Student Names

---

Semester

Cohort

---

Date

**Faculty Topics**

1. Overview of the advising process
2. Expectations related to professionalism and tracking
3. Expectations related to academic performance and tracking
4. General strategies for success in the program
5. Student/campus resources
- 6.
- 7.
- 8.
- 9.

**Student General Questions and Concerns**

**Faculty Recommendations:**

**Student Strategies/Plan:**

---

Student Signature

Date

---

Student Signature

Date

---

Student Signature

Date

---

Student Signature Date

---

Student Signature Date

---

Student Signature Date

---

Advisor Signature Date

**Meeting Transcript Below**

Appendix D  
**RMU MOT Program Student Representatives  
Policy and Procedures**

## **RMUoHP MOT Program Student Representatives Policy and Procedures**

### **Student Representatives**

1. Two students from each MOT cohort are nominated by their peers and elected via each class in September of each academic year.
2. Representatives need to be currently enrolled in the MOT Program.
3. Representatives must be in good academic (3.0 GPA)/professional standing.
4. Representatives must familiarize themselves with the MOT Program, and Fieldwork handbooks.
5. Representatives must follow the policy and procedure related to student grievances as outlined in the MOT Program Student Handbook.
6. Representatives must uphold policies related to student conduct as it relates to the RMUoHP Policy on Student Code of Conduct and AOTA Code of Ethics (2020). In the event that student representatives are unable to behaviorally uphold these, a replacement will be elected.

### **Term of Service:**

1. Representatives typically serve for the duration of the program.

### **Student Representative Role:**

1. To facilitate communication of the MOT program students with the MOT program director and core faculty and vice versa.

### **Student Representative Tasks:**

1. Bring questions, concerns, and accolades as consensus from MOT students related to the program that are not addressed/answered via the RMUoHP's Student Code of Conduct, RMUoHP University Catalog, MOT program and Fieldwork handbooks.
2. Disseminate key announcements or issues from the MOT program faculty to their representative classes.
3. Review and comment on programmatic policies and procedures (presented to the representatives on a case by case basis).
4. Make reasonable recommendations regarding the enhancement of the MOT program given internal and external institutional barriers and enablers.

### **Schedule:**

Meetings of the student representatives will be conducted with the MOT program director three times per semester, typically prior to the MOT program Faculty Meeting.

# Appendix E

## OT Student Occupational Therapy Association Bylaws

## ROCKY MOUNTAIN UNIVERSITY OT STUDENT ASSOCIATION

**NAME** -The name of this organization is the RMU Occupational Therapy Student Association (OTSA).

**MISSION** –The OTSA at Rocky Mountain University of Health Professions is a professional student organization with a mission to educate and advocate for the profession of occupational therapy within the community, providing social and professional interactions among its members and stakeholders (students, faculty, and community occupational therapy professionals).

**PURPOSE** - OTSA serves its members by creating social, educational, professional, and community events where members can interact with other professionals to learn about current issues and events related to occupational therapy and through other state and national organizations (AOTA & UOTA). Additionally, OTSA facilitates opportunities to educate the campus and area community through occupational therapy-related service and events. OTSA offers leadership and professional development training by informing students of current events within the Occupational Therapy Professional organizations of AOTA, providing opportunities for practice of such training through OTSA activities, and encouraging OTSA members to effect positive change through entry-level participation in leadership and service in all varieties of campus, community, state, and national organizations.

### GOALS

1. To increase awareness of current issues and events that directly impact Occupational Therapy domain and practice.
2. To encourage and promote unity and collaboration among the OTSA membership and local, state, and national Occupational Therapy professionals.
3. To educate future occupational therapy students, the campus, and the community about occupational therapy through meetings, service, and/or events.
4. Utilize or create opportunities for its members to advocate for the profession of occupational therapy.
5. Provide social and professional interactions for professional and leadership development (members, students, faculty, & community occupational therapy professionals).
6. Create opportunities to develop/maintain professional relationships with student stakeholders across the continuum of their professional development (prospective, pre-OT, OTD, pOTD, MOT & OT alumni).

### MEMBERSHIP

**Section I: Classes and Qualification of Members.** –The Association’s class of membership shall be composed of all current Rocky Mountain University of Health Professions (RMUoHP) students with an interest in the objectives and purpose of this Association.

Membership: Members those who are RMUoHP students currently enrolled in the OT programs have full membership rights, including voting privileges, the ability to hold an Executive Board position, and access to Association funding to attend professional conferences.

OTSA will not deny membership to any person on the basis of race, religion, sex, gender, sexual affection/orientation, disability, age, marital status, veteran status, ethnicity, national origin, color, language, or creed.

Rights and Privileges of members in good standing.

1. Only members who are currently enrolled in occupational therapy classes within the MOT program have the right to run for positions within the Association.
2. Only members who are currently enrolled in occupational therapy classes within the OT programs have the right to vote for candidates within the association.
3. All members have a right to participate in open discussions with the Association.
4. Each member shall be granted access to the current bylaws of the Association and will be responsible for acting in accordance with them concerning the Association.

*Membership Fees:* Membership fees, as applicable, are due before members have rights and privileges as members. Membership fees are due annually two weeks following the first meeting of the fall semester. Membership needs to be renewed on an annual basis during the first two weeks of September. The fee amount will be determined by the Executive Board with the consultation of the OTSA faculty advisor.

*Good standing in order to be a member:* the member must be currently enrolled in OT program courses, and pay the membership fee as applicable, maintain a 3.0 GPA, are in compliance with RMUoHP Student Code of Conduct, and agree to uphold the AOTA Code of Ethics (2020).

*Good standing in order to run for an elected position:* the member must be currently enrolled in OT program courses, and pay the membership fee as applicable, maintain a 3.0 GPA, are in compliance with RMUoHP Student Code of Conduct, and agree to uphold the AOTA Code of Ethics (2020), and evidence of participation of at least three association activities and/or a letter of recommendation from an OT faculty member.

*Disciplinary Action:* Any member who fails to remain in good standing shall be dropped from the Association and thus lose all rights and privileges of OTSA.

*Reinstatement:* Any former member that has been dropped from the Association can be reinstated if enrolled in OT program courses, and pay the membership fee as applicable, maintain a 3.0 GPA, are in compliance with RMUoHP Student Code of Conduct, and agree to uphold the AOTA Code of Ethics (2020),

## ASSOCIATION MEETINGS

### Meetings

1. Biannual meetings of the Association shall be held for the purpose of the conduction of elections for officers, appointment of special committees as deemed necessary, and to conduct any other Association business. The meetings will be held at the end of each semester.
2. An annual meeting will be held where the OTSA members will have the power to adopt and amend the Bylaws with a quorum present by a majority vote.

3. A 15-day notice will be given to all members prior to setting the date for the annual meeting. 4. A quorum majority vote shall consist of 2/3 of the membership, including at least (2) of the officers.

### **Meetings other than Biannual Meetings**

OTSA shall have at least three meetings per semester scheduled by the President in consensus with OTSA members, excluding affiliation fieldwork dates.

### **Special Meetings**

Special meetings may be called by the officers, provided that (2) days' notice is given to all members.

## **EXECUTIVE OFFICERS**

Section I: Positions - The outgoing Executive officers Board Members will announce positions to be elected at the spring and fall semesters meetings with input from the Association members. The Advisor may also be introduced at this time.

### **A. Qualifications**

1. Students who are MOTSA members must be in good standing to serve as Executive Board Members.
2. Students who are elected to an executive position have agreed to the roles and responsibilities of their stated position.
3. The offices and/or committee chairperson of Vice President, Secretary, Social Media/Publicity Chair, and AOTA Assembly of Student Delegates (ASD) Alternate will be students in the 1<sup>st</sup> year of the OT program.
4. The offices and/or committee chairperson of President, Treasurer, Fundraising Chair, Community Service and Events Chair, AOTA ASD Representative, and State Occupational Therapy Association Liaison will be 1st or 2nd year OT students.
5. The offices and/or committee chairperson of Social Activities Chair, Professional/Career Development Chair, Alumni Liaison, and State Occupational Therapy Association Liaison Alternate will be 1st or 2nd year OT students.

### **B. Terms of Vacancies**

1. Officers shall assume office at the close of the biannual meeting or the close of an election meeting.
2. The term of office shall be one year.
3. No officer shall serve more than two complete consecutive terms or semesters in the same office.
4. In the event that a position of the Executive Board becomes vacant, the Executive Board will decide by simple majority vote if the position shall be filled. Upon approval to refill vacant positions, the Executive Board will advertise the position to the Association with at least 14 days' notice of the date in which the election will be held. A vacancy shall be filled by a 2/3 vote of the membership.

C. Officer Responsibilities It is the duty of each officer to become familiar with the OTSA bylaws. It is the responsibility of each officer to fully understand their scope of duty and role within OTSA. It is the responsibility of the outgoing officer to orient the incoming officer of the requirements and logistics of the position as deemed sufficient by both parties.

#### D. Officer Descriptions

##### First-Year Officer Positions

Vice President: The Vice President (VP) shall assume the duties of the President at the request of the President or in the absence or incapacitation resignation of the President in the interim before an election is decided. The VP will have the option to choose if he/she would like to hold the office of VP or President.

Secretary: The secretary will coordinate the time and location of OTSA member and officer meetings. It will be his or her responsibility to distribute agendas including time and place to MOTSA members and faculty advisor at least 72 hours prior to meetings. At each meeting, the secretary will record meeting minutes, attendance and count and record any votes taken. The secretary will share meeting minutes with members following meetings. The secretary plays a significant role as the communication source between the Leadership Team and OTSA members. Training and mentorship may be available through program administration and staff.

Social Media/Publicity Chairperson: The social media/publicity chairperson will create, monitor, and run all social media accounts associated with OTSA. The social media accounts may include but are not limited to: Facebook, Twitter, Instagram, and LinkedIn. The social media chairperson will share information about events put on by OTOTSA as well as other important news within the OT profession using these platforms.

Assembly of Student Delegates Alternate Representative: The ASD Alternate Representative assists the ASD Representative with all major duties and will assume the responsibilities of the ASD Representative in the ASD Representative's absence. The ASD Alternate will represent the MOT program at the ASD Annual Meeting held the day before AOTA's Annual Conference & Expo, and present information from the meeting to OTSA members in the event that the ASD Representative is unable to.

##### First or Second-Year Officer Positions

President: The President shall be responsible for preparing agendas for all Association meetings. The President shall preside at all Association meetings and is responsible for the Association's annual report to the OTSA membership. The president may also appoint special committees as the need arises.

Treasurer: The treasurer shall maintain records of all finances (receipts, budget, etc.) of OTSA. The OTSA Executive Board and OTSA faculty advisors shall provide oversight of OTSA finances at OTSA Executive Board meetings. The treasurer shall provide ongoing accounting of finances to the OTSA membership.

Fundraising Chairperson: The Fundraising Chairperson shall organize and lead fundraising events previously agreed upon by the majority of members. The fundraising chairperson shall aid in communicating fundraising interests and goals with members. The fundraising chairperson will be in charge of the fundraising committee, if one is appointed.

Advocacy and Community Service Chairperson: This position advocates for OT by providing community service opportunities that are OT-related and readily available. The chairperson shall organize and lead OTSA activities that have previously been agreed upon by the majority of board members. The chairperson shall aid in communicating activities, interests and goals with members. The chairperson will be in charge of the events committee, if one is appointed.

Utah Occupational Therapy Association (UOTA) Student Representative (Program Appointed): The OT/UOTA program student representative will attend the UOTA annual conference and participate in the regular UOTA board meetings. The OT/UOTA representative will provide a report to the UOTA board regarding activities and updates to the MOT program (via OTSA advisor), stay current with UOTA affairs and communicate all pertinent information to MOTSA members. The OT/UOTA representative will ensure that the student representative and/or the alternate student representative attend UOTA's state and routine board meetings and advocates and encourage OTSA members to join and support UOTA activities and initiatives.

Assembly of Student Delegates (ASD) Representative (MOT Program Appointed): The ASD Representative will communicate the interests, questions, and concerns of MOTSA members to the ASD Steering Committee. The ASD Representative will encourage AOTA student membership, political awareness, student leadership, and professional development among MOTSA members through relaying resources, opportunities, and news from AOTA and the ASD Steering Committee. The ASD Representative will represent the MOT program at the ASD Annual Meeting held the day before AOTA's Annual Conference & Expo, and present information from the meeting to MOTSA members.

#### Additional Officer Positions

Professional/Career Development Chairperson: The Professional/Career Development Chairperson shall be responsible for 1-2 OTSA meeting activities per semester. The chairperson shall create activities, arrange for guest speakers, or teach/demonstrate various types of information, knowledge, and advancements regarding the Occupational Therapy career field that is not already fully taught within the OT program classes.

Alumni Liaison: The alumni liaison will routinely communicate with OT program alumni regarding key OTSA educational, leadership, advocacy, and fundraising events where alumni would/could have a strong interest and/or role.

Alternate OT/UOTA Student Representative: The Alternate OT/UOTA Student Representative assists the MOT/UOTA Student Representative with all major duties and

will assume the responsibilities of the OT/UOTA Student Representative in the OT/UOTA Student Representative's absence.

#### OT Program Faculty Positions:

**OTSA Faculty Advisor:** The OTSA Faculty Advisor must be a faculty member in the RMUoHP OT programs. The advisor shall serve as an ex officio member of the Executive Board and shall perform other such duties as the Association membership may determine. The advisor will be appointed on a volunteer basis based on their interest, capacity, and workload allocation as determined by the OT Program Directors. The OT Faculty Advisor will communicate all pertinent information from the OT faculty to OTSA Executive Board. The OT Faculty Advisor will provide consistent mentorship to the OTSA Executive Board and attend meetings as mutually agreed upon by the OTSA Executive Board and Advisor. The OT Faculty Advisor will supervise the MOTSA election procedures and serve as a mediator when issues arise among OTSA or the Executive Board. The OT Faculty Advisor will act in the best interests of OTSA. The OT program Faculty Position will determine money requests (equaling and surpassing) the amount of \$100 made by members and/or the membership.

**OT Faculty Alternate Advisor:** The OTSA Faculty Alternate Advisor must be a faculty member in the RMUoHP OT program. The Alternate Faculty Advisor will fulfill the roles and responsibilities of the Faculty Advisor as delegated and/or when the Faculty Advisor is unable to complete his/her responsibilities.

**Removal or replacement of officers.** All elected positions will operate on a three-strike basis – if a person elected to a position does not/cannot fulfill the position adequately to the expectation of the OTSA Executive Board and OTSA Faculty Advisor(s): 1. In the first circumstance of an elected individual not fulfilling the position responsibilities adequately, the Executive Board will meet with the elected individual and discuss the situation, providing encouragement and guidance for improvement, but also warning of two strikes of inadequate performance remaining before position removal. 2. In the second circumstance of an elected individual not fulfilling the position responsibilities adequately, the OTSA President Executive Board and OTSA Faculty Advisor will meet with the elected individual and discuss the situation and provide notice of one more opportunity before position removal, then meet with the OTSA Executive Board and discuss the situation. 3. On the third circumstance of a position's responsibilities not being adequately fulfilled, the OTSA Executive Board and OTSA Faculty Advisor(s) will meet with the elected individual and provide notice of removal from the elected position. The Executive Board will advertise an election for the vacant position(s) to Association membership. Membership will vote for executive officers.

#### **SPECIAL COMMITTEES**

**Special Committee Duties and Purpose:** 1. Special Committees will be responsible to OTSA and be held accountable by the governing OTSA bylaws. 2. In order to keep the OTSA members informed, Special Committees will be asked to make informal reports at monthly OTSA meetings. 3. Special Committees will be overseen by their respective chairpersons. Each committee will be headed by an OTSA Executive Board Member. 4. Any supplies or monies spent by the Special Committees must be approved by a simple majority of the members. 5.

OTSA will at no time be held responsible for money expenditure without the prior approval (simple majority) of the members or the approval (simple majority) of the Executive Board members.

#### FUNDING OF CONFERENCES

UOTA Conference Funding. Membership may propose that the Association provide funding to attend the UOTA conference. The Executive Board will decide by a simple majority vote to offer funding to assist member(s) in attending the UOTA Conference.

AOTA Conference Funding. The Executive Board may decide by a simple majority vote to reward members for joining AOTA by offering reimbursement scholarships in the amount of the AOTA Student Member Annual Membership fee. The number of awards and the process of how a member will receive an award will also be determined by a simple majority vote of the Executive Board. Funding for the AOTA National Conference will be decided up to three months prior to the AOTA National Conference. The Executive Board will decide by a simple majority vote the amount of money offered to members to support attendance to the AOTA National Conference. Ideas may be proposed by the Association members and the Executive Board about the number of awards and the process by which to award monies to member(s).

Decisions will be determined by a majority vote at a meeting of the Executive Board. The AOTA ASD Delegate will be given priority for funding as a representative of RMUoHPs OTSA. Funding stipulations will be determined by a simple majority vote by the Executive Board.

#### PRUDENT RESERVE

A reserve of \$500 will be maintained in the OTSA account only to be used with a 2/3 majority approval vote by the Association. Any use of the prudent reserve funds must also be approved by the OTSA faculty advisor.

#### AMENDMENTS

These Bylaws may be amended by a 2/3 vote of the membership at any meeting of the Association, provided that at least (15) days prior to that meeting a copy of the proposed amendments have been submitted to the Association members.

Appendix F  
**MOT Program Health Insurance Statement**



Rocky Mountain  
University  
of Health Professions

### MOT Program Health Insurance Statement

The practice of occupational therapy may have certain occupational risks. Students are required to carry their own health insurance and sign a waiver assuming all financial responsibility for any illness or medical bills that occurred while enrolled in RMU MOT program. RMU assumes no financial responsibility for an ill student, and all medical bills are the student's responsibility.

Please complete the following information:

- *I have read the health insurance statement above. I am presently insured.*
- I declare to the best of my knowledge that I do not have and/or have not been exposed to any *serious communicable diseases*.
- I understand that I assume all liability for any injury caused while performing laboratory or technical skills.
- I understand that the performance of these procedures is required in order to graduate from this program.
- I understand that any information discussed with the Program Director will be held in confidence, but that the Program Director reserves the right to discuss my needs and personal information with appropriate personnel including other faculty and administrators.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Name of Health Insurance Company: \_\_\_\_\_

Phone #: \_\_\_\_\_

Policy #: \_\_\_\_\_

Date: \_\_\_\_\_

Witness

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

# Appendix G

## **MOT Program Release, Informed Consent, and Waiver**



Rocky Mountain  
University  
of Health Professions

### MOT Program Release, Informed Consent, and Waiver

I, \_\_\_\_\_, am a student at Rocky Mountain University of Health Professions, Inc. (the "University"). I will be enrolled in courses that will include the teaching of laboratory activities and interventions, including hands-on techniques (the "lab activities"). I understand that participation in the lab activities is an important part of the education offered in the MOT program and that my participation is generally expected except in the case where medical or other extenuating circumstances might temporarily excuse such participation. Any exceptions must be approved by the course instructors or Program Director in writing and I am still responsible for mastering all required skills and knowledge. In participating, I agree to obtain and provide informed consent for all lab activities.

I hereby release the University and all its shareholders, directors, trustees, officers, employees, representatives and faculty members (the "Released Parties") from all liability for any harm, injury or illness of any kind that I may incur as a result of my participation in the lab activities (any "Harm").

If I participate in the lab activities, by so doing I will represent and agree that:

1. I have **no pre-existing conditions** that would make my participation harmful to me in any manner and will disclose any such conditions;
2. I have had the **opportunity** to discuss my participation and this Release with competent medical and legal advisors;
3. I **RELEASE** and **DISCHARGE** all Released Parties (except anyone who intentionally causes Harm) from all liability for any Harm;
4. I **WAIVE ALL CLAIMS AGAINST** and **COVENANT NOT TO SUE** the Released Parties (except anyone who intentionally causes Harm) for any Harm;
5. I **ASSUME FULL RESPONSIBILITY FOR ANY HARM, INCLUDING ANY RISK OF BODILY INJURY, ILLNESS OR DEATH arising out of or relating in any way such participation; and**
6. The Released Parties shall have **NO DUTY TO WARN** me of any risks at any time.

I understand that the University provides MOT students with professional liability insurance that is only available for incidents occurring while enrolled as an MOT student engaged in approved educational activities, including clinical education. However, I consent that I take full responsibility for my own health and well-being and accept responsibility for any injury or illness incurred in the educational process.

Therefore, I shall maintain my own health insurance acceptable to the University, with a minimum of Major Medical coverage. I shall also provide the University with satisfactory evidence of the existence of such insurance at all times, including satisfactory evidence of its

renewal or replacement before its expiration or cancellation. I further agree to hold harmless and indemnify the University, and its owners, directors, officers, and employees, from and against all losses, claims, damages, and expenses, including reasonable attorneys' fees and court costs, arising out of or relating to my actual or alleged professional negligence or misconduct.

This Release and Waiver is intended to be as broad and inclusive as is permitted by law, and if any portion is held invalid, the balance shall continue in full force and effect.

Student Signature:

Date:

\_\_\_\_\_  
Witness Signature:

\_\_\_\_\_  
Date:

\_\_\_\_\_

\_\_\_\_\_

Appendix H  
MOT Program Multimedia Consent/Release Form



**Rocky Mountain  
University  
of Health Professions**

**MOT Program Multimedia  
Consent/Release Form**

I do hereby consent to be photographed and/or videotaped, and have my voice and image recorded or otherwise by students, staff, or faculty of RMUoHP.

I understand that these recordings will be utilized for educational purposes only and as such will not be made available for public viewing.

This authorization extends from \_\_\_\_\_ to \_\_\_\_\_  
(Indefinitely, if not otherwise stated).

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix I  
**Guest Participant Informed Consent Form**



**Rocky Mountain  
University  
of Health Professions**

**MOT Program  
Guest Participant Informed Consent Form**

I willingly volunteer to participate as a clinical subject in one or more classes or laboratory sessions at RMUoHP and agree to the following:

I may be asked questions pertaining to the details of my health and health care.

I may be asked to expose an area of my body for inspection by students and faculty but may expect my dignity and modesty to be protected.

I may refuse to participate in any way I feel necessary.

I understand that this is a student educational laboratory and that the quality of care I receive may be less than that received from a graduate professional.

I understand that my voice or image may be recorded (e.g., photograph or digital recordings), and that these images will be used only for educational purposes

I waive any claims against RMUoHP, its representatives, employees, and students arising from my participation, excluding such claims as may be the result of gross negligence or willful misconduct.

I understand that I will not be compensated for my participation.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Course(s): \_\_\_\_\_

Date(s): \_\_\_\_\_

Appendix J  
**Student Professional Behaviors Assessment**

**Student Professional Behaviors Assessment**  
**\*Student and Faculty Use**

Name of person completing this form: \_\_\_\_\_

Date: \_\_\_\_\_

Role (Please circle):    **Student or Faculty**                      Year in the program (please circle):

   1                      2

Semester (Please circle):    **Winter**                      **Summer**                      **Fall**

Professional Behaviors are attributes or characteristics that are not explicitly part of the profession's core of knowledge and technical skills, but are nevertheless required for the success of the profession. The professional behaviors are deemed critical for professional growth and development in occupational therapy education and practice.

	<b>Behavior Expectations</b>	<b>Beginning Level</b>	<b>Intermediate Level</b>	<b>Entry-level</b>	<b>Comments:</b> <i>Provide at least one example of a behavior that supports your rating.</i>
<b>1</b>	<b>Empathy:</b> <i>The ability to accurately understand and respect the phenomenological world of another. The ability to attend to the feelings, experiences, and perceptions of others and consistently honor their autonomy. The ability to show care and compassion through behaviors, words and presence.</i>	With ongoing guidance, the student exhibits the ability to accurately perceive the phenomenological world of another, and appropriately respond with care and compassion.	With minimal guidance, student exhibits ability to accurately perceive the phenomenological world of another, and appropriately respond with care and compassion.	Consistently exhibits ability to accurately perceive the phenomenological world of another, and appropriately respond with care and compassion.	

2	<b>Self-directed learning:</b> <i>Is proactive in engaging learning experiences. Punctually attends scheduled meetings, actively contributes in required academic settings, and promotes the learning of self and others. Identifies needs and sources of learning; and continually seeks and applies new knowledge, behaviors, and skills.</i>	With ongoing guidance, student identifies, engages with and contributes to all learning opportunities and experiences.	With minimal guidance, student identifies, engages with and contributes to all learning opportunities and experiences.	Student proactively identifies, engages with and contributes to all learning opportunities and experiences.	
3	<b>Communication and Interpersonal skills:</b> <i>The ability to communicate and interact effectively using all modes of communication (verbal, nonverbal, written, online, etc.) with faculty, colleagues, clients, caregivers, families, intra- and inter-professionally.</i>	Communicates and interacts effectively with faculty, colleagues, clients, caregivers, families, intra- and inter-professionally, with ongoing guidance,	Communicates and interacts effectively with faculty, colleagues, clients, caregivers, families, intra- and inter-professionally, with minimal guidance.	Consistently communicates and interacts effectively with faculty, colleagues, clients, caregivers, families, intra- and inter-professionally.	
4	<b>Professional and personal boundaries:</b>	With ongoing guidance, student manages	With minimal guidance manages all	Consistently manages all frustrations; balances obligations and	

<p><i>Ability to recognize and manage personal and professional frustrations; balance personal and professional obligations and responsibilities; work with others cooperatively, demonstrate awareness of one's impact on others and manage self considerately, and effectively; and be responsive to contextual cues. Is flexible, demonstrates ability to professionally adapt to fluid, challenging, and ambiguous situations successfully.</i></p>	<p>frustrations, balances obligations and responsibilities, works cooperatively, and effectively manages their impact on others, while being responsive to contextual cues.</p>	<p>frustrations; balances obligations and responsibilities; works cooperatively, effectively manages their impact on others, while being responsive to contextual cues.</p>	<p>responsibilities; works cooperatively, effectively manages their impact on others, while being responsive to contextual cues.</p>	
<p><b>5 Cultural sensitivity and responsivity:</b> <i>Ability to respect others and diverse backgrounds through the displays of contextual and cultural humility by valuing the fundamental rights, dignity, and worth of all people.</i></p>	<p>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</p>	<p>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</p>	<p>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</p>	

	<i>Demonstrating respect for all individual and cultural differences.</i>				
<b>6</b>	<b>Responsibility and integrity:</b> <i>Ability to be accountable for behaviors and outcomes of personal and professional actions. Exhibits follow through on commitments to their education, community and social responsibilities. Is dependable, honest, respectful and demonstrates good judgment.</i>	Student demonstrates self-control, moral and ethical behavior and acts with integrity in decision making with ongoing guidance	Student demonstrates self-control, moral and ethical behavior and acts with integrity in decision making with minimal guidance	Consistently demonstrates self-control, moral and ethical behavior and acts with integrity in decision making	
<b>7</b>	<b>Responsive to feedback:</b> <i>Exhibits openness to feedback that challenges personal beliefs, views, and assumptions. Exhibits openness to feedback regarding academic and clinical performance. Examines and integrates feedback as appropriate to enhance professional competency.</i>	Requires ongoing guidance to be open to feedback regarding academic and clinical performance, and to integrate it as appropriate to enhance professional competency.	Requires minimal guidance to be open to feedback regarding academic and clinical performance, and to integrate it as appropriate to enhance professional competency.	Consistently exhibits openness to all feedback regarding academic and clinical performance, integrating it as appropriate to enhance professional competency.	

8	<b>Professional presentation &amp; comporment:</b> <i>Exhibits professional conduct and demeanor, professionally represents the OT profession; also includes dress, hygiene and grooming as appropriate for setting.</i>	Requires ongoing guidance to exhibit professional conduct and demeanor, and professionally represents the OT profession.	Requires minimal guidance to exhibit professional conduct and demeanor, and professionally represents the OT profession.	Consistently exhibits professional conduct and demeanor, professionally represents the OT profession.	
9	<b>Stress management:</b> <i>The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, faculty/staff, classmates, patient/clients and their families, members of the health care team and in work/life scenarios.</i>	Requires ongoing guidance to identify sources of stress and coping mechanisms for managing stress for self and in interactions with others in the education and clinical environments.	Requires minimal guidance to identify sources of stress and coping mechanisms for managing stress for self and in interactions with others in the education and clinical environments.	Effectively implements coping strategies for managing stress for self and in interactions with others in the education and clinical environments.	
10	<b>Effective use of time and resources:</b> <i>The ability to manage time and resources effectively to obtain the maximum possible benefit.</i>	Requires ongoing guidance to manage time and resources effectively to obtain the maximum possible benefit in educational and clinical environments.	Requires minimal guidance to manage time and resources effectively to obtain the maximum possible benefit in educational and clinical environments.	Effectively manages time and resources effectively to obtain the maximum possible benefit in educational and clinical environments	

**Student Name:** \_\_\_\_\_

**Student Signature and Date:** \_\_\_\_\_

**Faculty/Instructor Name:** \_\_\_\_\_

**Faculty/Instructor Signature and Date:** \_\_\_\_\_

Appendix K  
MOT Program Waiver of Medical Care



**Rocky Mountain  
University  
of Health Professions**

**MOT Program Waiver of Medical Care**

I waive medical care in connection with the incident on \_\_\_\_\_ (date),  
at \_\_\_\_\_ (time), occurring \_\_\_\_\_ (where).

I understand that I have been counseled by my instructor to seek medical care, but I decline. I understand that I assume all liability associated with this incident.

Name (please print): \_\_\_\_\_

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

Witness: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix L  
**MOT Program Professional Development Awards**

**Rocky Mountain University of Health Professions MOT *Fieldwork Educator of the Year Award*:**

The MOT program at Rocky Mountain University recognizes the unique contribution of fieldwork educators and gives this award in recognition of a nominated fieldwork educator for excellence and commitment to the growth of the occupational therapy profession, based upon student nominations. The award is a small plaque and a \$250 visa gift card that is presented at the MOT commencement ceremony each year.

Appendix M  
**MOT Program Student Awards**

## **MOT Program Student Awards**

### **Academic Merit Award (Highest GPA)**

- Criteria
  - o The student has the highest cumulative GPA
  - o If there is more than one student any ties would be determined by the quality of their capstone project and professionalism while in the program.

### **Perseverance Award (MOT student/graduate who navigated significant personal/professional challenges and still graduated with a GPA higher than 3.5).**

- Criteria
  - o Navigated a life-changing event without taking a break from the program (temporary withdrawal).
  - o Demonstrated professionalism, effective communication, and collegiatly with administration, faculty, and student peers during the life-changing event.

### **esprit de corps award (group motivator, leadership, team spirit)**

- Criteria
  - o Demonstrates consistent encouragement, advocacy, and professionalism in support of a given cohort's cohesiveness, organization, and success.

### **Professional Service to the University**

- Criteria
  - o Student GPA 3.5 or higher while in the program
  - o Exemplary service/leadership on program, college or university committee or council