



**Rocky Mountain
University**
of Health Professions

Entry-Level Master of Occupational Therapy Bridge Program Handbook **2026-2027**

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.

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Preface

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

- Student Acknowledgment of Program Policies and Procedures form
- Student Informed Consent
- Multimedia Release 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:

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Accreditation (A.4.3.)

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

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

Learners 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 individuals are responsible for the contents of this *MOT Student Handbook*, the *MOT Fieldwork Manual*, and the *University Handbook*. The "Student Disclosure Form" (Appendix A) 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 Bridge 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 of fulfillment through the quality of its education and the success of its learners 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 (AOTA) Vision 2030 conveys a commitment to enriching the lives of others through engagement in everyday activities (AOTA, 2023). The foundational pillars of Vision 2030 describe occupational therapy practice as inclusive and equitable professional community; evidence-based, client-centered, and innovative; universally recognized with valued excellence; and supportive of occupational justice and advocacy. The pillars of *Vision 2030* outline the concepts identified, each of which support the RMUs Diversity statement. Occupational therapy education must incorporate each facet throughout the curriculum to examine obstacles, remove barriers, and ensure all learners 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 learners 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 practice 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 learners, staff, and faculty.

Program Vision (A.5.3.)

The entry-level MOT Bridge Program at RMU will become the premier source for innovative teaching and learning, scholarship, and occupation-based 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 Bridge 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 scholarship. Program faculty employ occupation-based practice, innovative teaching and learning interventions, and mentorship in 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 Bridge 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. Learners will be on campus for five consecutive days, during the 4th week of semesters 1 and 2, and the 12th week of semester 3. Learners 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). Sixty-eight (68) credit hours are required for the successful completion of the program, including the credits earned via experiential fieldwork.

The teaching and learning philosophy of the MOT Bridge Program aligns with AOTA's *Philosophical Statement on Education* (2018), affirming that learning is a collaborative, student-centered process that builds upon each learner's prior knowledge, experiences, and strengths. Our program fosters continuous professional judgment, critical self-reflection, and a commitment to lifelong learning and advocacy to meet society's evolving occupational needs.

Guided by evidence-based principles of andragogy, our curriculum and instructional design intentionally draw on adult learning theory, constructivism, and self-regulated learning. Faculty design learning experiences that engage Learners as active participants who take responsibility for their own learning through meaningful, authentic tasks that mirror real-world practice.

Fink's *Taxonomy of Significant Learning* informs the design and delivery of courses, ensuring Learners achieve integrated learning outcomes across foundational knowledge, application, integration, human dimension, caring, and learning how to learn. This approach prepares Learners to think critically, connect ideas across contexts, develop professional identity, and cultivate the habits of inquiry essential for lifelong professional growth.

To facilitate this, faculty employ instructional technologies that are not only evidence-based but also accessible, flexible, and effective in supporting diverse learning styles and needs. Assessment of learner performance reflects an eclectic, multi-method approach that values formative and summative feedback, authentic practice-based evaluation, and individual growth over time.

Together, these guiding philosophies ensure that Learners are prepared to meet national competency standards, enter the profession with confidence, and continue to evolve as reflective, capable practitioners who advocate for occupational justice in an ever-changing world.

Program Outcomes

Learners will graduate as competent, confident entry-level occupational therapists, prepared to pass the NBCOT exam, practice in diverse settings, and lead as advocates for the profession.

Upon completion of the RMU MOT Bridge Program, graduates will:

1. **Apply advanced occupational therapy process skills (OTPF-4)** to deliver comprehensive, client-centered care across diverse populations and settings.
2. **Select and implement complex remedial and compensatory interventions** to optimize clients' participation, independence, and quality of life.
3. **Integrate psychological, cultural, social, and spiritual dimensions** into advanced evaluation, intervention planning, and care delivery.
4. **Demonstrate advanced professional reasoning and decision-making**, using evidence-based practice, high-level digital literacy, and scholarly inquiry to inform care.
5. **Engage in and apply clinically relevant research and scholarship** to advance practice and contribute to the profession.
6. **Lead psychosocial assessment and interventions** within the occupational therapy process across diverse conditions and contexts.
7. **Communicate effectively and collaborate within interprofessional teams**, demonstrating leadership, therapeutic use of self, and client engagement strategies.
8. **Practice reflectively and ethically**, with cultural humility, respect, compassion, and accountability, maintaining awareness of scope and professional responsibilities.
9. **Advocate for and apply occupation-based practice** in traditional, emerging, or specialized settings.
10. **Develop and sustain strong professional relationships**, demonstrating adaptability, emotional resilience, and self-care to support well-being and professional growth.

Curricular Themes (A.5.4.)

Advanced Occupational Therapy Process and Professional Reasoning: Learners master and apply comprehensive OT frameworks, advanced evaluation, intervention planning, and professional reasoning to deliver high-quality care.

Aligned Objectives

- Apply advanced OT process skills (OTPF-4).
- Demonstrate advanced professional reasoning and decision-making using evidence-based practice and digital literacy.
- Lead psychosocial assessment and interventions.

Fink Dimensions

- Foundational Knowledge
- Application
- Integration

Evidence-Based Practice and Scholarship: Learners become critical consumers and contributors of research, develop inquiry skills, and apply evidence in practice.

Aligned Objectives

- Demonstrate advanced professional reasoning and decision-making, using evidence-based practice, digital literacy, and scholarly inquiry.
- Engage in and apply clinically relevant research and scholarship to advance practice.

Fink's Dimensions

- Foundational Knowledge
- Application
- Learning How to Learn

Client-Centered and Culturally Responsive Care: Learners provide holistic, occupation-based care that honors clients' diverse lived experiences, promotes inclusion, and upholds ethical practice.

Aligned Objectives

- Integrate psychological, cultural, social, and spiritual dimensions.
- Advocate for and apply occupation-based practice.
- Practice reflectively and ethically, with cultural humility, respect, compassion, and accountability.

Fink Dimensions

- Human Dimension
- Caring
- Integration

Complex Intervention Planning and Implementation: Learners design and deliver skilled interventions that address performance barriers and promote engagement in meaningful occupations.

Aligned Objectives

- Select and implement complex remedial and compensatory interventions to optimize participation and quality of life.

Fink Dimensions

- Application
- Integration

Professional Communication, Collaboration, and Leadership: Learners build collaborative, therapeutic relationships and practice as reflective, adaptive leaders within healthcare teams.

Aligned Objectives

- Communicate effectively and collaborate within interprofessional teams.
- Develop and sustain strong professional relationships, demonstrating adaptability and resilience.

Fink Dimensions

- Human Dimension
- Integration
- Caring

Personal and Professional Growth and Lifelong Learning: Learners cultivate self-awareness, emotional resilience, ethical practice, and a commitment to continuous learning.

Aligned Objectives

- Develop and sustain strong professional relationships, demonstrating adaptability, resilience, and self-care.
- Practice reflectively and ethically, maintaining awareness of scope and professional responsibilities.

Fink Dimensions

- Learning How to Learn
- Human Dimension
- Caring

Program Philosophy (A.5.3.)

Humans are active beings whose physical, emotional, cognitive, social, and spiritual development are shaped through engagement in meaningful occupations (AOTA, 2020). Drawing on their intrinsic motivation, capacity for self-efficacy, and self-directed growth, humans engage in occupation to influence their health, well-being, and participation within complex social, physical, and cultural contexts (Hooper, Krishnagiri, & Price et al., 2020). Throughout the lifespan, humans experience continuous adaptation — a dynamic process of change that supports survival and self-actualization. Biological, psychological, and environmental factors may disrupt this process, leading to challenges in occupational performance (Hooper, Krishnagiri, & Price et al., 2020). Occupational therapists are dedicated to addressing these disruptions through interventions that prevent, remediate, habilitate, and adapt, supporting people to live meaningful, engaged lives (AOTA, 2020).

The profession of occupational therapy is founded on the belief that occupation — through the dynamic interaction between the person, their occupations, and their environment — is therapeutically powerful (AOTA, 2020). Through the skilled use of occupation, occupational therapists promote growth, adaptation, meaning, and identity by teaching new skills, redesigning tasks, and modifying environments to enhance participation and performance.

Grounded in the principles of andragogy, the MOT Bridge Program recognizes that adult learners bring rich, diverse professional and life experiences to their education. Faculty honor this by fostering a collaborative learning environment that encourages self-direction, practical problem-solving, reflection, and critical thinking. Our instructional philosophy actively integrates *Fink's Taxonomy of Significant Learning*, ensuring learners gain:

- **Foundational Knowledge** in the occupational therapy process and evidence-based practice;
- **Application** of advanced professional reasoning and intervention planning;
- **Integration** of knowledge across contexts, cultures, and interprofessional settings;
- An understanding of the **Human Dimension** of care — themselves as reflective practitioners and others as unique clients and collaborators;
- A deep sense of **Caring**, including cultural humility, advocacy, and ethical responsibility;
- Skills for **Learning How to Learn**, cultivating lifelong inquiry and professional growth.

The faculty of the MOT Bridge Program strive to embody AOTA's Vision, Code of Ethics, and Standards of Practice. We believe our learners must understand the healthcare, political, cultural, and social systems that shape occupational therapy now and into the future. We prepare learners to expand practice into new arenas, advance services in underserved areas, educate communities, and collaborate across disciplines to deliver excellent, client-centered care. We believe that interprofessional and intraprofessional training nurtures collaboration, leadership, and teamwork — all essential to the evolving role of occupational therapy practitioners.

By bridging their experience as OTAs to advanced generalist practice as MOTs, our learners learn to be adaptive, reflective, and impactful professionals, prepared to transform lives through the power of occupation.

Philosophy of Instruction (A.5.3.)

The MOT Bridge Program is designed to honor and build upon the existing knowledge, clinical experience, and professional identity of occupational therapy assistants as they transition into advanced, entry-level generalist practitioners. Our instructional philosophy is rooted in the principles of andragogy, recognizing that adult learners bring rich, diverse experiences, self-direction, and intrinsic motivation to their educational journey.

Philosophy of Instruction ensures that learning is:

- **Experience-Based** — We value and build on your existing knowledge as an OTA or internationally trained practitioner.
- **Self-Directed and Flexible** — Our hybrid structure helps you manage your education alongside work, family, and life responsibilities.
- **Relevant and Practical** — Courses connect directly to the real work you'll do as an occupational therapist, using case-based, problem-centered learning.
- **Collaborative** — You'll learn with and from your peers, faculty, and fieldwork supervisors, growing a strong professional network.
- **Immediately Applicable** — Hands-on labs, simulations, fieldwork, and community projects ensure you apply what you learn from the start.

We believe learning is most meaningful when it is active, relevant, and reflective, allowing Learners to integrate new knowledge with prior practice and professional goals. Faculty serve as facilitators, mentors, and partners, fostering a collaborative learning environment that encourages critical thinking, respectful dialogue, and the application of concepts to authentic, complex clinical scenarios.

Aligned with *Fink's Taxonomy of Significant Learning*, our curriculum intentionally cultivates:

- **Foundational Knowledge** through clear, evidence-based content and the integration of the OTPF-4 framework.
- **Application** by engaging learners in real-world problem-solving, advanced professional reasoning, and intervention planning.
- **Integration** by connecting ideas across courses, practice settings, interprofessional teams, and diverse client populations.
- **The Human Dimension** by exploring how learners see themselves and others as evolving professionals and leaders in the field.
- **Caring** by inspiring learners to deepen their commitment to ethical, inclusive, client-centered care and advocacy for occupational justice.
- **Learning How to Learn** by guiding learners to be reflective, self-directed lifelong learners who continually seek, appraise, and apply new knowledge to support best practice.

The MOT Bridge program challenges and supports Learners in becoming innovative, compassionate, and adaptive occupational therapists who not only deliver high-quality care but also shape the future of the profession. By combining adult learning principles with Fink's holistic model of significant learning, we prepare graduates who are ready to thrive in a dynamic healthcare environment and make meaningful contributions to individuals, families, and communities.

The MOT Bridge Program is built on the belief that adult learners thrive when learning is practical, relevant, collaborative, and connected to real practice. Our approach aligns with the *AOTA Philosophical Statement on Education (2018)* and is guided by andragogy — the art and science of helping adults learn — and Fink's Taxonomy of Significant Learning.

As a bridge learner, you are respected as an experienced professional. Our courses and experiences intentionally build on what you already know and challenge you to grow into a competent, confident occupational therapist ready to meet society's evolving occupational needs.

Curriculum Design (A.5.4.)

The Master of Occupational Therapy (MOT) Bridge Program is intentionally designed around the principles of andragogy and Fink's Taxonomy of Significant Learning to create meaningful, practical, and transformative learning experiences for adult learners.

At its core, the curriculum recognizes that adult Learners bring valuable prior knowledge and professional experience as Occupational Therapy Assistants (OTA). This prior experience becomes the foundation on which advanced, graduate-level competencies are built. The program structure respects that adult learners are self-directed, goal-oriented, and benefit from learning that is immediately relevant and applicable to real-world practice.

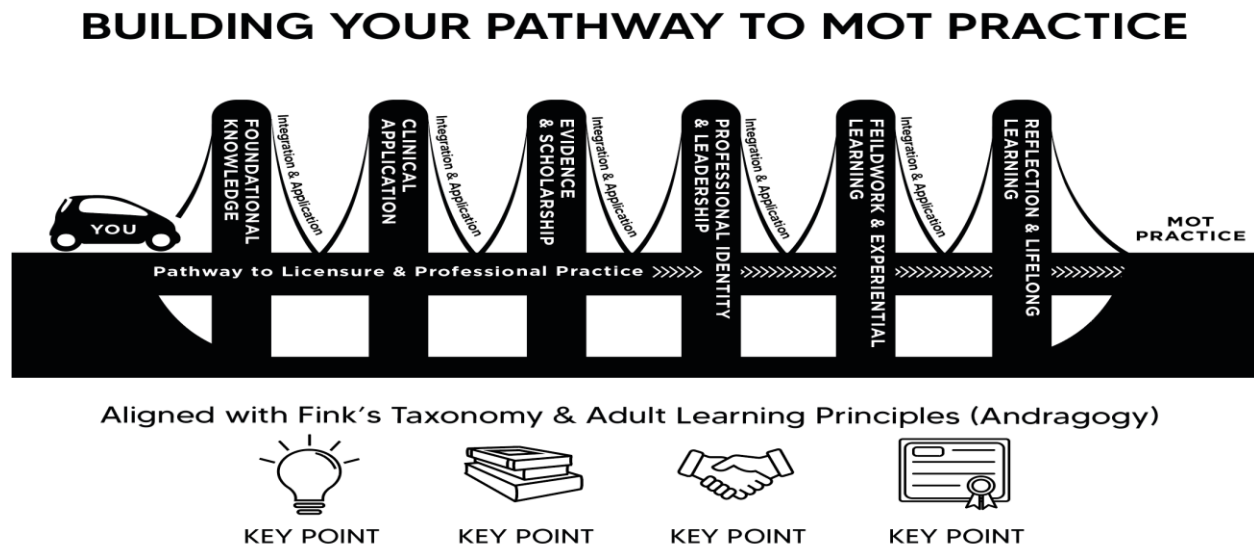
Fink's Taxonomy shapes the program by ensuring that every course supports multiple dimensions of significant learning: building *foundational knowledge*, promoting *application* and *integration*, developing understanding of the *human dimension*, inspiring *caring* and professional growth, and nurturing learners' ability to *learn how to learn* throughout their careers.

The Bridge Program integrates six key curricular elements:

1. **Foundational Knowledge:** Courses expand on prior education with advanced content in areas like anatomy, occupational science, and OT theory. This builds strong knowledge frameworks while reinforcing skills in how to learn and self-assess.
2. **Clinical Application:** Learners apply their knowledge through problem-centered, real-world scenarios in labs and specialty practice courses. Case-based learning and competency-based tasks ensure that new learning is connected directly to what they will see in practice.
3. **Evidence and Scholarship:** Learners build their professional reasoning and research skills through evidence-based practice, research methods, and program development. This supports integration across courses and prepares learners to engage with and contribute to the OT evidence base.
4. **Professional Identity and Leadership:** Courses focus on professional growth, leadership, ethics, and advocacy. Learners explore their evolving roles within interprofessional teams and develop a strong professional identity.
5. **Fieldwork and Experiential Learning:** Hands-on application is a cornerstone of the program. Learners engage in Level I and Level II Fieldwork, intensive labs, and community-based experiences that reinforce application, integration, and reflective practice.
6. **Reflection and Lifelong Learning:** Learners engage in ongoing self-assessment, portfolio development, and peer mentorship. These activities promote self-directed learning and equip graduates to continue growing throughout their careers.

The program’s flexible hybrid delivery model further supports **adult learners’ needs** by allowing them to balance study with work and family responsibilities. Collaborative learning activities and peer support structures help build a strong learning community and shared professional identity.

The Bridge metaphor used in program materials illustrates this design:



- **Pillars** represent the core content areas that provide foundational strength.
- **Cables** symbolize the integration and application of knowledge through practice and reflection.
- The **roadway** is the clear path that learners follow toward licensure, professional readiness, and advanced practice.

Outcome: Graduates emerge as competent, confident occupational therapists who are prepared to pass the NBCOT exam, practice in diverse settings, and lead as advocates for the profession and for occupational justice.

The MOT Bridge Program is practical, relevant, and deeply supportive of adult learners — ensuring that every element of the curriculum transforms prior experience into advanced professional competence.

Domains of Learning (A.5.4.)

Foundational Knowledge Domain: Learners acquire and deepen advanced knowledge of occupational therapy theories, the OTPF-4 framework, evidence-based practice principles, and the contexts influencing OT practice (biological, psychological, social, cultural, and environmental).

Relevance to Andragogy

Adult learners value clear, relevant content connected to their prior OTA practice and

real-world settings. They learn best when new knowledge is built directly on what the learners already know and do.

Key Focus Areas

- Advanced OT process and models
- Clinical conditions across the lifespan
- Policy, ethics, and emerging practice trends
- Standards of practice and regulatory guidelines

Applied Professional Reasoning Domain: Learners demonstrate advanced professional reasoning and problem-solving by applying knowledge to complex client scenarios, selecting and implementing evidence-based interventions, and adapting plans to changing client needs.

Relevance to Andragogy

Adults prefer learning that is immediately useful and practical. They thrive on active learning, case-based discussion, and authentic problem-solving.

Key Focus Areas

- Complex evaluation and intervention planning
- Advanced psychosocial assessments
- Remediation and compensation strategies
- Decision-making under uncertainty

Integration Domain: Learners make connections across concepts, practice areas, populations, and professional roles. They synthesize knowledge to see the “big picture” — understanding how the OT process intersects with interprofessional care, community contexts, and advocacy.

Relevance to Andragogy

Adults want to integrate learning with their broader professional and personal goals. They benefit from collaborative learning, interprofessional education, and reflection on practice.

Key Focus Areas

- Integration of physical, psychosocial, cultural, and spiritual dimensions
- Occupation-based practice across traditional and emerging settings
- Interprofessional collaboration and leadership
- Advocacy and social responsibility

Human Dimension Domain: Learners gain self-awareness as reflective practitioners and ethical leaders. They develop the skills to understand, respect, and engage authentically with clients, families, and diverse communities.

Relevance to Andragogy

Adult learners bring their own identities, values, and experiences to their professional

roles. Learning must support personal growth, identity development, and critical self-reflection.

Key Focus Areas

- Cultural humility and responsiveness
- Professional values: respect, compassion, integrity, accountability
- Therapeutic use of self and client engagement strategies
- Ethical decision-making and scope of practice.

Caring and Advocacy Domain: Learners cultivate commitment to client-centered, ethical, and inclusive practice. They develop passion for promoting occupational justice and advocating for clients, communities, and the profession.

Relevance to Andragogy

Adult learners are motivated by meaningful goals — they want to make a difference in the lives of others and the profession.

Key Focus Areas

- Client advocacy and empowerment
- Service to underserved and emerging practice areas
- Community education and outreach
- Social determinants of health and occupational justice

Lifelong Learning and Professional Growth Domain: Learners develop the habits of reflective practice, self-assessment, emotional resilience, and self-care. They build their capacity to be adaptable, innovative, and prepared for continuous learning throughout their careers.

Relevance to Andragogy

Adults are self-directed learners who value opportunities to take ownership of their growth, set personal goals, and develop skills for lifelong professional learning.

Key Focus Areas

- Reflective practice and critical self-assessment
- Emotional intelligence and resilience
- Professional development and scholarship
- Leadership in practice and education

Section II: Administration, Faculty, and Staff Listings

Administration

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Faculty and Student Communication

Effective communication between learners and faculty is a cornerstone of learning and growth. A challenge of hybrid and limited-residency models 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 learners through various means: including discussion boards, assignment feedback, email, phone conversations, online/mobile communication tools and scheduled virtual office hours.

Faculty are issued an "rm.edu" email address to use for all university business-related communications. Faculty are expected to check and respond to learner 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 Bridge Program Faculty and Staff 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 “Teams”.
- Please refer to the individual course syllabus for details on faculty availability.

Part-Time MOT Bridge Program Faculty Availability

- Part-time Faculty and staff are available designated on the syllabi.
- Faculty will implement dedicated office hours using Zoom and/or or “Teams”.
- Please refer to the individual course syllabus for details on faculty availability.

Adjunct MOT Bridge 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 Teams
- Please refer to the individual course syllabus for details on adjunct faculty availability.

MOT Bridge Program Administrative Assistants Availability

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

Program Complaints (A.4.4.)

The MOT Bridge Program encourages and solicits ongoing feedback from enrolled learners, faculty members, alumni, clients, fieldwork educators, and employers of our graduates. When there is a specific complaint about a learner, 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*.

Complaints about the Program can be directed to the Accreditation Council for Occupational Therapy Education (ACOTE); however, complainants are encouraged to communicate concerns initially with the Program Director, the Department Chair, and the Academic Dean. 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 learner files a complaint with ACOTE, they should address it to ACOTE.

Accreditation of Occupational Therapy Education
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814.
(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 learner and faculty grievances are defined and published in the [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 learners regardless of program, instructional delivery, or physical location.

Office of Student Engagement and Success

The Office of Student Engagement and Success includes:

- Student Support and Resources
- Student Leadership and Involvement
- [Accommodations for Disabilities](#)
- [Civil Rights and Accessibility](#)
- [Counseling Services](#)
- Student Health and Wellness
- Student Advocacy
- Student Crisis Management
- Student Success

The Office of Student Engagement and Success has an “open door” policy and is eager to support our learners and encourage them to drop by with questions, concerns, and ideas – or schedule an appointment with their staff.

The MOT Bridge Program strongly recommends that learners 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

Learners are in a unique position of being able to observe behaviors that indicate a fellow learner 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 learners exhibiting concerning behavior may experience difficulties in other areas of their lives. By expressing concern, you may help save another learner’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 learners at any stage of the writing process from brainstorming to final editing of a capstone project, dissertation, or manuscript for publication. They prioritize helping learners learn how to create, organize, and revise a paper, but we address more technical issues such as punctuation, grammar, and style.

The MOT Bridge Program strongly recommends that learners 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 learners via LibLynx in their OKTA account, or by going to 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 and time management resources, writing resources, the testing center, and the ability to see past OTD Capstone projects.

The MOT Bridge Program strongly recommends that learners 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 learners, 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 learners' 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 learners. Information on commencement and graduation, transcripts, education verification, program by cohort curricula and schedules, the academic calendar, handbooks and catalogs, and all needed learner forms is available on their website or by contacting them at 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 the *University Handbooks* for learners and employees. Additionally, the University provides all employees and learners with detailed Employee and Student [Risk Management Handbooks](#).

Examination Security

To ensure succinct examination security for learners and RMU, the MOT Bridge 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 learners:
<https://web.respondus.com/respondus-lockdown-browser-the-student-experience/>

Strategies to Ensure Student Success

Graduate school is a challenge for all learners, 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 Bridge 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 learners, 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 Anatomy for OT	2	Hybrid	
		MOT 605 Human Movement & Performance	2	Hybrid	
		MOT 606 Occupations Across the Lifespan	2	Online	
		MOT 613 OT for Children/Youth: Conditions & Participation	1	Online	
			Block 1 Total:	9	
	2	MOT 603 Neuroscience in OT	2	Online	
		MOT 610 Culture & Occupation	2	Online	
		MOT 618 OT for Adults with Neurological & Physical Conditions	1	Online	
		MOT 620 Scholarly Inquiry I	3	Online	
		MOT 623 OT for Adults with Psychosocial Conditions	1	Online	
		Block 2 Total:	9		
		Semester 1 Total:	18		
Semester 2 Winter 2025	1	MOT 617 Pediatric Evaluation & Intervention	3	Hybrid	
		MOT 619 Level I A Fieldwork (1 week or equivalent)	1	Fieldwork	
		MOT 625 Adult Physical & Neurological Evaluation & Intervention I	3	Hybrid	
		MOT 626 Evaluation & Intervention for Psychosocial Performance	2	Hybrid	
				Block 1 Total:	9
	2	MOT 616 Advocacy in OT: Policy, Legal, & Ethical Contexts	2	Online	
		MOT 621 Scholarly Inquiry II	3	Online	
		MOT 627 Adult Physical & Neurological Evaluation & Intervention II	2	Online	
		MOT 627 Adult Physical & Neurological Evaluation & Intervention II	1	Fieldwork	
		MOT 670 A Research Practicum	1	Online	
		Block 2 Total:	9		

		Semester 2 Total:	19		
Semester 3 Summer 2025	1	MOT 608 Leadership, Management, & Entrepreneurship for OT	2	Online	
		MOT 630 Health & Wellness in OT Practice	2	Online	
		MOT 631 Program Development for Community Health	2	Online	
		MOT 641 Older Adults Clinical Conditions in OT	1	Online	
		MOT 670 B Research Practicum	1	Online	
			Block 1 Total:	7	
	2	MOT 635 Assistive Technology & Environmental Design	3	Hybrid	
		MOT 643 Older Adults Evaluation & Intervention	3	Hybrid	
		MOT 650 Advanced Topics	3	Hybrid	
		MOT 670 C Research Practicum	1	Online	
			Block 2 Total:	10	
		Semester 3 Total	17		
Semester 4 Fall 2025	1 & 2	MOT 651 Level II A Fieldwork (12 weeks)	7	Fieldwork	
			Semester Total:	7	
Semester 5 Winter 2026	1 & 2	MOT 652 Level II B Fieldwork (12 weeks)	7	Fieldwork	
			Semester Total:	7	
Total Program Required Credits:			68		
		<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 (3) - 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

Intensive Learning Week Schedule Winter 2.1					
	Monday, January 26th	Tuesday, January 27th	Wednesday, January 28th	Thursday, January 29th	Friday, January 30th
8:00 AM					
8:30 AM	Breakfast 8:00 - 9:00 AM				
9:00 AM	MOT 617 Pediatric Evaluation and Intervention with Lab 9:00 AM-12:00 PM	MOT 617 Pediatric Evaluation and Intervention with Lab 9:00 AM-12:00 PM	MOT 625 Adult Physical and Neurological Evaluation with Lab 9:00 AM-12:00 PM	MOT 626 Adult Psychosocial Evaluation and Intervention with Lab 9:00 AM -12:00 PM	MOT 626 Adult Psychosocial Evaluation and Intervention with Lab 9:00 AM -12:00 PM
9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00PM	Lunch 12:00-1:00 PM	Lunch 12:00-1:00 PM
1:00 PM	Group Advising 13:00-13:30	Group Advising 13:00-13:30	Group Advising 13:00-13:30	Group Advising 13:00-13:30	Advising PRN 13:00-13:30
1:30 PM	MOT 617 Pediatric Evaluation and Intervention with Lab 1:30-5:00 PM	MOT 625 Adult Physical and Neurological Evaluation with Lab 1:30-5:00 PM	MOT 625 Adult Physical and Neurological Evaluation with Lab 1:30-5:00 PM	MOT 626 Adult Psychosocial Evaluation and Intervention with Lab 1:30-5:00 PM	MOT 619: Psych Fieldwork
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM	End of Day				
5:30 PM					
6:00 PM	MOT 619: Psych Fieldwork Assigned Group Experience	MOT 619: Psych Fieldwork Assigned Group Experience	MOT 619: Psych Fieldwork Assigned Group Experience	MOT 619: Psych Fieldwork Assigned Group Experience	
6:30 PM					
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					

Fieldwork Education Experiences

The MOT Bridge Program has integrated fieldwork experiences into the curriculum to allow the learners to have diverse fieldwork experiences and to incorporate new knowledge they have learned from didactic courses. Learners are expected to build on existing knowledge and develop skills that prepare them for subsequent didactic and laboratory coursework, and future fieldwork experiences. 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 learner-specific learning objectives. As the Academic Fieldwork Coordinator (AFC) advises each learner regarding their interests related to the population, setting, area, and geographical location of their desired Level I or II, the learner's academic advisor (a core faculty member) and other faculty, if needed, may provide the learner and the AFC guidance and support on the clinical/academic needs of the learner based on their performance in previous and current courses. This collaboration process is repeated for each of the four fieldwork experiences.

For more detailed information, please refer to the MOT Fieldwork Manual and/or reach out to Dr. Danielle Acurio (danielle.acurio@rm.edu).

Key Instructional Resources

- American Occupational Therapy Association: www.aota.org

- American Occupational Therapy Association Code of Ethics : www.aota.org/practice/practice-essentials/ethics
- National Board Certification in Occupational Therapy; 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 learners as part of the library offerings. You can access them on your OKTA dashboard under 'LibLynx'.

Identification

Learners will receive a "Student Identification Card/Badge," complete with a picture, during the first onsite Intensive Learning Week. These cards entitle the learner to use campus facilities.

Technology Requirements

All learners are expected to have a reliable laptop computer with hardware and current software and reliable high-speed internet that meets the University Technology requirements noted in the *University Handbook* and available on the Website. Learners 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 *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 learners.

Program Tuition and Fees and Refund Policy

Cost of Attendance (A.4.4.)

Cost of Attendance can be found on the [RMUoHP website](#).

RMUoHP's refund policy can be found on the [RMUoHP website](#).

Change in Tuition Fees (A.4.4.)

Learners are notified that there may be changes to tuition and fees as part of their enrollment agreement.

RMUoHP Enrollment Agreement

A variety of financial aid loans and grants are available for qualified applicants to RMUoHP. Learners will need to meet with financial aid advisors at the time of admission and upon graduation. Learners seeking financial assistance may apply by contacting the Finance Office. Further information is found in the *University Handbook*.

Registration Process

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

Withdrawal Policy

The MOT Bridge Program adheres to the University Policy related to temporary and university withdrawals which can be in the University Handbook (pp.35-36)

Section IV: Entry-Level MOT Bridge Program Admissions (A.3.1., A.3.2.)

The MOT Bridge Program admits a maximum of 30 full-time learners 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 Bridge Program's Admissions Committee.

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

Detailed information regarding the admission process for the MOT Bridge Program can found on the RMU website.

Applicants will acknowledge that if accepted to 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 Website events, etc.

Applicants will acknowledge that if accepted into the program, they will need to travel to the RMU campus in Provo, Utah, three times during the first year of the program. Funding for travel and accommodations is the responsibility of the learner.

Applicants will acknowledge that if accepted, learners may also have to travel for their fieldwork, but the fieldwork coordinator will work with the learner to get a placement as close to their geographical location as possible.

Transfer of Credits Adapted from the *University Handbook* (pp. 25-29).

Requests for evaluation of all transfer credits should be submitted to the Registrar's Office before the start of the learner's first semester. However, learners 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 learners 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 Learners 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 Bridge 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 Bridge Program by comparing course syllabi and catalog descriptions.
3. The learner 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 Bridge 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 Program Director and select faculty members in the MOT Bridge 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 Bridge Programs will be considered on a case-by-case basis. Applicants who wish to have the MOT Bridge Program consider previous credits should complete the university’s Transfer Credit Evaluation Form.

<https://rm.edu/registrar/tc-eval/>

Previous Work Experience (A.3.2.)

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

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

Success in the MOT Bridge Program at RMU is most likely to be achieved when learners are prepared to participate fully in the educational process. This preparation includes and assumes that learners enter the MOT Bridge Program with a minimum level of ability in specific areas, termed “essential functions,” and will continue to develop those and additional skills and attitudes, called Professional Behaviors. The combination of essential functions 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.

Essential functions are those physical, mental, and psychological characteristics that are needed to meet the classroom and fieldwork expectations for the Master of Occupational Therapy Program. Becoming a healthcare professional requires the completion of an educational program that is both intellectually and physically challenging. The essential function requirements of the program allow learners to compare their own capabilities against these demands. If there is a change in the learner’s status, it is the responsibility of the learner to notify the Program Director and interact with the Office of Student Engagement and Success to discuss the issue.

To successfully complete the Master of Occupational Therapy (MOT) Bridge Program and perform as a competent entry-level occupational therapist, learners must demonstrate abilities in the following functional areas.

Cognitive Abilities

- Acquire, process, integrate, and apply information from diverse sources.
- Comprehend complex concepts, theories, and evidence-based literature.
- Demonstrate sound professional reasoning and problem-solving.
- Engage in reflective thinking and self-directed learning.
- Apply foundational knowledge to new and evolving situations.

Communication Skills

- Communicate effectively and professionally with clients, families, faculty, peers, and other professionals.
- Interpret and convey information clearly in verbal, nonverbal, and written forms.
- Read and interpret documents such as charts, evaluations, medical records, and research articles.
- Document intervention and evaluation results accurately and efficiently.
- Provide clear education and instructions to clients and caregivers.

Motor and Sensory Skills

- Demonstrate sufficient gross and fine motor skills to safely and effectively perform occupational therapy evaluations and interventions.
- Manipulate and operate instruments, tools, and equipment.
- Assist clients with functional activities (e.g., transfers, mobility training).
- Demonstrate strength and endurance to participate in clinical activities for extended periods.
- Use senses (visual, auditory, tactile, proprioceptive) to observe, assess, and monitor clients accurately.

Behavioral and Social Attributes

- Demonstrate emotional maturity, stability, and flexibility under stress.
- Maintain professional boundaries and relationships.
- Adapt to changing environments, schedules, and client needs.
- Exhibit ethical behavior and integrity in all academic and clinical settings.
- Respond appropriately to feedback and supervision.
- Demonstrate cultural humility and respect for diverse populations.

Professionalism and Accountability

- Follow safety guidelines and infection control standards.
- Prioritize and manage multiple tasks and responsibilities.
- Meet attendance and punctuality requirements for classes, labs, and fieldwork.
- Demonstrate initiative and responsibility for learning.
- Advocate for self, clients, and the profession.

Technical Standards and Use of Technology

- Use computers and digital technology for communication, research, documentation, and virtual learning.
- Access and use learning management systems and electronic health records as required.
- Adapt to new or emerging technologies relevant to occupational therapy practice.

Behavioral/Social Attributes and Professionalism

A learner 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 clients, and for the development of mature, sensitive, and effective relationships with clients. Learners 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 problems of clients. As a component of their education, learners must demonstrate ethical behavior.

Specifically, learners 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, laboratory, and experiential 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.
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 practice of occupational therapy.
6. Exercise sound judgment during classes and in the clinic/community.
7. Participate in fieldwork experiences which typically require learners to be present for 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 practice settings without the use of an intermediary.
9. Perform treatment activities in class or in the practice of occupational therapy in a variety of settings 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 experiential learning 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.
17. *Frequently* stand and walk while providing support to a classmate simulating a disability or while supporting a client 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 learner cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the learner to request reasonable accommodation. Reasonable accommodation refers to ways in which the University can assist learners 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 learners with

disabilities will be exempt from completing certain tasks; it does mean that the MOT Bridge Program will work with learners with disabilities to determine whether there are ways that we can assist the learner 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 classes, they must indicate that they can complete these tasks, with or without reasonable accommodation. Learners 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 learner 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 learner 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 Bridge Program. RMU's learners with disabilities must meet the requirements and levels of competency required of all learners in the program. To assist learners with disabilities in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate the special needs of such learners. 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 accommodation for disabilities, contact the Office of Student Engagement and Success. 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 Engagement and Success.

MOT Professional Behaviors and Dispositions (A.3.5.)

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

MOT Bridge Program Constructs

1. **Empathy:** Accurately understands and respects the phenomenological world of another and the ability to attend to the feelings, experiences, and perceptions of others and consistently honor their autonomy.
2. **Self-directed learning:** Engagement in 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:** Communicates and interacts 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:** Recognizes and manages 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:** Respect for others and diverse backgrounds through the displays of contextual and cultural humility by valuing the fundamental rights, dignity, and worth of all people. Demonstrate respect for all individual and cultural differences.
6. **Responsibility and Integrity:** Accountability for the outcomes of personal and professional actions and follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
7. **Responsive to feedback:** Openness to feedback that challenges personal beliefs, views, and assumptions. Exhibits openness to feedback regarding academic and performance. Examines and integrates feedback as appropriate to enhance professional competency.
8. **Professional presentation:** Exhibits professional conduct and represents the OT profession effectively. Also includes dress, hygiene and grooming as appropriate for setting.
9. **Stress management:** Identifies sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, faculty/staff, classmates, clients and their families, members of the health care team and in work/life scenarios.
10. **Effective use of time and resources:** Manage stime and resources effectively to obtain the maximum possible benefit.

Evaluation and Tracking of Student Professionalism (A.3.5.)

MOT learners are regularly assessed through self-reflection and feedback from learner colleagues and faculty. This process is implemented throughout the academic program 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.

Conduct and Behavior (A.3.5.)

RMUoHP strictly adheres to its established policies of conduct and behavior of learners, faculty, and administration. These policies were established to maintain an atmosphere conducive to the effective education of learners. It is recognized that administrators, PDs, faculty, research mentors, FWE, and learners must function as a partnership to be an effective community of scholars. In that the learner body of this institution represents professionals already committed to the highest codes of behavior and ethics, it is anticipated that few problems will arise. Please refer to the current *University Handbook* for detailed information.

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

The *University Handbook* (p. 49) outlines the policies and procedures related to Violations of Academic Integrity and Code of Conduct. Learners should review the *University Handbook* to ensure understanding of the policy and procedures.

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 *University Handbook*, honest academic and scholarly work

“requires full acknowledgement of any ideas or materials taken from another source for either written or oral use. 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 learners. The offerings of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. This includes the use of artificial intelligence (AI) without proper attribution. ([University Handbook](#), p. 43). “

Procedure for Handling Plagiarism in the MOT Bridge Program

The MOT Bridge Program will follow the University's policy and procedure described in the *University Handbook* (pp. 45-46). Learners are expected to be familiar with the policy and reach out to the Program Director with any questions.

Artificial Intelligence (AI) Permitted Use

Learners are permitted to use 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 locating credible verification of factual information)
- Engaging 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

Learners are NOT permitted to use any AI software to:

- Draft essays, research papers, or any other written work for a course
- Revise any part of the written work, the learner must undertake all such revisions personally
- Submit any AI generated content as part of their academic work without explicit prior approval from the course instructor.

Netiquette Guidelines

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". Learners should refer to the *University Handbook* (p. 57) for specifics related to netiquette.

AOTA 2025 Occupational Therapy Code of Ethics

It is also expected that all RMU MOT administration, faculty, staff, and learners will comply with the ethical standards of the profession of Occupational Therapy. Learners are expected to review the *AOTA Code of Ethics (2025)* and adhere to the Code as occupational therapy learners and practitioners.

MOT Bridge Program Student Progression (A.3.5.)

Student progression within the MOT Bridge Program is based on the following policy.

Purpose

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

Scope

This policy provides students, faculty, and administration with consistent procedures and practices related to student progression within the MOT Bridge Program.

Policy Statement

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). Learners 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.

Roles and Responsibilities

Roles and Responsibilities	
Faculty Members	<ol style="list-style-type: none"> 1. Identify course expectations in course syllabi. 2. Provide guidance to learners 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. 3. Notify the learner's advisor who will also provide guidance as indicated. 4. Refer any learner not meeting technical standards to the Office of Student Engagement and Success. 5. In the event of failure to meet course expectations at the level of C+ or better at the end of the semester, advise learners that they may not continue to the next semester in the program. 6. Discuss any temporary withdrawal or learner performance plans presented, modify if indicated, and vote on whether to allow the learner to return under the plan.
Program Director	<ol style="list-style-type: none"> 1. Notifies faculty of all learners who are placed on Academic Probation secondary to program GPA below established standards and regarding expectations of increased GPA within the following semester. 2. Designates three faculty members to serve on a Student Progression Committee for any learners on Academic Probation who fail to achieve a cumulative Program GPA meeting established standards within one semester of placement on Academic Probation. 3. In the event of a learner failing to meet core performance standards and professional behaviors and dispositions criteria after repeated guidance and action, notify the learner that they must withdraw from the program.
Student Progression Committee	<ol style="list-style-type: none"> 1. Develops specific expectations for learners on Academic warning or Probation who fail to achieve the required GPA within one semester but are making progress.
Student	<ol style="list-style-type: none"> 1. Upon receiving a failing grade on a course within the curriculum, initiates a meeting with their faculty advisor (after meeting with the course instructor) to discuss academic dismissal or potential opportunities for remediation. [Note: Learners may simply notify the University if that is their preference by sending a letter to the Office of Academic Affairs.] 2. As applicable, develop with the Program Director and learner progression committee, a learner action plan which will prepare them for success upon returning to the program.

	3. In the event a fieldwork education course was failed, a learner action plan must include specific activities to remediate the areas identified as needing improvement.
Faculty Advisor	<ol style="list-style-type: none"> 1. Assists learner in the development of a realistic remediation or withdrawal plan or guides learner in leaving the program. 2. Advises learner to work with the Director of Student Services to complete all withdrawal and if appropriate, readmission paperwork. 3. Meets regularly with the learner to assess progress. 4. Offers referral to resources such as learner services to learners prior to withdrawal.
Office of Student Engagement and Success	1. Advises learner regarding required paperwork for withdrawing from the University and returning, if appropriate.

Procedure

1. Once a student is identified at risk for under performer in a course, the instructing faculty member will meet with the learner to discuss their performance and remediation strategies to support improvement.
2. The instructing faculty member will notify the Program Director and Faculty Advisor of the learner of the concern and performance level of the learner.
3. The learner is encouraged to meet with their Faculty Advisor to identify strategies to support success in the course.
4. Upon receiving a failing grade on a course within the curriculum, the learner initiates a meeting with their faculty advisor (after meeting with the course faculty instructor) to discuss academic dismissal or potential opportunities for remediation. [Note: Learners may simply notify the University if that is their preference by sending a letter to the Office of Academic Affairs.]
5. As applicable, the learner will develop with their faculty advisor, Program Director, and/or the Student Progression Committee, an action plan which will support success moving forward. The learner is expected to follow the action plan and may join the class behind at the designated time.
6. If the learner is attending classes from the earlier semesters part time, they retain the responsibility for obtaining and following the schedule.
7. In the event a fieldwork education course was failed, a learner's action plan must include specific activities to remediate the areas identified as needing improvement.
8. The learner may or may not be referred to the Student Progression Committee for recommendations. The referral would be initiated by the Program Director.
9. In general, grades in repeated classes must be a B or better to continue in the program.
10. If the learner is on Academic Probation and fails to achieve a cumulative GPA sufficient to be removed from probation, the Program Director will initiate a meeting with the advisor to request consideration by the Student Progression Committee.

11. The learner will abide to the recommendations made by the Student Progression Committee which may include remediation or dismissal from the program.
12. Based on the decision of the learner, the learner will reach out to the Office of Student Engagement and Success to complete any needed paperwork.

Section VI: Academics

The academic standards specific to the MOT Bridge 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 Bridge Program. Once a learner is enrolled, he/she will be assigned to a MOT faculty member who will serve as the learner's advisor throughout the duration of the program. All learners must meet with their academic advisor two to three times per semester. The advisor and learner will track the learner's progress with the academic portion of the curriculum and professional abilities. Further, the advisor and learner will discuss any challenges/strategies to enhance the learner's experience with the limited residency model. All MOT learners 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

The MOT Bridge Program is offered via a hybrid course delivery model, 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 the LMS (Canvas). Each course syllabus clearly identifies to the learner the expectations for both face-to-face and web-enhanced engagement. Additionally, MOT learners will complete coursework at off-site facilities while on Level I and Level II fieldwork experiences.

Types of Courses

Hybrid: Courses that combine face-to-face or virtual classroom instruction with online learning activities in a planned, complementary way. Hybrid courses blend in-person learning with online learning. Some parts of the course will take place on campus—such as labs and hands on activities that are best done face-to-face. Some components of the course may be delivered virtually through scheduled synchronous sessions—like lectures and activities to support the integration and application of knowledge. Readings, quizzes, or assignments you can complete on your own schedule which occurs in the online learning environment.

Online: Courses that take place mostly or entirely asynchronously while engaged in content delivered via the internet. Lectures, readings, discussions, and assignments are completed through the course's online platform. This format offers flexibility while still keeping you connected to your instructor and classmates through virtual tools.

Experiential (Fieldwork): Hands-on learning that occurs in real-world settings outside the classroom. In occupational therapy, this means applying what you've learned with actual clients, under the guidance of a licensed professional. During fieldwork, you will practice skills, build confidence, and develop your professional identity as an OT by working directly with people and communities. In some cases, experiential learning will be delivered through virtual simulation.

Distance Education and Key Terms

- **Asynchronous:** Communication or instruction that occurs **not** simultaneously over email, chat, LMS. Asynchronous instruction is an educational model where learners 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.
- **Synchronous:** Communication or instruction that occurs simultaneously either face-to-face or online via a virtual interaction platform (Zoom or Teams).
 - A dedicated time, 9:00 AM-1:00 PM MST on Tuesdays, Wednesdays, and Thursdays is set for synchronous class time. 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.
- **Intensive Learning Week:** Direct or face-to-face instruction that occurs on the RMU campus in Provo, Utah.
 - Instructional activities and evaluation measures for the online courses will be paused when learners are attending/engaged in intensive learning weeks. Instructional activities for hybrid courses will require learners to complete instructional activities and evaluation measures.
- **Experiential Learning:** Learning experiences completed in a practice setting under a fieldwork educator's supervision, including direct client care. See the fieldwork education manual for complete information.

Grading Policies (A.3.5.)

The MOT Bridge Program follows the University's grading policies. Learners should refer to and review the policy found in the *University Handbook* (pp. 27-33) for details.

Late Assignment

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

Deadlines and due dates within MOT Bridge Program courses apply to all learners. 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%
- Between Monday at 00:00 and 11:59PM = 90%
- Between Tuesday at 00:00 and 11:59 PM = 80%
- Between Wednesday at 00:00 and 11:59PM = 70%
- After Wednesday 11:59PM = 0%

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 learner must actively participate during the assigned discussion period.

Student Grade Appeals

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

Attendance

The purpose of the MOT Bridge Program Attendance Policy is to employ an expectation that develops professional occupational therapists. It is expected that learners will approach attending class in the same manner as arriving at the work setting with a client 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 clients 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 learners and faculty are critical components of the learners' learning. Therefore, these learning experiences cannot be repeated, and learner attendance is a professional responsibility.

Online Attendance refers to the participation policies for most of the semester when the learner 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 learner'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 the course instructor telephoning the program's administrative assistants, or communicating with the Program Director prior to the class start time. If the program is not contacted regarding the absence, the absence will be considered unexcused.

1. A learner may be excused from class for illness, emergencies, the death of an immediate family member, the birth of the learner's child, or military or civic service requirements. Learners 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 instructor and from the Program Director has been obtained.
 - a. Learners will not be excused for the following reasons: Family vacations/reunions, continuing education courses, the wedding of the learner, family member, or friend, or job interviews. It is expected that learners 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 learner status and ability to progress. If an absence in question is verified as unexcused, the learner 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 learner with a third unexcused absence will be dismissed from the program.
3. *Lecture/Lab/Exam Make-up*: Upon return from an excused absence, the learner must check with the course instructor to make sure the absence was recorded as excused, and to make up any testing, lecture, or lab missed. The learner 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. Learners are responsible for knowing and adhering 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*: Learners 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 learners 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 learner 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 learner with a reminder to participate immediately. If inactivity continues for three additional calendar days, the University will assume the learner has discontinued the course(s) and will administratively withdraw him/her from the course(s) as of the seventeenth calendar day of inactivity. The learner will remain accountable for any outstanding loans used to fund the program's participation. Reinstatement of 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 learners must attend all scheduled on-site classes 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 instructor.
- b. Limited residency learners requesting to miss all or part of an on-site day will be required to obtain prior written approval from the MOT Bridge Program Director 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. Learners requesting accommodation due to sudden disability should also contact the Office of Civil Rights and Accessibility (part of the Office of Student Engagement and Success) by email at ocra@rm.edu or call 385-375-8798 for further support and questions.
- c. In certain extenuating circumstances, an exception to the prior approval requirement may be made, and a learner 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 learner to notify the Program Director and faculty as soon as possible when this type of situation occurs. The Program Director will determine if an exception will be made on a case-by-case basis. The Program Director may request documentation from the learner 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 learners should not schedule return flights prior to 8:00 pm on the final day of courses. Approval by the Program Director 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 fieldwork education experience, due to an EMERGENCY OR ILLNESS, you are responsible for contacting the fieldwork educator **AND AFWC** prior to the start time for the fieldwork 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 learner's responsibility to make arrangements with the fieldwork educator to make up for the time missed; the AFWC will assist in those arrangements, if necessary. Learners should refer to the *MOT Fieldwork Manual* for additional details on attendance policies specific to fieldwork education experiences.

Punctuality for Class (Synchronous and Face to Face)

1. Learners are expected to arrive to class on time and prepared (synchronously or face to face). It is the learner's responsibility to adjust their travel time to suit anticipated weather conditions, schedules, etc., to ensure that the learner 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 learners 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 learners who are not present for roll call may be marked absent. Tardiness may result in consequences at the discretion of the faculty member. Learners are also expected to be in class through the duration of the class.

Progression in the MOT Bridge 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 II) courses, which are graded as Pass or Fail. For all courses within the MOT curriculum, a grade of C+ or better (Pass in the case of Fieldwork Level II 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. Learners 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 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 learner's performance to determine if academic and fieldwork 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 fieldwork performance. The learner may be required to provide documentation to support any extenuating circumstances. The learner who passes all their academic and fieldwork 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:***
 - Learners in the MOT Bridge 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 learner 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).

- Learners are only allowed one grade of C+ in any given semester, which would result in the learner being placed on academic probation (AP).
 - Learners 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 learner does not achieve this requirement for any given semester, the learner will be placed on academic probation as defined in the *University Handbook*.
 - *A minimum cumulative GPA of 3.00 must be maintained.* If the learner does not maintain this requirement, the learner will be placed on academic probation as defined in the *University Handbook*.
 3. ***Fieldwork Education Course Grade Requirement:*** Students must pass Level IA and Level IB with a grade of at least a C+. Level II fieldwork education courses must be passed with a grade of P (Pass). Learners should refer to the *MOT Fieldwork Manual* for specific information on fieldwork education course requirements.
 4. ***Professional Behaviors/Dispositions and Technical Standards:*** Learners in the MOT Bridge Program must demonstrate appropriate behaviors according to the MOT Bridge Program Professional Behaviors and technical standards documents. Because these standards reflect behaviors necessary for success as an occupational therapist in the fieldwork 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 time,
 - a delay in progression or dismissal from the program.

Probation Status (A.4.4)

A learner will be placed on Academic Probation as a result of:

- a cumulative GPA below 3.00.
- a semester GPA below 3.00.
- a single course grade of C+ in a semester.

Also, disciplinary action which could lead to penalty or dismissal may also be taken against a learner for the following:

- Violation of the Program's professional behavior, attendance, or other policies,
- Violation of the University honor code or code of conduct,
- Violation of AOTAs Code of Ethics,
- Not meeting all program requirements

A learner placed on probation or who has disciplinary action will meet with their faculty advisor to develop a performance action plan in conjunction with the student progression committee that details requirements to remove the disciplinary status. Learners on probation will be monitored

by the faculty advisor and student progression committee and assessed to ascertain if the requirements have been met. Depending on the nature and severity of other violations that lead to disciplinary action, a learner may be allowed to continue in the program with the development of a performance action plan by the learner's advisor in conjunction with the student progression committee.

To remove academic probation status, the learner is required to

- Have all final course grades of B- or better in the next semester.
- Achieve a semester GPA of at least 3.00 for the next semester.
- Raise the cumulative GPA to a minimum of 3.00.

Learners under any other disciplinary action must meet the requirements of the Learner Performance Action Plan. The learner is not allowed to be on academic probation for more than two consecutive semesters in the duration of the MOT program. Failure to remove the academic probation status after the aforementioned probation period will result in dismissal from the program. If the learner does not meet the conditions of other disciplinary action remediation plans by the designated time, they may be dismissed from the program by the Dean of the College of Rehabilitation Sciences upon recommendation from the PD, as noted in the section on conduct and behavior in the *University Handbook*. An official letter will be sent from the Registrar notifying the learner of this action.

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

In addition to those conditions listed in the *University Handbook*, a learner 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 Bridge Program Student Handbook*.
6. Unacceptable fieldwork performance (MOT 651 and 652).
7. Inability to meet the Professional Behavior or Technical Standards of the MOT Bridge 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 learner 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 learner may be requested to provide input

to the faculty. The learner is allowed to appeal any decision by following the appeal procedure. See the *University Handbook* for additional information on progression, university status, dismissal, probation, suspension, dismissal, or appeals procedures.

Competency Prior to Fieldwork Education Participation

All learners 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 Manual* for additional information.

Remediation of Non-Acceptable Student Performance

Non-acceptable performance may be either academic, experiential, 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 learner's performance were unacceptable would not be allowed.
2. Remedial work for unacceptable academic or performance (see remediation of 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 learner 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 learner progression committee, in consultation with faculty, reserves the right to require the learner to repeat the entire course the next time it is offered. Depending on the situation the learner may or may not be required to apply for readmission, and an academic plan would be required for the learner's return. The main situation in which a learner may not have to reapply is in the case of poor performance in a course due to extenuating circumstances. (See Remediation of 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 learner earned a grade below C+ in one

course with all other grades at B- or better in that semester (or pass for fieldwork 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 learner 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 fieldwork education courses).
6. A learner may continue to progress in the academic portion of the MOT Bridge Program while course remediation is in progress, with the understanding that if remediation is unsatisfactory, the learner 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 learners demonstrate minimum levels of competence prior to full-time fieldwork experience during the 4th term and will not be allowed to participate in these affiliations until remediation is completed successfully. If the faculty requires the learner to repeat the entire course the next time it is offered, the learner will not be allowed to progress.

Remediation of Non-Acceptable Fieldwork Performance

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

However, repeating a fieldwork course or remediation of unacceptable fieldwork performance may be allowed if the consensus of the Student Progression Committee and Program Director is that the learner 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 learner the opportunity to remediate or repeat a course without being dismissed.

1. *Repeating Fieldwork Courses*: Following unacceptable performance in any of the fieldwork courses, the MOT faculty may allow the learner to repeat a fieldwork experience without being dismissed if there is sufficient evidence to believe the learner would be successful and should repeat the entire course to fully demonstrate the required level of performance. Learners 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 learner 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 fieldwork educators.
2. *Remediation of Fieldwork Performance*: If the consensus is that the unsatisfactory performance may be improved to the required level by a remedial fieldwork experience that could be completed in a time frame no longer than 55% of the original length (12 weeks), a grade of IP (in progress) will be assigned and a remedial fieldwork placement

will be arranged. The learner 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 learner's performance in the make-up experience is still unsatisfactory, a grade of F will be assigned, and the learner will be dismissed from the program.

Repeating Fieldwork Courses

Following unacceptable performance in any of the fieldwork courses, the MOT faculty may allow the learner to repeat a fieldwork experience without being dismissed if there is sufficient evidence to believe the learner would be successful and should repeat the entire course to fully demonstrate the required level of performance. Learners 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 associated fees. The learner 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 FWE.

Remediation of Fieldwork 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.

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 learner would be unable to take these courses until the following year unless they join the following cohort. If learners must retake one or more courses the next time they are offered, they must apply for readmission to the MOT Bridge 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 learner progression committee reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or fieldwork 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 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 skills prior to continuing with fieldwork education.

4. *Grading*: The remedial grade will be used by the registrar's office in recalculating the learner's overall grade point. The original course grade will be recorded as an "R" (repeat) on the learner's transcript.

Requirements for Graduation (A.3.3.)

In order to graduate, the learner 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 fieldwork coursework (MOT 619, 629, 651, and 652) within 4 years of starting the MOT Bridge 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.)

Learners 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 learner must re-enter the program at the beginning of a minimester. Due to the limited availability of openings for enrollment, there is no guarantee of reinstatement or readmission for a learner who withdraws from the MOT Bridge Program.

In a case of extenuating circumstances, a learner 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* (pp. 33-36). A plan would have to be negotiated and agreed upon by all parties to allow for a learner to resume their course of study with another cohort, and all stipulations met.

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

Readmission

Learners 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 learner 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 learners 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.

Learners who are readmitted following academic dismissal are returned to the status of academic probation for a period of at least one semester. All readmitted learners 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 learner to achieve a 3.0 GPA after the first academic semester following re-admittance, the learner 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 learner 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 learner will be notified of the decision within 30 days of the submission of the application for readmission. The learner must re-enter at the beginning of the semester offering the MOT courses that the learner needs to complete to fulfill graduation requirements.
3. If applicable, the learner may be required to take a re-entry exam and practical exam to evaluate competencies required for MOT Bridge Program courses completed prior to withdrawing from the Program. Other stipulations may also apply depending on the circumstances.
4. The learner 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.

Appearance and Attire

Learners are expected to demonstrate professional behaviors, attitudes, and appearance at all times (synchronous or onsite during intensive learning weeks). Learners are required to wear attire that conforms to the image of a professional occupational therapist. The MOT educational setting is a place where learners, faculty, guests, clients, other professionals, and the general public form an impression of us, based on our appearance and conduct. Learners should be well-groomed. Learners are **not generally** 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. 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 not to fall forward or over the sides of the face when working with clients or otherwise interfere with client 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 client. Learners should not wear excessive fragrances, makeup, or jewelry. Earrings must not be so large as to interfere with participation in activities, in class, in lab, or on fieldwork 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

Learners in violation of the dress requirements will first receive a verbal warning with corrective instruction. If the same learner 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 learner being sent back to the Student Progression Committee to discuss appropriate action related to professional behavior.

Smart Phone Policy

Learners 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's 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. The Program Director will post a class cancellation notification for. 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 (learners, room scheduler, etc.).

Class Representatives

Each admitted cohort of MOT learners elects two to three 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 Program Director, faculty, and cohort members. Representatives can provide learners with a way to give feedback to the faculty anonymously if desired.
2. Solicit feedback from the class for items to be discussed by the MOT Bridge 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 Class Representative Policy and Procedure form (Appendix C) for more information.

Fieldwork Education Policies

Fieldwork education is an integral part of the curriculum and may require that a learner temporarily relocate. While the Academic Fieldwork Coordinator (AFWC) will make every effort to secure a fieldwork site local to the learner, sites may be as far as 100 miles away from where they reside. If a site is secured for the learner, and the learner moves away from the area, they may have to relocate to the area of the fieldwork site to complete the fieldwork experience. Learners are responsible for the cost of the travel and other related expenses. Learners will be required to meet all requirements outlined in the *MOT Fieldwork Manual* 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. Learners are responsible to read and abide by the policies, procedures, and standards in the *MOT Fieldwork Manual*.

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 professional licensing or regulatory agencies require reporting of misdemeanor and felony charges.

All learners participating in fieldwork education must undergo a criminal background check prior to the start of Level I and II fieldwork experiences. This will be at the learner’s expense. More than one may be required for participation in fieldwork experiences, depending on the individual site’s policies.

Learners should be aware that a history of criminal offenses will likely impact the ability of a learner to participate in fieldwork education, take the NBCOT licensing exam and/or obtain employment in the healthcare field. If a learner is unable to complete fieldwork education, they will be dismissed from the program.

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

Learners may be required to undergo drug screening prior to fieldwork education depending on individual facility policy. This would be at the learner’s expense. Should a learner test positive for an illicit or illegal substance, the learner 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 Bridge Program

Due to the exacting requirements of the occupational therapy course of study, it is unwise for learners to expect to meet their expenses through outside work. Most semesters in the MOT Bridge 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 discourage working more than part time. 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.

Health Insurance

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

Learners may contact the [Office of Student Engagement and Success at studentaffairs@rmu.edu](mailto:studentaffairs@rmu.edu) or 801.375.5125 and inquire about obtaining health insurance through the university.

Health Testing

Learners 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 Bridge 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, learners 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. Refer to the *MOT Fieldwork Manual* for further information as these requirements relate to fieldwork education.

[\(RMU Vaccination Statement\)](#)

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, learners must continue to report their unvaccinated status on any form collecting this data. Any learner 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 Guidelines

Learners 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, learners must refer to the policy and procedure of the individual site.

Potential Health Risks of Learners (A.4.4)

Student Safety/Injury

During the MOT Bridge Program, learners 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 learner. 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 learners. Ultimately, it is the learner's responsibility to apply these procedures and to take appropriate steps to protect their fellow learners and themselves.

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

Laboratory Policies and Procedures (A.4.4.)

The MOT laboratory facilities provide an environment suitable to demonstrate, learn, and practice occupational therapy evaluation and intervention procedures and techniques in a setting that simulates a health care setting. As such, it is expected that learners will maintain the laboratory and display professional behaviors. Please refer to the Department of Occupational Therapy's Laboratory Manual for more information.

Use of Human Subjects and Informed Consent

Individuals who serve as demonstration or practice subjects for any component of the MOT Bridge 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, learner, or client volunteer who

participates in a demonstration or practice session on the University Campus (see Appendix E). Informed consent will be obtained from clients in the practice setting appropriate to facility policy. All clients have the risk-free right to refuse to participate in fieldwork education.

Liability Insurance

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

Licensure

It is the goal of the RMU MOT Bridge Program to assist learners in every way in preparing 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 fieldwork experiences. However, following graduation, licensure as an occupational therapists is required by every state. Complete information on practice acts and regulations may be obtained from individual state licensing boards. Candidates should contact the licensing boards in the respective state to determine requirements. Graduates of the RMU MOT Bridge Program will be encouraged to take the National Board for Certification in Occupational Therapy (NBCOT) examination within 6 months of graduation. Further information regarding the NBCOT exam can be obtained at www.nbcot.org.

MOT Learner Professional Behavior Expectations

The MOT Bridge Program expects learners to demonstrate ten professional behaviors important to their education and reflective of professional expectations. 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* (2025) to shape the professional behavior of learners and faculty members. Learners are expected to familiarize themselves with these principles and demonstrate them throughout their academic and fieldwork experiences. Additionally, learners must continually monitor and appraise their professional behaviors and strive to reach optimal performance levels in the behaviors listed below.

1. **Empathy:** 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:** 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:** 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:** 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:** 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:** 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:** Exhibit openness to feedback that challenges personal beliefs, views, and assumptions. Exhibit openness to feedback regarding academic and fieldwork performance. Examine and integrate feedback as appropriate to enhance professional competency.
8. **Professional Presentation:** Exhibit professional conduct and demeanor and professionally represent the OT profession; also includes dress, hygiene, and grooming as appropriate for the setting.
9. **Stress management:** Identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for self, faculty/staff, classmates, clients, and their families, members of the health care team, and in work/life scenarios.
10. **Effective Use of Time and Resources:** Manage time and resources effectively to obtain the maximum possible benefit.

Medical Conditions, Including Pregnancy

Immediately upon medical confirmation, any medical condition that may impact the ability of a learner to safely and fully participate in the educational experience should be reported to the learner'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 may limit a learner from being able to meet the requirements of the fieldwork education experience course may result in a delay in progression in the program. A learner may request a delay or temporary withdrawal from the program and return without penalty at the point of their temporary exit. The learner 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, learners 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*, 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 learner 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 is available online on the Internet at <http://www.aota.org>.

Learners in the MOT Bridge 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 learner’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. MOT Bridge Program students can join AOTA or switch their membership with AOTA to Student Memberships, reducing the annual membership cost.

Learners 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 learners 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. Learners 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 learners 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 learners or faculty while attending class-related activities associated with the University (i.e., fieldwork settings, research data collection, etc.).

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

Campus Security and Student Safety (Physical Campus)

During the initial Intensive Learning Week experience, learners 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 by the receptionist at the front desk. At that time, the Emergency Medical System (911) will be activated, and the appropriate University administrator will be notified.

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

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford learners' certain rights with respect to their education records. They are found at <https://studentprivacy.ed.gov/ferpa>

Health Insurance Portability and Accountability Act (HIPAA) Policy

In the course of occupational therapy training, learners will likely have access to confidential information related to other learners, clients, or community members. Learners receive training in protecting client confidentiality and HIPAA guidelines. It is the *responsibility* of the learner to maintain confidential information related to clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential 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 client medical records.
- Unauthorized use, copying, or reading of employee/hospital records.
- Taking client records outside the fieldwork facility.
- Any tampering of client information.

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

The learner is to use discretion when discussing 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 fieldwork setting, and cannot easily be overheard by those not involved in the client's care. When discussing any client information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

Additionally, some fieldwork sites will have their own published policies/ procedures related to protecting client information that learners are expected to follow.

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

Health Requirements

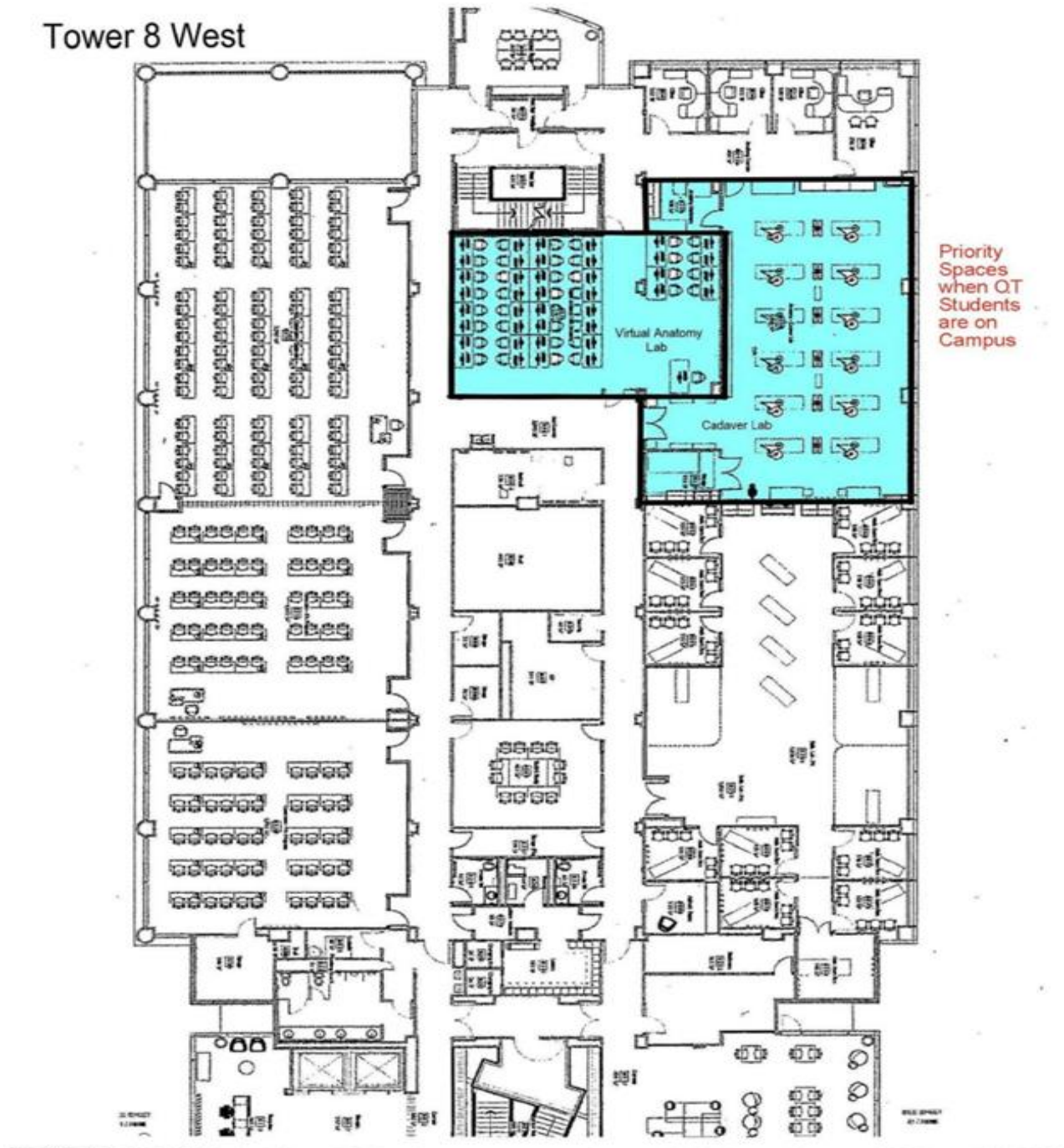
Learners should refer to the *MOT Bridge Program Fieldwork Manual* and *University Handbook* for details related to health requirements.

Section VIII: Campus OTD/MOT Bridge Program Floor Plans

Tower

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

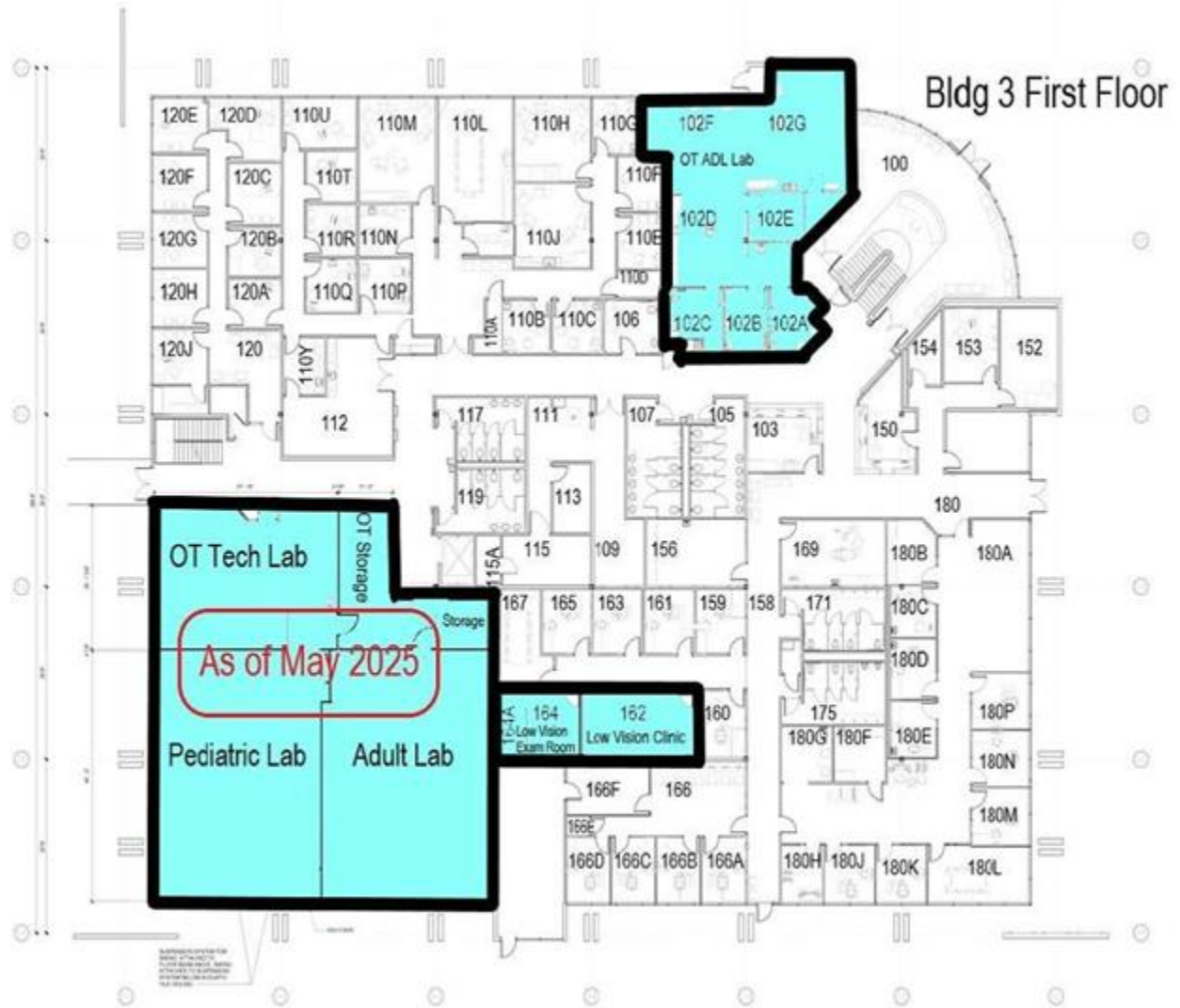
Tower 8 West



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

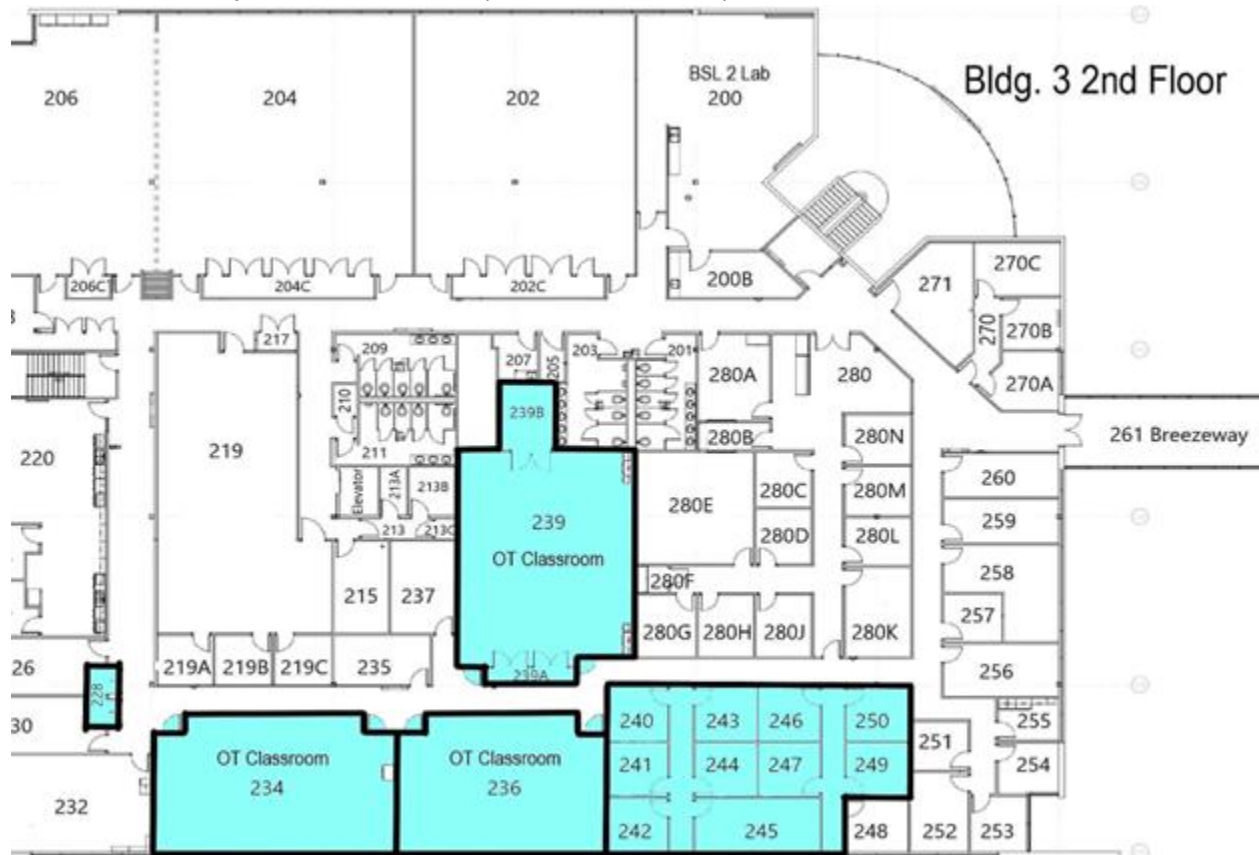
2nd Floor

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 X: References

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Section XI: Appendices

Appendix A
Student Disclosure Form



**Rocky Mountain
University
of Health Professions**

MOT Bridge 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 learners. 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 Bridge Program specifically, it is recommended that learners 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 Bridge 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 Bridge Program handbooks (*Student Handbook and Fieldwork Manual*), I understand that the *University Handbook* has terms and conditions regarding my education. The *University Handbook* is available on the 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 education 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 Monday-Friday:
 - Semester 1 - Week 4
 - Semester 2 - Week 4
 - Semester 3 - Week 13
- 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.

Learners 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 fieldwork 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 fieldwork 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.

Learners 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 learners 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 Bridge 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 Bridge

Program and self-report if any questions exist regarding their ability to meet these standards. Learners will be introduced to Professional Behaviors in their first semester. The Core Performance Standards are available for review in Section V of the Student Handbook.

The MOT Bridge 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.

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)

This course introduces learners to the foundational scope, principles, and evolving role of the occupational therapy profession. Through critical exploration and application of the profession's guiding documents, learners deepen their understanding of the history, values, ethics, and standards shaping contemporary OT practice. Learners actively engage in comparing theories, applying key frameworks to real-world contexts, and reflecting on their own professional identity as developing occupational therapists, setting the stage for continued growth in advanced practice.

MOT 602 Anatomy for OT (2 credits; Hybrid)

This course provides an in-depth, applied study of human anatomical structures essential for goal-directed movement and active engagement in meaningful occupations. Using a regional approach, learners explore the human body with a focus on clinical relevance to occupational therapy practice. Learning experiences include virtual models, multimedia, and on-campus lab sessions using cadavers to enhance understanding. Learners actively integrate prior clinical knowledge with new anatomical content, apply critical thinking to real-life OT scenarios, and reflect on the relationship between structure and function in human occupation, translating anatomical knowledge into safe, effective, evidence-based practice.

MOT 603 Neuroscience in OT (2 credits; Online)

This course introduces learners to fundamental neuroscience concepts essential for advanced occupational therapy practice. Learners examine the structure and function of the human nervous system with a focus on how neuroanatomical relationships influence clinical signs, symptoms, and occupational performance. The course provides foundational knowledge for interpreting common neurological conditions and for applying this understanding in evidence-based assessment and intervention planning. Learners' prior experience, intrinsic motivation, and need for practical, relevant application supports active engagement through virtual models, cadaver-based lab sessions, and case-based analysis, ensuring the translation of complex neuroanatomy into meaningful, client-centered practice. Prerequisites: MOT 602

MOT 605: Human Movement & Performance (2 credits; Hybrid)

This course provides an applied study of normal and pathological human movement, integrating principles of biomechanics, kinesiology, osteokinematics, and arthrokinematics. Learners analyze how the body's joints and tissues enable or limit functional movement, and how these movements support engagement in meaningful occupations. Through interactive simulations, video observation, lab activities, and hands on practice, learners apply core concepts to evaluate posture, gait, range of motion, manual muscle testing, and functional performance. On-

campus labs reinforce psychomotor skill development and critical thinking through real-world functional assessments.

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

This course examines how occupational performance evolves across the lifespan and is influenced by temporal, environmental, and sociocultural factors through case-based learning, simulation, and authentic practice connecting directly to learners' prior clinical experiences. Learners explore the essential role of occupation in supporting physical, social, and mental development, participation in daily activities, survival, health, and wellbeing. Learners will revisit foundational occupational therapy theories, models, and frames of reference that guide the organization, assessment, and interpretation of occupational performance for individuals and populations. Using a systematic approach to activity analysis, learners apply these concepts to analyze, adapt, and optimize occupational engagement, while encouraging reflection on how occupation shapes health and participation.

MOT 608 Leadership, Management, & Entrepreneurship for OT (2 credits; Online)

This course prepares learners to understand, apply, and lead core management, administration, and entrepreneurial practices within the profession of occupational therapy. Learners explore the principles of financial planning, budgeting, marketing and branding, strategic planning, space design, and leadership competencies essential for developing and operating healthcare organizations. Through evidence-based guidelines and current practice trends, learners apply critical reasoning to develop sustainable business strategies that support the delivery of high-quality, client-centered occupational therapy services. This course uses authentic, problem-centered activities, collaborative discussions, and the creation of an executive business summary to connect learning directly to learners' professional goals through active engagement and real-world scenarios. Prerequisites: MOT 601

MOT 610 Culture & Occupation (2 credits; Online)

This course provides an in-depth exploration of the complex relationship between culture and occupation as life-sustaining, purposeful, and meaningful activities. Learners critically examine how cultural values, beliefs, customs, and practices shape occupational engagement, identity, and participation across the lifespan for diverse populations. Emphasizing cultural humility, this course integrates the development of cultural sensitivity, communication skills, advocacy, and application of culturally responsive practices in occupational therapy. Through authentic, problem-centered activities and reflective learning, learners connect course content to real-world practice and their own evolving roles as occupational therapists by combining experiential assignments, community interaction, and critical reflection. Prerequisites: MOT 601, MOT 606

MOT 613 OT for Children/Youth: Conditions & Participation (1 credit; Online)

This course provides foundational and advanced knowledge of clinical conditions affecting children and adolescents, including physical, neurological, and psychosocial impairments and disabilities. Learners examine typical occupational performance challenges encountered in pediatric practice and apply evidence-based professional reasoning to evaluate and plan interventions. Emphasis is placed on understanding the interaction between developmental

conditions, social determinants of health, and public health factors that shape participation and well-being for children and youth.

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

This course examines the policy, legal, and ethical issues that influence the scope and delivery of occupational therapy services. Learners gain the knowledge and practical skills needed to advocate for clients and the profession, navigate complex policy landscapes, and lead effectively within healthcare systems. Through a blend of evidence-based exploration, real-world analysis, and reflective discussion, learners critically analyze contextual factors, propose solutions to legal and ethical challenges, and develop strategies to empower clients and communities. The course emphasizes ethical decision-making, leadership development, and lifelong learning, which honors learners' prior experiences and focuses on relevance and practical application. Prerequisites: MOT 601, 610

MOT 617 Pediatric Evaluation & Intervention (3 credits; Hybrid)

This course focuses on the evaluation and intervention planning processes for children and youth with diverse developmental, physical, behavioral, and psychosocial needs. Learners gain advanced skills in screening, assessment, and interpretation using both standardized and non-standardized tools. Emphasis is placed on integrating the Occupational Therapy Practice Framework (OTPF-4) and theoretical models to guide client-centered, culturally responsive, evidence-based practice. Learners apply professional reasoning to design and implement occupation-based intervention plans that address key domains such as feeding and eating, orthotics, motor skills, ADLs, leisure, and sleep. This course encourages learners to build upon foundational knowledge, apply and integrate skills, reflect on their roles, and develop strategies for continuous professional learning. On-campus lab sessions provide hands-on practice in evaluation techniques, intervention strategies, and the use of technology and telehealth in pediatric practice. Prerequisites: MOT 606, MOT 613

MOT 618 OT for Adults with Neurological & Physical Conditions (1 credit; Online)

This course provides learners with an integrated understanding of major neurological and physical diseases, injuries, and conditions that affect adult occupational performance. Learners will analyze diagnostic and evidence-based intervention approaches through a medical and holistic lens, while considering social determinants of health that impact outcomes.

MOT 620 Scholarly Inquiry I (3 credits; Online)

This course provides learners with foundational knowledge and applied skills in qualitative research design, methodology, and scholarly writing, emphasizing the role of qualitative inquiry in advancing occupational therapy practice. Learners will examine the hierarchy of evidence, compare qualitative and quantitative approaches, and explore philosophical and ethical assumptions that shape qualitative research. The course emphasizes evidence searching (e.g., PubMed, Index Medicus), critical appraisal, and the construction of scholarly documents in APA format. Learners gain experience applying qualitative methods to real-world clinical issues, including designing research questions, collecting and analyzing data, and evaluating published

qualitative studies. This course emphasizes critical reflection and the practical integration of research knowledge into the learners' professional contexts.

MOT 621 Scholarly Inquiry II (3 credits; Online)

This course equips learners with foundational and applied skills in quantitative research design, evidence appraisal, and scholarly critique to support evidence-based practice. Learners explore the hierarchy of evidence, develop clinical questions, and apply quantitative research and ethical principles to judge diagnostic tests, standardized assessments, outcome measures, and the effectiveness of interventions for individuals, populations, or organizations. Learners will strengthen their information literacy through structured literature searches, critical analysis of research designs, and statistical interpretation. Learners will gain practical experience developing a critically appraised paper article critiques, evidence tables, and a research prospectus, applying knowledge to real-world clinical scenarios. Prerequisites: MOT 620

MOT 623 OT for Adults with Psychosocial Conditions (1 credit; Online)

This course provides learners with foundational knowledge of the psychological, behavioral, and neurocognitive conditions commonly addressed by occupational therapists across diverse practice settings—including community, inpatient, outpatient, and emerging contexts. Learners will also examine social determinants of health, developing a holistic perspective on how environmental, social, and cultural factors affect participation and well-being, while fostering critical thinking and meaningful application.

MOT 625 Adult Physical & Neurological Evaluation & Intervention I (3 credits; Hybrid)

This course is the first in a two-course sequence focusing on the evaluation and analysis of adult occupational performance, emphasizing physical and neurological functions. Learners explore typical and atypical performance patterns, participate in occupation-based assessment and analysis, and learn to interpret findings to inform intervention planning. Learners will develop evidence-based professional reasoning and apply theoretical models to guide their evaluative and intervention decisions. The course emphasizes screening, standardized and non-standardized assessment, interpretation of data, and safe, ethical practice with diverse adult populations all of which guide occupation focused interventions. An on-campus lab component provides hands-on practice with assessment tools, client simulations, and peer collaboration—supporting adult learning principles through practical application, reflection, and integration with real-world scenarios. Prerequisites: MOT 618

MOT 626 Evaluation & Intervention for Psychosocial Performance (2 credits; Hybrid)

This course focuses on the evaluation and intervention of occupational performance related to psychological, behavioral, and neurocognitive function in adults. Learners will investigate typical and atypical conditions affecting mental health and functional cognition, with emphasis on screening, evaluation, interpretation, and occupation-based intervention planning for persons, groups, and populations. The course examines primary, secondary, and tertiary prevention and compensation strategies through individual and group interventions that support participation and performance in meaningful occupations. Learners will apply evidence-based decision-making and professional reasoning, integrating current best practices with theoretical

frameworks. A required on-campus lab component allows learners to practice standardized assessments, develop and implement intervention plans, and explore multidisciplinary collaboration, and care coordination, preparing them for complex psychosocial practice environments. Prerequisites: MOT 623

MOT 627 Adult Physical & Neurological Evaluation & Intervention II (2 credits; Online)

This advanced course is the second in a two-course sequence that deepens learners' knowledge and skills in the evaluation and intervention of occupational performance, components, and environments for adults with physical and neurological conditions. Learners investigate common occupational performance problems through the lens of relevant theories and frames of reference, connecting screening, assessment, and interpretation to the design and delivery of occupation-based interventions. Emphasis is placed on using evidence-based practice, sound professional reasoning, and interprofessional collaboration to plan, implement, and justify interventions that promote health, safety, wellness, and meaningful occupational participation. Learners develop proficiency with intervention strategies targeting prevention, remediation, compensation, and adaptation, and gain practical experience in applying orthotics, assistive devices, physical agent modalities, mobility techniques, and documentation standards. Prerequisites: MOT 618, MOT 625

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

Building on prior coursework in occupational therapy principles, practice, and evidence-based reasoning, this course focuses on the principles and practices of community-based occupational therapy. Learners examine the expanding roles of occupational therapists in health promotion, prevention, and primary healthcare, critically analyzing population health needs through an occupational justice lens and applying models of behavior change to promote participation and well-being. Learners will explore emerging research, current public health trends, global social issues, and contextual factors that shape service delivery. Through real-world problem solving and collaboration, learners will develop, adapt, and evaluate occupation-based interventions that address community and population health priorities, while advocating for equitable access and responsive practice. Prerequisites: MOT 617, MOT 623, MOT 625, MOT 626

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

Building on prior coursework in evidence-based practice and occupational therapy principles, this course equips learners with the skills to design, develop, and evaluate occupation-based programs that address health care needs for groups and populations. Emphasis is placed on program development processes such as feasibility studies, proposal preparation, grant writing, and basic business planning, as well as reimbursement considerations, survey design, and program evaluation methods. Learners critically analyze global and local health issues, select a target population, and apply evidence-based reasoning and clinical decision-making to develop innovative programs that promote health, wellness, and occupational participation in primary care, community, or health promotion settings. The course also emphasizes communication and collaboration within interprofessional teams and community partnerships to ensure responsive and sustainable programs. Prerequisites: MOT 617, MOT 626, MOT 627

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

This course equips learners with knowledge and practical skills for selecting, prescribing, and implementing assistive technology (AT) and environmental modifications to enhance participation, performance, and quality of life across the lifespan. Learners examine relevant models, frames of reference, and evidence-based assessment tools to evaluate and meet diverse psychosocial, neurocognitive, physical, and neurological needs. Topics include communication aids, environmental controls, low vision supports, community mobility solutions, computer-based technologies, and technology for care. Learners gain experience through hands-on on-campus lab focused on environmental assessment, adaptive design, and technology integration, applying occupational therapy principles to promote equitable access and meaningful engagement for persons, groups, and populations. Prerequisites: MOT 613, MOT 617, MOT 618, MOT 623, MOT 626, MOT 627

MOT 641 Older Adults Clinical Conditions in OT (1 credit; Online)

This course provides an overview of common physical, neurological, and psychological conditions affecting older individuals, groups, and populations. Learners examine the diagnostic features, trajectories, and occupational performance impacts of these conditions using a medical model integrated with a holistic occupational therapy perspective. Emphasis is placed on the influence of social determinants of health, lifestyle factors, and diversity, and the role of interprofessional collaboration in supporting healthy aging and participation in meaningful occupations.

MOT 643 Older Adults Evaluation & Intervention (3 credits; Hybrid)

This course provides learners with knowledge and skills for the evaluation of occupational performance, performance components, and occupational environments among older adults. Learners engage in problem-based learning, interactive seminars, structured observation, group discussion, case study analysis, and peer presentations. Emphasis is placed on the role of screening, evaluation, interpretation, and documentation in shaping intervention and discharge planning for geriatric clients. The course includes an on-campus lab component where learners implement evaluation tools and develop occupation-based plans using evidence-based reasoning and clinical judgment. Prerequisites: MOT 641

MOT 650 Advanced Topics (3 credits; Hybrid)

This advanced course exposes learners to specialized knowledge and skills in areas such as driving habilitation and rehabilitation, low vision rehabilitation, and other emerging practice areas across the lifespan. Learners will build professional reasoning for evaluation and intervention planning, develop collaborative skills for interdisciplinary practice, and address unique needs of special populations through evidence-based and occupation-centered approaches. An on-campus lab component provides hands-on Content and dates are subject to change. Last updated: November 19, 2025 experience in activity analysis, environmental adaptation,

assessment, and intervention strategies related to driving, low vision, and advanced specialty practice. Prerequisites: MOT 605, MOT 606, MOT 613, MOT 618, MOT 625, MOT 627

MOT 670A Research Practicum (1 credit; Online)

This faculty-directed practicum provides learners with structured, hands-on experience in clinical or applied occupational therapy research. Guided by a research mentor, learners will engage in activities such as literature review, IRB proposal development, data collection, analysis, and dissemination. This practicum emphasizes professional collaboration, scholarly contribution, and evidence-based inquiry skills essential for advanced practice. Prerequisites: MOT 620, MOT 621

MOT 670B Research Practicum (1 credit; Online)

This faculty-directed practicum provides learners with advanced, hands-on experience in clinical, basic, or applied occupational therapy research. Working closely with a research mentor, learners will participate in scholarly activities such as conducting literature reviews, preparing human subjects/IRB proposals, collecting and analyzing data, and developing presentations or manuscripts for dissemination. This course emphasizes professional collaboration, evidence-based inquiry, and the application of research skills to support occupational therapy scholarship and practice. Prerequisites: MOT 620, MOT 621, MOT 670 A

MOT 670C Research Practicum (1 credit; Online)

This faculty-guided practicum provides learners with advanced experience in clinical, basic, or applied occupational therapy research. Learners actively participate in scholarly tasks such as conducting literature reviews, developing human subjects (IRB) proposals, collecting and analyzing data, and preparing presentations or manuscripts for dissemination. The practicum emphasizes professional collaboration, evidence-based inquiry, and practical application of research skills to support occupational therapy practice and scholarship. Prerequisites: MOT 620, MOT 621, MOT 670 A, MOT 670 B

Fieldwork Courses:

MOT 619 Level I A Fieldwork (1 week or equivalent) (1 credit; Fieldwork)

Level IA Fieldwork introduces learners to the practice of occupational therapy in behavioral and mental health settings. Experiences may be virtual, simulated, or in person. The fieldwork experience integrates didactic knowledge with real-world observation and limited participation in selected aspects of the OT process and enriches classroom and lab learning by allowing learners to apply academic concepts while gaining a deeper understanding of client needs, professional reasoning, and the professional role of occupational therapy. During this course, learners engage in professional interactions with clients, caregivers, healthcare providers, and educators to further develop communication skills and professional behaviors. The goal of Level IA is not to be independent in the OT Content and dates are subject to change. Last updated: November 19, 2025 process, but to integrate and apply knowledge and skills obtained from didactic coursework under the supervision of qualified professionals. Approved supervisors may include occupational therapists, occupational therapy assistants, psychologists, teachers, social workers, nurses, physical therapists, and other related providers. Level IA Fieldwork is an

integral component of the MOT curriculum and lays the foundation for future success in Level IB and Level II fieldwork experiences. Prerequisites: MOT 623, MOT 626

MOT 629 Level I B Fieldwork (1 week or equivalent) (1 credit; Fieldwork)

Level IB Fieldwork introduces learners to the practice of occupational therapy in either adult or pediatric settings. The learner's expectation is to complete an experience that is not in their primary area of practice, current work setting, or in a setting with the least experience. Fieldwork education may be virtual, simulated, or in person and integrates didactic knowledge with real-world observation and limited participation in selected aspects of the OT process. The experience enriches classroom and lab learning by allowing learners to apply academic concepts while gaining a deeper understanding of client needs, professional reasoning, and the professional role of occupational therapy. During this course, learners engage in professional interactions with clients, caregivers, healthcare providers, and educators to develop communication skills and professional behaviors. The goal of Level IA is not to be independent in the OT process, but to integrate and apply knowledge and skills obtained from didactic coursework under the supervision of qualified professionals. Approved supervisors may include occupational therapists, occupational therapy assistants, psychologists, teachers, social workers, nurses, physical therapists, and other related providers. Level IB Fieldwork is an integral component of the MOT curriculum and lays the foundation for future success in Level II fieldwork experiences. Prerequisites: MOT 613, MOT 619, MOT 625, MOT 627

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

Level II Fieldwork is the culminating experiential component of the MOT curriculum, providing learners with immersive, full-time opportunities to integrate and apply academic learning while exhibiting entry-level competencies in authentic occupational therapy practice settings. Under the direct supervision of licensed occupational therapists, students refine advanced professional reasoning, develop client-centered evaluation and intervention skills, and demonstrate professional behaviors and reflective practice. Building on prior coursework and Level I Fieldwork, this experience enables students to synthesize foundational knowledge, professional reasoning, and occupation-based interventions to achieve entry-level competence. Learners will refine their clinical skills through active engagement with clients across the lifespan, applying evidence-based practice, critical thinking, and cultural humility. The experience is designed to promote professional identity formation, leadership, and the capacity for self-directed, lifelong learning. Upon successful completion, learners will demonstrate entry-level competence and readiness for independent occupational therapy practice as reflective, ethical, and evidence-based practitioners. Graded Pass/Fail. Prerequisites: All MOT didactic courses, MOT 619, MOT 629

MOT 652: Level II B: Fieldwork (12 weeks) (7 credits; Fieldwork)

Level II Fieldwork is the culminating experiential component of the MOT curriculum, providing learners with immersive, full-time opportunities to integrate and apply academic learning while exhibiting entry-level competencies in authentic occupational therapy practice settings. Under

the direct supervision of licensed occupational therapists, students refine advanced professional reasoning, develop client-centered evaluation and intervention skills, and demonstrate professional behaviors and reflective practice. Building on prior coursework and Level I Fieldwork, this experience enables students to synthesize foundational knowledge, professional reasoning, and occupation-based interventions to achieve entry-level competence. Learners will refine their clinical skills through active engagement with clients across the lifespan, applying evidence-based practice, critical thinking, and cultural humility. The experience is designed to promote professional identity formation, leadership, and the capacity for self-directed, lifelong learning. Upon successful completion, learners will demonstrate entry-level competence and readiness for independent occupational therapy practice as reflective, ethical, and evidence-based practitioners. Graded Pass/Fail. Prerequisites: All MOT didactic courses, MOT 619, MOT 629, MOT 651

Appendix C

RMU MOT Bridge Program Cohort Representatives Policy and Procedures

RMUoHP MOT Bridge Program Cohort Representatives
Policy and Procedures Cohort Representatives

Two to three representatives from each MOT cohort are nominated by their peers and elected via each class in September of each academic year. Representatives need to be currently enrolled in the MOT Bridge Program. Representatives must be in good academic (3.0 GPA)/professional standing.

Meetings with the cohort representatives will be conducted with the MOT Bridge Program Director at least one time per semester, typically prior to the MOT Bridge Program Team Meeting.

Appendix D

MOT Bridge Program Health Insurance Statement



**Rocky Mountain
University
of Health Professions**

MOT Bridge 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 Bridge 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 E

MOT Bridge Program Release, Informed Consent, and Waiver



Rocky Mountain
University
of Health Professions

MOT Bridge 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 Bridge 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