

Admissions Policy and Procedure MOT Bridge Program

Policy Number: 1

Purpose

To establish the criteria and procedures for admission to the MOT Bridge Program at RMUoHP.

Scope

This policy provided students, faculty, and administration with consistent procedures and expectations related to admission to the MOT Bridge Program.

Background

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

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

Procedure

Section 1: Admission Procedures

● **Required**

- Applications are reviewed by the MOT Program Admissions Committee on a rolling basis. Applicants are rated by the committee using a holistic approach. Additionally, applicants are rated using only individual rubric and are not compared to other applicants.
- Completion of OTCAS application
 - Completion of a bachelor's degree from a regionally accredited institution with a minimum overall GPA of 3.0 (*Maximum rubric score of 25 points*).
 - A minimum GPA of 2.0 in each required prerequisite course (*Maximum rubric score of 25 points*)
 - Anatomy (3 credits, 200 level)
 - Physiology (3 credits, 200 level)
 - Statistics (3 credits, 200 level)

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

International Applicants

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

Application Process

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

Program Diversity

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

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

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

- Holistic admissions require different types of artifacts, equally weighted. Grade point average, written communication, verbal/non-verbal communication, letters of recommendation, and additional application materials, are all designed to allow applicants with diverse backgrounds, abilities, etc., to be evaluated equally.
- In the hybrid delivery model, the limited number of trips to campus is designed to include applicants with diverse learning preferences and resources to complete a Master of Occupational Therapy degree.
- The admissions committee reviews applications on a rolling basis as they are processed. Applicants and their materials are evaluated using a balanced rubric instead of a formula to ensure success or compare applicants against each other.
- The makeup of the admissions committee ensures that gender, race, religion (or the lack thereof), learning style preference, occupational therapy practice setting/expertise, etc., are represented, and applicants are rated solely based on their individual application materials, policy, and procedure for each application reviewed/considered.

Advanced Placement and Application Timing

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

Admission Timing and Deferrals

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

Online Application

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

Screening

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

Scoring

All qualifying applications go through the following scoring process:

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

Selection Process

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

- **Immediate Accept:** These candidates will formally be offered a seat in the RMU OTD program within 15 business days of the time their application is reviewed and scored.

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

Section 2: Other Policies and Procedures

Non-Refundable Deposits

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

Health Requirements

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

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

- **Varicella:** Records of titer validating current immunity and/or 2-dose vaccine series being administered according to [CDC scheduling guidelines](#). (*Please Note:* a history of previous infection is not sufficient evidence of immunity)
- **Influenza Vaccination:** Current year
- **COVID-19** prior to matriculation. (*Please Note:* [Click here for the CDC's definition of "fully vaccinated."](#))
- Immunization Requirement Exception Process: Appeals for exceptions to immunization requirements must be submitted prior to admissions, for incoming students, or as early as possible when the situation arises for currently enrolled students.
 - Students must submit an [appeal request through RMU's Registrar's Office](#).
 - The appeal request will include the following required information:
 - Why the student is, or will be, unable to meet the immunization requirements.
 - How the student plans to complete the MOT program, including the required 4 fieldwork experiences without the program's required immunizations.
 - Once the appeal is received by the Registrar's Office, the appeal will follow the "General Appeal Process" as outlined above.

Background Check/Drug Screening

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

Late Acceptance

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

Conflict of Interest

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

References

American Occupational Therapy Association. (2020). Occupational therapy's

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

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

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

Admissions Waitlist Policy

MOT Bridge Program

Policy Number: 2

Purpose

The purpose of this policy is to outline the process and guidelines for managing a waitlist of qualified applicants to the Master of Occupational Therapy (MOT) program at Rocky Mountain University. This policy ensures transparency, fairness, and consistency in offering admission when space becomes available.

Policy

Due to the competitive nature of the MOT program and limited enrollment capacity, a waitlist may be established when the number of qualified applicants exceeds the number of available seats. Applicants who meet all admissions requirements but are not offered an immediate seat may be placed on the waitlist and considered for admission if space becomes available before the cohort start date.

Placement on the waitlist guarantees the applicant admission to the following cohort without reapplying for the program.

Procedure

1. Waitlist Notification

- Applicants will be notified in writing (via email) if they are placed on the waitlist. Notification will be made through RMU Enrollment Services
- The notification will include an explanation of what it means to be on the waitlist and the expected timeline for updates.

2. Establishment of Waitlist

- The waitlist is created based on the decision date for admission.
- Potential students will be placed on the waitlist where the applicants who are admitted on the earliest date have the opportunity to in a cohort before those who are admitted at a later date.
- The waitlist is confidential and not disclosed to applicants.
- The waitlist will be managed by the RMU Enrollment Services, in collaboration with the MOT Program Administrative Assistant.

3. Admission from Waitlist

- If a space becomes available in the incoming cohort, RMU Enrollment Services will extend an offer to the applicant placed first on the waitlist.
- The offer will be communicated via phone and/or email by RMU Enrollment Services, and the applicant will be given a specific deadline (3 business days) to accept or decline the offer and submit their deposit.

4. Waitlist Duration

- The waitlist remains active until the cohort begins classes.
- Once classes begin, the waitlist allows the applicant a space in the next cohort without reapplying to the program.

5. Communication Expectations

- Applicants on the waitlist are encouraged to notify the program and RMU Enrollment Services, if they wish to be removed from consideration.
- Applicants may contact the program's Administrative Assistant and RMU Enrollment Services for general updates, but individual rankings will not be released.

6. Future Consideration

- Applicants who remain on the waitlist will be admitted to the following cohort without reapplication. Waitlisted applicants will be given 2 weeks to respond to the offer, inviting them to join the following cohort. Written notification via emails will be sent by RMU Enrollment Services.
- Waitlisted applicants will be invited to informational sessions and activities to increase engagement with the MOT program and the RMU community once they transition to an enrolled student in RMU's MOT program.

Approval, Review, & Revision	Date(s)
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Next Review Date	

Student Progression MOT Bridge Program

Policy Number: 3

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	7. Identify course expectations in course syllabi. 8. 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. 9. Notify the learner's advisor who will also provide guidance as indicated. 10. Refer any learner not meeting technical standards to the Student Affairs Office. 11. 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. 12. 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	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.

	- 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. - 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	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	- 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.] - 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. - 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	- Assists learner in the development of a realistic remediation or withdrawal plan or guides learner in leaving the program. - Advises learner to work with the Director of Student Services to complete all withdrawal and if appropriate, readmission paperwork. - Meets regularly with the learner to assess progress. - Offers referral to resources such as learner services to learners prior to withdrawal.
Office of Office of Student Affairs	Advises learner regarding required paperwork for withdrawing from the University and returning, if appropriate.

Procedure

- 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.
- The instructing faculty member will notify the Program Director and Faculty Advisor of the learner of the concern and performance level of the learner.
- The learner is encouraged to meet with their Faculty Advisor to identify strategies to support success in the course.
- 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 Student Affairs to complete any needed paperwork.

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

Use of Artificial Intelligence Guidelines

MOT Bridge Program

Policy Number: 4

Purpose

The purpose of this document is to inform all MOT Learners and faculty of the program's policy regarding the approved use of Artificial Intelligence (AI). Learners are expected to adhere to this policy across all cohorts and courses. Any use of AI must align with the guidelines outlined by the program. Improper use of AI in assignments where it is explicitly prohibited will not be tolerated. After two or more instances of unauthorized AI use, the learner will be referred to the Student Progression Committee for review and potential disciplinary action.

Permitted use of AI

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

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

Restricted Use of AI

Learners are NOT permitted to use any AI software to:

- Draft essays, research papers, or any other written work for any course, including capstone materials
- Revise any parts of the written work - the learner must undertake all such revisions personally.
- Generate arguments, thesis statements, or any other creative content.
- Submit any AI-generated content as part of their academic work without explicit prior approval from the course instructor and proper citation and acknowledgment of the use of AI.

Beginning in 2026, faculty in the MOT Bridge Program will indicate the appropriate use of AI for each assignment in every course. This guide will include standardized language and a visual aid similar to what has been created by V. Cubero shown in Figure 1.

Student AI Integration: 0 to Infinity

Student AI Usage Continuum for Empowered Learning

To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI, and have opportunities to learn WITH AI in increasingly interactive and complex ways.

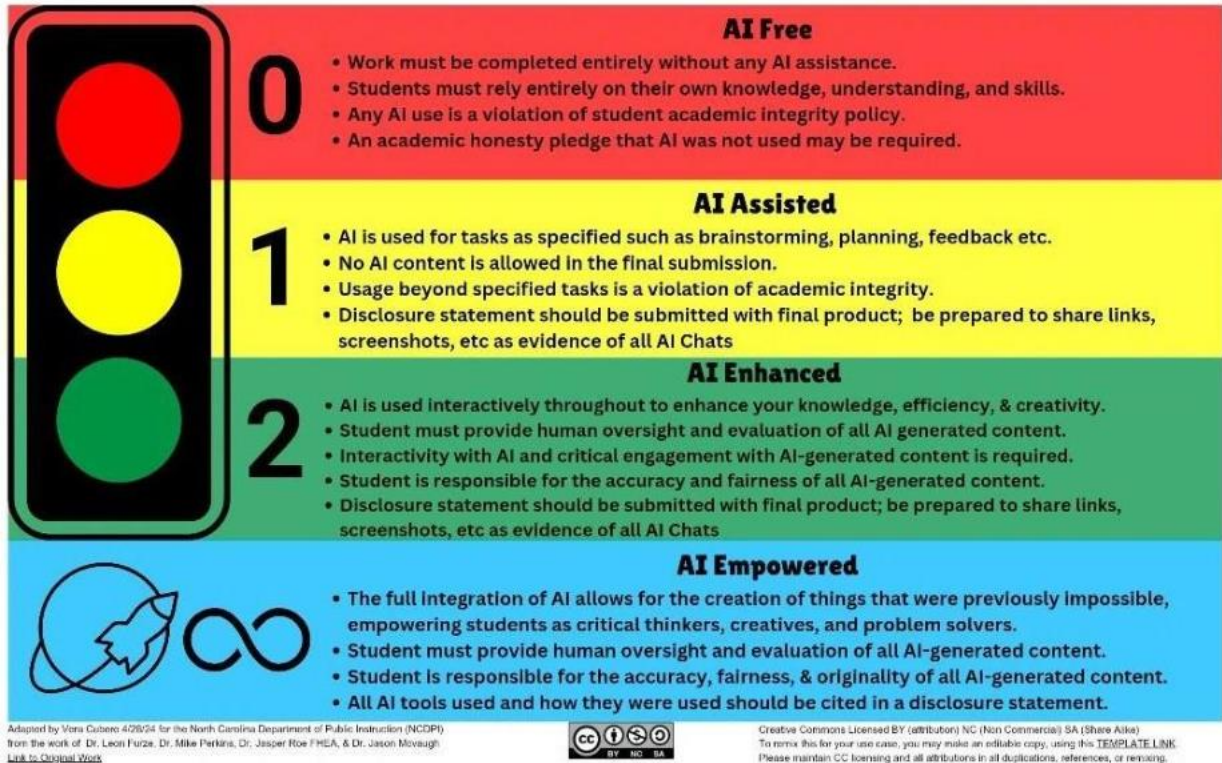


Figure 1. *Learner AI Integration.*

Unauthorized use of AI is a form of academic dishonesty (outside of the guidance provided above), specifically plagiarism, both of which are defined below.

Academic Dishonesty

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

Plagiarism: Plagiarism is representing the words or ideas of another as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include but are not limited to isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other Learners or artificial intelligence. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any Learner who fails to give credit for ideas or materials taken from another source, including anything downloaded from an online source without permission, is guilty of plagiarism. Facilitating Infractions of Academic Integrity: Facilitating is helping or

attempting to help another to commit an infraction of academic integrity, where one knows or should know that through one's acts or omissions such an infraction may occur.

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

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

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

Learner Advisement Procedure

MOT Bridge Program

Policy Number: 5

Purpose

To establish a process for academic advisement to ensure success and professionalism as learners transition from OTAs to OT practitioners.

Scope

Academic advisement is an important part of the educational process in the MOT Bridge Program. The MOT Program at RMUoHP views learner advisement as an essential element supporting learner development and professional behaviors.

Learners will be encouraged to reach out to their Academic Advisor for both strengths and challenges that are impacting their success in the MOT Bridge Program. Academic Advisors will serve as a resource to learners and make appropriate referrals, with learner approval, to available supports and resources in the University. Academic Advisors serve as a resource to learner to assist with navigating academic needs and developing professional behaviors.

All learners are required to meet with their academic advisor two to three times per semester. The advisor and learner will track the learner's progress with academics, leadership, and professionalism. Further, the advisor and learner will discuss any challenges/strategies to enhance the learner's experience with the limited residency model.

Policy Statement

The policy ensures that learners have the needed support and guidance to support success in the MOT Bridge Program. The process identified core faculty academic advisors and outlines the intent and process for ongoing advisement throughout the learner's engagement at RMU.

Procedure

1. Upon enrollment, a learner is assigned to a MOT faculty member who will serve as the learner's academic advisor throughout the duration of the program.
2. Core faculty members will be assigned learners from each cohort for academic advising.
3. Learners will meet with their Academic Advisor individually each semester of the program's first year. Additionally, learners will meet as a cohort with all Academic Advisors and the Program Director for group advisement sessions when on campus for the Intensive Learning Experience Week.

4. Each semester, the individual advisement sessions will have a specific focus, and each session will include a review and reflection of Professional Behaviors. Additional need or concerns will also be addressed during the advisement session. Learners will be encouraged to reach out to their Academic Advisor to share successes, challenges, and needs at any time.
 - **Semester One:** Academic Advisors and learners will explore and discuss challenges and needs associated with engagement and participation in a hybrid, accelerated graduate program.
 - **Semester Two:** Academic Advisors and learners will explore and discuss professional leadership opportunities. Additionally, learners will be encouraged to share concerns or needs related to their performance within the program.
 - **Semester Three:** Academic Advisors and learners will explore and discuss preparation for the academic transition to Level II Fieldwork. All learners are OTAs and bring to the program and their Level II FW experiences unique skills, knowledge, and experiences. Identifying strategies that allow the learners to best integrate their newly acquired knowledge and skills with those they held as OTAs.
5. Learners will also meet individually with the Academic Fieldwork Coordinator (AFWC) during each of the 3 semesters to discuss and collaborate on Level I and Level II fieldwork experiences and placements and through the completion of their last Level II fieldwork experience.

Attachments

- Student Professional Behaviors Assessment (Appendix A)
- Advisement Faculty Documentation Document (Appendix B)

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

Programmatic Awards and Recognitions MOT Bridge Program

Policy Number: 6

Purpose

To establish the criteria and procedures for programmatic awards and recognitions for the MOT Bridge Program at RMUoHP.

Scope

This policy provided students, faculty, and administration with consistent procedures and expectations related to awards and recognitions of students in the MOT Bridge Program.

Background

The MOT Bridge Program values the opportunity to recognize students for their excellence in a variety of areas. The program will recognize selected graduating students on an annual basis prior to graduation.

Procedure

1. Faculty will meet to select individual students for the attached awards following the completion of the Winter semester and at the completion of Level IIB Fieldwork.
2. It is not required that all awards or forms of recognition are given on an annual basis.
3. Recipients of the awards will be recognized at or before commencement by the Program Director.
4. The Administrative Assistant for the MOT Bridge Program will be responsible for ordering forms of recognition.

Awards and Recognition Descriptions MOT Bridge Program

State Occupational Therapy Association Conference Award

Applicants must be members of their state association (proof of membership must be submitted with the application) and preference will be given to individuals either speaking or presenting a poster. Preference will also be given to individuals who have not received program support to attend an AOTA Annual Conference. Requests are due to the MOT Bridge Program Director by the second Friday of September. Individuals must submit a one-page 'Letter of Application' to the Program Director that addresses these key areas:

1. How the award will benefit the applicant's educational process
2. How the award will enhance the student's preparation for clinical practice
3. How the award will benefit peer RMUoHP MOT individuals

4. An explanation of how the student will disseminate knowledge gained from conference attendance to her/his peers is required. (In accepting an award, the student must agree to disseminate her/his knowledge gained from their experiences to class peers within seven calendar days of returning to home.)

Two \$300 State Occupational Therapy Association Annual Conference Awards are offered each fall.

AOTA Annual Conference Award

Applicants must be members of AOTA (proof of membership must be submitted with the application) and preference will be given to individuals either speaking or presenting a poster. Preference will also be given to individuals who have not received program support to attend a State Annual Conference. Requests are due to the MOT Bridge Program Director by the second Friday of January. Individuals must submit a one-page 'Letter of Application' to the Program Director that addresses these key areas:

1. How the award will benefit the applicant's educational process
2. How the award will enhance the student's preparation for clinical practice
3. How the award will benefit peer RMUoHP MOT individuals
4. An explanation of how the student will disseminate knowledge gained from conference attendance to her/his peers is required. (In accepting an award, the student must agree to disseminate her/his knowledge gained from their experiences to class peers within seven calendar days of returning to home.)

Two \$1000 American Occupational Therapy Association Annual Conference Awards are offered each fall.

(***Allocation of awards based upon funding resources is determined by the MOT Bridge Program director on an annual basis. To apply for an award, a student must first meet the eligibility criteria for the respective award. The Program reserves the right to amend program rules.)

Programmatic Awards Given at Graduation

Academic Merit Award (Highest GPA)

The Academic Merit Award is given to the student with the highest cumulative GPA. In the case of ties among individuals with equal GPAs the recipient would be determined by the quality of the Research Project presentation and professionalism while in the program.

Perseverance Award (Student who navigated significant personal/professional challenges and still graduated with a GPA higher than 3.5)

The Perseverance Award is given to the student who navigated a life-changing event without taking a break from the program (temporary withdrawal). The student demonstrated professionalism, effective communication, and collegiately with administration, faculty, and student peers during the life-changing event.

Esprit de Corps Award (group motivator, leadership, team spirit)

The Esprit de Corps Award is given to the student who demonstrated consistent encouragement, advocacy, and professionalism in support of a given cohort's cohesiveness, organization, and success.

Outstanding Student Award

The Outstanding Student Award is given to a graduating MOT student who exemplifies the characteristics reflected of an outstanding occupational therapist including professionalism, compassion, creativity, and excellence in fieldwork performance.

Professional Development Award

The Professional Development Award is given to a graduating student who has demonstrated commitment to the profession of occupational therapy through engagement in professional activities and lifelong learning.

Future Researcher Award

The Future Researcher Award is given to a student or group of individuals who demonstrate excellence in research activities and presentations. This award serves to encourage evidence-based practice and further engagement in research activities as a practitioner.

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

Affiliation Agreement Process MOT Bridge Program

Policy Number: 7

Purpose

The purpose of the Fieldwork Affiliation Agreement Policy is to ensure that all Level I and Level II Fieldwork experiences within the Occupational Therapy Program are conducted in qualified, legally sound, and educationally appropriate practice settings through formalized affiliation agreements. These agreements establish clear expectations, roles, and responsibilities among the academic institution, the fieldwork site, and the fieldwork educator to support high-quality student learning experiences that align with program outcomes and accreditation standards.

Scope

Affiliation agreements are a critical component of fieldwork program management and are required to ensure compliance with the Accreditation Council for Occupational Therapy Education (ACOTE®) standards. Formal agreements provide the structural and legal framework necessary to protect students, clients, fieldwork educators, and the academic institution while ensuring consistency, accountability, and educational integrity across all fieldwork placements.

In accordance with **ACOTE Standards C.1.4, C.1.5, and C.1.6**, affiliation agreements support the program's responsibility to:

- Ensure that fieldwork experiences are coordinated, supervised, and evaluated in a manner consistent with the program's curriculum design and intended learning outcomes.
- Verify that fieldwork educators are appropriately qualified and prepared to assume supervisory and evaluative roles.
- Promote effective and ongoing communication between the Academic Fieldwork Coordinator (AFC) and fieldwork sites.
- Establish expectations related to student supervision, learning objectives, evaluation processes, liability coverage, and adherence to ethical, legal, and professional standards.

Affiliation agreements also facilitate equitable and consistent fieldwork experiences across diverse practice settings by defining minimum requirements for supervision, student learning opportunities, and performance evaluation. This structured approach supports student readiness for entry-level practice, safeguards the public, and ensures that the program maintains oversight and quality assurance of all fieldwork experiences.

Policy Statement

Once a fieldwork site agrees to mentor a student for a fieldwork experience, the Academic Fieldwork Coordinator (AFC) initiates the process of securing a formal Affiliation Agreement with the fieldwork education site. This agreement clearly

delineates the roles, responsibilities, and expectations of both the university and the fieldwork site and supports the program's responsibility for oversight and coordination of fieldwork education in accordance with ACOTE Standard C.1.5. A fully executed Affiliation Agreement must be in place and active prior to the start of any Level I or Level II Fieldwork experience.

Affiliation Agreements are stored in Exxat and in the University Affiliation Agreement Folder for all Departments.



[Fully Executed AA Tracking.xlsx](#)

Procedures / Implementation Steps

When the standard Rocky Mountain University Affiliation Agreement is utilized, the Academic Fieldwork Coordinator (AFWC) will initiate the process by emailing the agreement to the fieldwork site for review and completion. Upon receipt of the fully signed agreement from the site, the AFWC, in collaboration with the fieldwork team, will forward the document to the Department Chair for review. Following departmental approval, the agreement is submitted to the Dean of the College of Rehabilitation Sciences (CRS) for final review and signature. Once signed by the Dean of CRS, the agreement is considered fully executed, and a copy is provided to the fieldwork site for its records.

If a fieldwork site requires the use of its own Affiliation Agreement, the AFWC will obtain the agreement from the site, submit it to the Department Chair for review, and then submit it to the Dean of CRS for approval and signature. Upon institutional approval, the AFWC will return the signed agreement to the site and follow the site's established procedures for completion. Once the agreement has been fully executed by all parties, the fieldwork site information will be documented and maintained in the program's learning management system, Exxat.

Roles & Responsibilities

Academic Fieldwork Coordinator (AFWC)

The Academic Fieldwork Coordinator (AFWC) is responsible for the overall coordination, oversight, and management of fieldwork education in accordance with **ACOTE Standard C.1.5**. Specific responsibilities related to Affiliation Agreements include:

- Identifying, developing, and securing qualified fieldwork education sites that align with the program's curricular design and student learning outcomes.
- Initiating the Affiliation Agreement process once a fieldwork site agrees to mentor a student.
- Ensuring that Affiliation Agreements clearly define the roles, responsibilities, and expectations of the university and the fieldwork site.

- Coordinating with the Clinical Assistant, Department Chair, and Dean of the College of Rehabilitation Sciences (CRS) to facilitate timely review, approval, and execution of Affiliation Agreements.
- Verifying that a fully executed Affiliation Agreement is in place and active prior to the start of any Level I or Level II Fieldwork experience.
- Maintaining oversight of approved fieldwork sites and ensuring accurate documentation of agreements within the program's learning management system (Exxat).

Clinical Assistant

The Clinical Assistant supports the AFWC in the administrative and communication processes related to Affiliation Agreements. Responsibilities include:

- Assisting with communication and coordination among the fieldwork site, AFWC, Department Chair, and Dean of CRS throughout the Affiliation Agreement approval process.
- Tracking the status of Affiliation Agreements to support timely execution.
- Assisting with documentation, recordkeeping, and data entry related to fieldwork sites and agreements in Exxat, as directed by the AFWC.
- Supporting continuity and clarity of communication to ensure all parties are informed of requirements, timelines, and next steps.

Department Chair

The Department Chair provides academic and administrative oversight related to Affiliation Agreements by:

- Reviewing Affiliation Agreements for alignment with departmental, programmatic, and accreditation requirements.
- Submit approved agreements to the Dean of the College of Rehabilitation Sciences for final review and signature.
- Collaborating with the AFWC as needed to ensure compliance with **ACOTE Standard C.1.5** and institutional policies.

Dean of the College of Rehabilitation Sciences (CRS)

The Dean of the College of Rehabilitation Sciences provides final institutional approval by:

- Reviewing and signing Affiliation Agreements on behalf of the university.
- Ensuring that agreements comply with institutional, legal, and risk management requirements.
- Authorizing the execution of Affiliation Agreements necessary for student participation in fieldwork education.

Compliance / Standards Alignment

ACOTE C.1.4, C.1.5, and C.1.6

Appendices

College of Rehabilitation Sciences Affiliation Agreement

<https://rmuohp->

[my.sharepoint.com/:b:/g/personal/danielle_acurio_rm_edu/IQBs4CNw2vT_RogqrsIB_IW1ATZCzSse8yzklpNaq_OCNpM](https://rmuohp-my.sharepoint.com/:b:/g/personal/danielle_acurio_rm_edu/IQBs4CNw2vT_RogqrsIB_IW1ATZCzSse8yzklpNaq_OCNpM)

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

Compliance with the Accreditation Council for Occupational Therapy Education Policy

MOT Bridge Program

Policy Number: 8

In accordance with accreditation standard A.1.4, the Master of Occupational Therapy (MOT) program is responsible for maintaining compliance with ACOTE standards, policies, and procedures at all times. Any required notifications to ACOTE must be completed promptly and in accordance with ACOTE guidelines. The individuals responsible for ensuring compliance include the MOT Program Director, OT Department Chair, Dean of the College of Rehabilitation Sciences, and the Executive Vice President for Academic Affairs/Provost.

The MOT program is required to comply with the following:

- Notify ACOTE within 30 days of any transfer of program sponsorship or a change in the institution's name.
- Inform ACOTE within 30 days of notification if the sponsoring institution's accreditation status changes to probation or if accreditation is withdrawn.
- Obtain ACOTE approval for any significant program changes before admitting students to the revised program.
- Notify ACOTE within 30 days of the resignation of the Program Director or the appointment of a new or interim Program Director.
- Submit accreditation fees within 90 days of the invoice date.
- Provide a complete Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the time frame designated by ACOTE.
- Confirm a site visit date before the end of the current accreditation period.
- Maintain honesty and integrity in all communications with ACOTE.
- Comply with all current ACOTE policy requirements.

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

Onboarding Requirements and Procedures for Adjunct Faculty MOT Bridge Program

Policy Number: 9

Purpose

To establish a structured, consistent onboarding process for Adjunct Faculty to ensure instructional quality, accreditation compliance, and preparedness for teaching in a hybrid MOT Bridge environment.

Scope

This policy applies to all Adjunct Faculty teaching full courses, modules, or selected instructional units within the MOT Bridge curriculum.

Definitions

- **Adjunct Faculty:** Part-time faculty responsible for teaching assigned courses or labs.
- **Course Lead/Program Director:** Responsible for oversight of adjunct faculty.

Policy Statement

Adjunct Faculty must complete onboarding prior to teaching to ensure understanding of curriculum, program philosophy, assessment procedures, and learner support systems.

Procedures

1. Administrative Onboarding: Adjunct Faculty must complete:

- HR/contract documentation
- FERPA, Title IX, HIPAA/Confidentiality training
- Institutional technology orientation (email, LMS, Zoom, etc.)

2. MOT Program Orientation: Includes:

- Review of MOT Bridge Program structure, mission, and hybrid model
- Review of ACOTE alignment and program competencies
- Introduction to learner demographics (working professionals, OTA-to-MOT transitions)

3. Course-Specific Orientation: The Program Director provides:

- Syllabus, course map, and assessments
- Weekly objectives and teaching expectations
- Rubrics and calibration exercises
- Canvas course walkthrough
- Guidance on communication expectations and student engagement

4. Instructional Readiness: Adjunct faculty must demonstrate:

- Familiarity with course content and assignments
- Ability to use LMS tools

- Understanding of grading expectations
- Knowledge of escalation processes for academic or professionalism concerns

5. Ongoing Support: Adjunct faculty will receive:

- Regular check-ins with the Program Director or Course Lead
- Access to instructional resources and professional development
- Peer mentoring, if applicable

Roles and Responsibilities

- **Program Director:** Ensures onboarding completion and teaching readiness.
- **Course Lead Faculty:** Provides ongoing support, oversight, and course-specific training.
- **Adjunct Faculty:** Completes onboarding and ensures high-quality teaching aligned with program standards.
-

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

Onboarding Requirements and Procedures for Lab Assistants MOT Bridge Program

Policy Number: 10

Purpose

To establish clear procedures for preparing Lab Assistants to support instructional labs in the MOT Bridge Program. This policy ensures compliance with institutional standards, supports safe skill instruction, and promotes consistency across lab-based teaching experiences.

Scope

This policy applies to all Lab Assistants who support MOT Bridge courses involving hands-on instruction, demonstrations, clinical skill practice, equipment use, or competency checkoffs.

Definitions

- **Lab Assistant:** A trained individual who supports faculty in the setup, facilitation, and cleanup of lab sessions; may assist with teaching demonstrations under faculty supervision.
- **Lead Instructor:** The faculty member responsible for course oversight and lab content delivery.

Policy Statement

All Lab Assistants must complete onboarding requirements before participating in laboratory instruction to ensure safety, instructional consistency, and quality student learning experiences.

Procedures

1. Administrative Requirements: Lab Assistants must complete:

- HR onboarding and hiring documents
- FERPA training
- Risk & Safety training per the course lead faculty
- Background check as required by RMU

2. Program Orientation: Required components:

- Overview of the MOT Bridge Program structure and hybrid model
- Review of lab course objectives and competencies
- Safety expectations and emergency procedures
- Tour of lab spaces, equipment, and storage procedures upon arrival at the University

3. Teaching and Lab Responsibilities: Lab Assistants must:

- Attend pre-lab briefings with the course lead faculty
- Support setup/breakdown of lab environments
- Assist in demonstrations only under faculty direction
- Monitor safety and equipment use
- Provide non-evaluative student assistance

4. Documentation Requirements: Lab Assistants will complete any university required documents or releases.

Roles and Responsibilities

- **Program Director:** Ensures policy implementation and training availability.
- **Course Lead Faculty:** Provides lab-specific training and supervision.
- **Lab Assistant:** Completes all required onboarding and follows procedures.

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

Onboarding Requirements and Procedures for Teaching Assistants MOT Bridge Program

Policy Number: 11

Purpose

To provide structured training, expectations, and oversight for Teaching Assistants (TAs) supporting instructional, grading, and facilitation components in MOT Bridge courses.

Scope

This policy applies to all Teaching Assistants (TAs) assigned to MOT Bridge courses including online and in-person learning environments.

Definitions

- **Teaching Assistant (TA):** A graduate-level individual providing academic support such as moderating discussions, assisting faculty with grading, and supporting instructional activities.
- **Course Lead:** The faculty instructor of record.

Policy Statement

Teaching Assistants must complete all onboarding steps to ensure instructional consistency, academic integrity, and alignment with program standards.

Procedures

1. Administrative Requirements: TAs must complete:

- HR onboarding
- FERPA certification
- Title IX
- Confidentiality expectations
- Canvas access setup
- Complete orientation with IT

2. Academic Orientation: Provided by the Course Lead and Program Director, including:

- Review of course syllabus and weekly learning objectives
- Clarification of TA roles (e.g., grading, facilitation, monitoring discussions)
- Review of rubrics and grading calibration expectations
- Guidance on communication with learners

3. Grading and Assessment Training: TAs must participate in calibration activities, including:

- Reviewing sample learner work
- Practicing use of rubrics
- Aligning scoring with faculty expectations

4. Professional Conduct: TAs must:

- Maintain confidentiality of learner records
- Use professional, equitable communication

- Direct any learner concerns to faculty promptly
- Avoid offering inaccurate or unauthorized course guidance

Roles and Responsibilities

- **Program Director:** Completes Offer Letter and documents role in Course Tracker. Confirms TA readiness and oversight.
- **Course Faculty:** Provides training, supervision, and responsibilities.
- **Teaching Assistant:** Completes onboarding, meets expectations, and communicates effectively with faculty.
-

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



OTD and MOT Advisory Board

Policy Number: 12

Purpose

The Entry-Level Occupational Therapy Programs (OTD & MOT) Advisory Board at Rocky Mountain University of Health Professions serves as a vital resource to the programs, providing valuable insights and guidance on various aspects such as curriculum development, admissions, fieldwork education, strategic planning, and market forecasting in occupational therapy. This manual outlines the policies and procedures governing the formation, operation, and responsibilities of the Advisory Board.

Advisory Board Composition

The OTD and MOT Advisory Board shall consist of no more than six members, including occupational therapists and occupational therapy assistants both within and outside the state of Utah. The Advisory Board will be co-chaired by the OTD Program Director and MOT Program Director.

Responsibilities

- Co-Chairs (OTD & MOT Program Directors):
 - Facilitate and coordinate Advisory Board meetings.
 - Collaborate with the Board to set meeting agendas and objectives.
 - Ensure effective communication between the Board and program faculty.
- Advisory Board Members:
 - Provide input on curriculum development, ensuring alignment with industry standards and emerging trends.
 - Offer insights on admissions processes to enhance diversity and inclusivity within the programs.
 - Contribute recommendations for optimizing fieldwork education experiences.
 - Participate in strategic planning discussions to enhance the programs' long-term success.
 - Collaborate on market forecasting in occupational therapy to adapt programs to evolving industry needs.

Meeting Frequency

The Advisory Board will meet at least two times per year, with additional meetings scheduled as needed.

Meeting Agenda and Objectives

The Co-Chairs, in consultation with Advisory Board members, will set the agenda for each meeting, focusing on key areas such as curriculum development, admissions, fieldwork education, strategic planning, and market forecasting. Meeting objectives will be established to guide discussions and ensure effective utilization of time.

Communication and Reporting

The Advisory Board will maintain open communication channels with program faculty and administration. After each meeting, a summary report will be generated, highlighting key discussions, recommendations, and action items. This report will be distributed to all Advisory Board members and relevant program stakeholders.

Term Limits and Appointments

Advisory Board members will serve in renewable terms of two years. Members may be reappointed for additional terms based on their willingness and the needs of the programs.

Compensation

The standard compensation for routine involvement, which may include attendance at bi-annual meetings (via video conference), will be \$100 per year per member.

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

Use of External Guests or Community Members as Clients for Onsite and Remote Learning Experiences

MOT Bridge Program

Policy Number: 13

Purpose

The purpose of this policy is to guide the MOT Bridge Program in the ethical, safe, and effective use of external guests, community members, and volunteer participants (“external participants”) who serve as simulated clients during onsite or remote learning activities. This ensures high-quality educational experiences while protecting participant safety, privacy, and program integrity.

Policy Statement

The MOT Bridge Program may utilize external guests or community members as clients in educational settings when such participation enhances student learning, supports competency development, and aligns with ethical and professional principles. All external participation must follow standardized consent, safety, privacy, and instructional procedures outlined below.

Scope

This policy applies to:

- All MOT Bridge and residential cohorts
- All faculty, adjunct faculty, lab instructors, and teaching assistants
- All campus-based and remote learning environments
- Experiences where external participants serve as real or simulated clients, interviewees, or case exemplars

This policy does *not* apply to fieldwork placements, which follow separate contractual and accreditation processes.

Definitions

External Participant: A person who is not enrolled as a student in the MOT Program and who volunteers or is invited to participate as a mock client, standardized patient, or case example.

Simulated Learning Experience: Any structured instructional session where students practice evaluation, interviewing, communication, or intervention skills with a non-student participant.

Sensitive Information: Any personal, medical, or psychosocial content shared by an external participant.

Procedures

1. Recruitment and Eligibility of External Participants

a) External participants may include:

- Community volunteers
- University staff

- Individuals with lived experience relevant to the instructional topic
- Standardized simulation participant
- b) Participants must:
 - Be at least 18 years old or accompanied by a legal guardian
 - Demonstrate capacity to provide informed consent
 - Understand the purpose and scope of the learning experience
- c) Individuals with significant medical, psychosocial, or mobility limitations must be screened to ensure participation is safe and appropriate.

2. Informed Consent Requirements

- a) Prior to participation, all external participants must:
 - Receive a description of the activity
 - Be informed of expectations, potential risks, and boundaries
 - Review confidentiality expectations
 - Sign a Program-Approved Consent Form
- b) Consent may include permission for:
 - Being interviewed by students
 - Being observed by faculty
 - Participation in recording for educational use (optional)
 - Use of de-identified content for teaching or assessment
- c) No participant may be involved without signed documentation.

3. Privacy and Confidentiality Protections

- a) Faculty must:
 - Instruct learners on FERPA-adjacent professional expectations
 - Instruct learners on HIPPA regulations and expectations
 - Prohibit learners from documenting or discussing identifiable participant information outside the learning environment
 - Ensure recordings (if used) are securely stored and not shared beyond the course
- b) External participants must be informed that:
 - Learners will practice therapeutic communication skills
 - Their participation is voluntary
 - They may decline to answer personal questions

4. Instructional Guidelines

- a) Faculty must:
 - Prepare learners with orientation to respectful, trauma-informed communication
 - Review safety, boundaries, and professional conduct expectations
 - Ensure activities align with course objectives and MOT Bridge program competencies
 - Limit the scope of questioning to the purpose of the educational experience (e.g., occupational profile, interviewing, screening)
- b) Faculty must monitor all interactions live (onsite or remote) to ensure safety and professional behavior.

5. Safety and Risk Management

- a) For onsite learning:
 - Faculty must verify that the environment is physically safe
 - Emergency procedures must be communicated

- No hands-on assessment or intervention requiring physical contact may occur without explicit consent and appropriate screening
- b) For remote learning:
- Participants must join from a private space
 - Faculty must ensure technology is functioning and secure
 - Drop procedures must exist in case a participant becomes distressed

6. Boundaries and Ethical Conduct

a) Students must:

- Treat external participants as real clients, with empathy and respect
- Avoid intrusive or personal questions outside the instructional scope
- Maintain professional demeanor, attire, and communication
- Immediately report any concerning participant statements or behaviors to faculty

b) External participants must:

- Agree to remain within the designated instructional script or activity
- Avoid providing unsolicited clinical advice or critique

7. Compensation

a) The program may:

- Provide volunteer appreciation (gift cards, lunch, campus swag)
- Provide nominal compensation for standardized client roles

b) Compensation must be consistent and approved through university policies.

8. Evaluation and Feedback

a) External participants may be asked to provide feedback on:

- Learner communication
- Professional behaviors
- Clarity and respectfulness of interaction

b) Faculty will use feedback to support ongoing program improvement.

9. Documentation and Recordkeeping

a) The following documents must be maintained for each activity:

- Signed consent forms
- Activity description
- Faculty oversight notes
- Incident reports (if applicable)

b) Documents are maintained in accordance with university and accreditation guidelines.

Attachments

- MOT Program Guest Participant Informed Consent Form (Appendix C)

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

Faculty Guidance for the Use of Artificial Intelligence (AI) in Course Assignments

MOT Bridge Program

Policy Number: 14

Purpose

The Master of Occupational Therapy (MOT) Bridge Program recognizes that artificial intelligence (AI) is becoming an integral component of professional practice, healthcare, research, education, and lifelong learning. The program is committed to preparing graduates who can use AI ethically, critically, and responsibly while maintaining professional accountability, academic integrity, and scholarly standards.

This guidance document establishes a consistent framework for faculty to determine the appropriate level of AI use for individual course assignments while ensuring students develop the foundational knowledge, critical reasoning, and professional competencies expected of entry-level occupational therapists.

Program Philosophy

Artificial intelligence should enhance—not replace—the learning process.

Assignments should be intentionally designed so that students demonstrate independent thinking, professional reasoning, ethical decision-making, scholarly writing, and evidence-based practice. Faculty should select the level of AI integration that best aligns with the learning outcomes of each assignment.

As students progress through the curriculum, they should experience increasing opportunities to learn about AI, learn with AI, and ultimately learn to critically evaluate AI-generated information as future occupational therapy practitioners.

Baseline Syllabus and Assignment Statements

Artificial Intelligence (AI) Use in Coursework

The Master of Occupational Therapy Bridge Program recognizes that artificial intelligence (AI) is an emerging professional tool that can support learning, clinical reasoning, scholarly writing, research, and professional practice. Because assignments are designed to develop specific competencies, the acceptable level of AI use will vary by assignment.

Each graded assignment will identify one of four approved levels of AI use:

- **Level 0 – AI-Free**
- **Level 1 – AI-Assisted**
- **Level 2 – AI-Enhanced**
- **Level 3 – AI-Empowered**

Students are expected to comply with the AI level designated for each assignment. Failure to adhere to the assigned level of AI use may constitute a violation of the University's Academic Integrity Policy.

Unless otherwise stated, students remain fully responsible for:

- the accuracy of submitted work;
- appropriate scholarly writing and APA formatting;
- critical analysis and professional judgment;
- verification of all information and references;
- originality of submitted work; and
- disclosure of AI use when required.

Faculty may request documentation of AI interactions, including prompts, transcripts, screenshots, links, or other evidence demonstrating how AI contributed to the assignment.

Student AI Usage Continuum Reference and Assignment Statements

AI-Free (Level 0): Faculty statement for assignment: This assignment must be completed entirely without the use of artificial intelligence (AI) tools. Students may not use generative AI at any stage of the assignment. Submission of AI-generated content constitutes a violation of academic integrity. Use of Grammarly or other spelling/editing software typically found in Word/Pages is permitted.

- Work must be completed entirely without any AI assistance.
- Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity policy.
- An academic honesty pledge that AI was not used may be required.

AI-Assisted (Level 1) Faculty statement for assignment: AI may be used only for instructor-approved preparatory activities (e.g., brainstorming, planning, outlining, or feedback). All final submitted content must be entirely your own original work. AI-generated text may not appear in the submitted assignment. An AI Disclosure Statement is required.

- AI is used for tasks as specified (e.g., brainstorming, planning, or feedback).
- No AI-generated content is allowed in the final submission.
- Usage beyond specified tasks is a violation of academic integrity.
- A disclosure statement should be submitted with the final product; students should be prepared to share links, screenshots, or other evidence of all AI interactions.

AI-Enhanced (Level 2) Faculty statement for assignment: AI may be used throughout the development of this assignment as a learning and productivity tool. Students must critically evaluate, verify, revise, and refine all AI-generated information.

You are responsible for the accuracy, quality, originality, scholarly integrity, and professional appropriateness of all submitted work. An AI Disclosure Statement is required.

- AI is used interactively throughout to enhance knowledge, efficiency, and creativity.
- Students must provide human oversight and evaluation of all AI-generated content.
- Interactivity with AI and critical engagement with AI-generated content is required.
- Students are responsible for the accuracy and fairness of all AI-generated content.
- A disclosure statement should be submitted with the final product; students should be prepared to share links, screenshots, or other evidence of all AI interactions.

AI-Empowered (Level 3) Faculty Statement for assignment: AI is an expected component of this assignment. Students should intentionally integrate AI to enhance creativity, innovation, efficiency, and problem solving while demonstrating independent professional judgment. Students remain fully responsible for all submitted content and must disclose all AI tools used, how they were used, and how AI-generated information was evaluated and refined.

- Full integration of AI allows for the creation of work that was previously not possible, empowering students as critical thinkers, creators, and problem solvers.
- Students must provide human oversight and evaluation of all AI-generated content.
- Students are responsible for the accuracy, fairness, and originality of all AI-generated content.
- All AI tools used—and how they were used—must be cited in a disclosure statement.

AI Disclosure Statement: Assignments requiring disclosure should include the following statement. The completed statement will be uploaded with or attached to each submitted assignment.

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

Artificial Intelligence Disclosure

AI Level Assigned or Recommended for Use in Assignment:

AI Tool(s) Used:

Purpose of AI Use: (Examples: brainstorming, outlining, literature exploration, editing, organization, summarization, drafting, data analysis, image generation, presentation development)

Description of How AI Was Used:

How AI Output Was Verified or Modified:

I affirm that I have complied with the AI requirements for this assignment and that I remain fully responsible for the accuracy, originality, scholarly quality, and integrity of all submitted work.

Student Name (serves as a digital signature)

Date

Assignment Resubmission Grading MOT Bridge Program

Policy Number: 15

Purpose

The purpose of this policy is to establish consistent criteria and procedures for grading assignments that are approved for resubmission within the MOT Bridge Program.

Scope

This policy applies to all students, faculty, and administrators involved in the Master of Occupational Therapy (MOT) Bridge Program and outlines expectations for assignment resubmissions, grading, and feedback.

Background

The MOT Bridge Program is committed to providing meaningful feedback that supports student learning and competency development. Faculty feedback serves as an important educational tool to help students strengthen their knowledge, clinical reasoning, scholarly skills, and professional competence in preparation for occupational therapy practice.

Occasionally, a student may submit an assignment that is incomplete or contains significant omissions of required content. In these situations, the assignment grade may not accurately reflect the student's mastery of the material. To promote learning and ensure achievement of essential course objectives, faculty may permit a student to revise and resubmit an assignment.

Assignment resubmission is intended as a learning opportunity rather than a grade replacement process. Students are expected to address identified deficiencies and demonstrate improved understanding of the required content.

Assignment resubmission is intended to support student learning and competency development. Therefore, faculty may limit resubmission opportunities to assignments demonstrating substantial omissions, incomplete work, or failure to meet essential learning outcomes. Resubmission should not be viewed as a routine mechanism for grade improvement.

Policy

Resubmission of an assignment is at the discretion of the course faculty and is not automatically granted.

When a resubmission is approved, the faculty member will evaluate the revised assignment and assign a new score based on the quality and completeness of the resubmitted work. The student's final recorded grade will consist of the original

assignment grade plus fifty percent (50%) of the points recovered through the revision process.

The final grade for a resubmitted assignment may not exceed the maximum point value established for the assignment.

Students will be able to resubmit four (4) assignments, with instructor approval, during the 12-month didactic portion of their academic journey. Group assignment submissions count towards a resubmission. Assignments valued at 10% or less of the overall course grade will not be considered for resubmission. Resubmission of assignments will be documented in the student's individual advisory folders to ensure transparency across the program and with all instructors.

Grade Calculation Formula

The final assignment grade will be calculated using the following formula:

$$\text{Final Grade} = \text{Original Grade} + [0.50 \times (\text{Resubmission Grade} - \text{Original Grade})]$$

Where:

- **Original Grade** = the score earned on the initial submission
- **Resubmission Grade** = the score the assignment would have earned had the revised version been submitted initially
- **50%** = the percentage of recovered points awarded for the resubmission

Example

Description	Points
Original Assignment Grade	60/100
Resubmitted Assignment Grade	90/100
Points Recovered	30
50% of Recovered Points	15
Final Recorded Grade	75/100

Calculation:

$$75 = 60 + [0.50 \times (90 - 60)]$$

Procedures

1. **Identification of Deficiencies:** Faculty will identify assignments that are incomplete or contain significant omissions of required content, resulting in a grade that may not accurately reflect the student's ability to demonstrate competency.
2. **Faculty Notification:** The faculty member will communicate with the student regarding the identified deficiencies and determine whether resubmission will be permitted. Faculty will document the resubmission in the student's individual advisory folder.

3. **Resubmission Timeline:** The faculty member will establish a deadline for submission of the revised assignment.
4. **Submission Process:** Resubmitted assignments must be submitted through Canvas or another method designated by the instructor.
5. **Late Penalties:** No additional late penalty will be applied to approved resubmissions, provided the revised assignment is submitted by the established resubmission deadline.
6. **Faculty Review and Feedback:** Faculty will review the revised assignment and provide feedback within a reasonable timeframe, recognizing that subsequent course activities may build upon the assignment content.
7. **Grade Calculation:** Faculty will evaluate the resubmitted assignment as a whole and determine the score that would have been earned had the revised work been submitted initially.

The final assignment grade will be calculated using the following formula:

$$\text{Final Grade} = \text{Original Grade} + [0.50 \times (\text{Resubmission Grade} - \text{Original Grade})]$$

The resulting score will become the final assignment grade recorded in Canvas.

Responsibilities

Students

- Review faculty feedback carefully.
- Address all identified deficiencies in the revised submission.
- Submit the revised assignment by the established deadline.
- Seek clarification from faculty when needed.

Faculty

- Determine whether resubmission is appropriate.
- Provide clear feedback regarding deficiencies and expectations for revision.
- Evaluate revised submissions consistently and based on the grading rubric and in accordance with this policy.
- Calculate and record the final grade using the approved resubmission formula.
- Document resubmission in the student's individual advisory folder.

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

Appendices

Appendix A

Student Professional Behaviors Assessment

Student Professional Behaviors Assessment *Student and Faculty Use

Name of person completing this form: _____

Date: _____

Role (Please select): Student Faculty

Year in the program (please circle): 1 2

Semester (Please select): Fall Winter Summer

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

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

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

4	Professional and personal boundaries: <i>Ability to recognize and manage personal and professional frustrations; balance personal and professional obligations and responsibilities; work with others cooperatively, demonstrate awareness of one's impact on others and manage self considerately, and effectively; and be responsive to contextual cues. Is flexible, demonstrates ability to professionally adapt to fluid, challenging, and ambiguous situations successfully.</i>	With ongoing guidance, student manages frustrations, balances obligations and responsibilities, works cooperatively, and effectively manages their impact on others, while being responsive to contextual cues.	With minimal guidance manages all frustrations; balances obligations and responsibilities; works cooperatively, effectively manages their impact on others, while being responsive to contextual cues.	Consistently manages all frustrations; balances obligations and responsibilities; works cooperatively, effectively manages their impact on others, while being responsive to contextual cues.	
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5	Cultural sensitivity and responsivity: <i>Ability to respect others and diverse backgrounds through the displays of contextual and cultural humility by valuing the fundamental rights, dignity, and worth of all people.</i>	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from the diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from the diversity of communities	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	
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	<i>Demonstrating respect for all individual and cultural differences.</i>		and cultures.		
6	Responsibility and integrity: <i>Ability to be accountable for behaviors and outcomes of personal and professional actions. Exhibits follow through on commitments to their education, community and social responsibilities. Is dependable, honest, respectful and demonstrates good judgment.</i>	Student demonstrates self-control, moral and ethical behavior and acts with integrity in decision making with ongoing guidance	Student demonstrates self-control, moral and ethical behavior and acts with integrity in decision making with minimal guidance	Consistently demonstrates self-control, moral and ethical behavior and acts with integrity in decision making	
7	Responsive to feedback: <i>Exhibits openness to feedback that challenges personal beliefs, views, and assumptions. Exhibits openness to feedback regarding academic and clinical performance.</i>	Requires ongoing guidance to be open to feedback regarding academic and clinical performance, and to integrate it as appropriate to enhance professional competency.	Requires minimal guidance to be open to feedback regarding academic and clinical performance, and to integrate it as appropriate to enhance professional competency.	Consistently exhibits openness to all feedback regarding academic and clinical performance, integrating it as appropriate to enhance professional competency.	

	<i>Examines and integrates feedback as appropriate to enhance</i>				
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	<i>professional competency.</i>					
8	Professional presentation & comportment: <i>Exhibits professional conduct and demeanor, professionally represents the OT profession; also includes dress, hygiene and grooming as appropriate for setting.</i>		Requires ongoing guidance to exhibit professional conduct and demeanor, and professionally represents the OT profession.	Requires minimal guidance to exhibit professional conduct and demeanor, and professionally represents the OT profession.	Consistently exhibits professional conduct and demeanor, professionally represents the OT profession.	
9	Stress management: <i>The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, faculty/staff, classmates, patient/clients and their families, members of the</i>		Requires ongoing guidance to identify sources of stress and coping mechanisms for managing stress for self and in interactions with others in the education	Requires minimal guidance to identify sources of stress and coping mechanisms for managing stress for self and in interactions with others in the education	Effectively implements coping strategies for managing stress for self and in interactions with others in the education and clinical environments.	

	<i>health care team and in work/life scenarios.</i>	and clinical environments.	and clinical environments.		
10	Effective use of time and resources: <i>The ability to manage time and resources effectively to obtain the maximum possible benefit.</i>	Requires ongoing guidance to manage time and resources effectively to obtain the maximum possible benefit in educational and clinical environments.	Requires minimal guidance to manage time and resources effectively to obtain the maximum possible benefit in educational and clinical environments.	Effectively manages time and resources effectively to obtain the maximum possible benefit in educational and clinical environments	

Student Name:

Student Signature and Date:

Faculty/Instructor Name:

Faculty/Instructor Signature and Date:

Appendix B

Advisement Faculty Documentation Document

Advisement Faculty Documentation Document (example)

Advising/ Meeting Form	(add most recent at the top)				
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Student Name					
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Date	Faculty (note any others present)	Purpose	Summary of Discussion	Action Plan (if needed)	Misc.

Appendix C

MOT Program Guest Participant Informed Consent Form



MOT Program

Guest Participant Informed Consent Form

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

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

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

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

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

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

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

By signing below, I acknowledge that I am the patient, caretaker, parent, or legal guardian of the patient specified below, and I consent to the above.

Name of Participant (please print):	
Signature:	Date:
Course(s):	Date(s):
Email:	Phone number:

