

# AUERBACH SCHOOL OF OCCUPATIONAL THERAPY



*What do you want out of life?*

## 2010 STUDENT HANDBOOK

# SPALDING UNIVERSITY

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# ***INTRODUCTION***



*What do You want out of life?*

Dear Occupational Therapy Student:

On behalf of the Faculty of the Auerbach School of Occupational Therapy (ASOT), I would like to personally welcome you to the ASOT professional entry-level program. We are pleased that you have chosen occupational therapy as a career, and Spalding University as your academic institution. We want to assure you of our interest and support as you begin this program of study. We are committed to your academic pursuits, but more importantly, we are concerned about you as a unique person with individual experiences, perceptions, value systems, and goals. To this end, it is important for all of us, faculty, staff, and students to work collaboratively in the educational process and in creating a shared learning community.

This handbook is **not** intended to take the place of the official *University Catalog of Undergraduate and Graduate Studies* nor the *Spalding University Student Handbook*. Its purpose is to make you aware of the policies and procedures necessary for your admission to, retention in, and successful completion of the Occupational Therapy Entry-level Program. The information herein is subject to periodic change. It is the student's responsibility to obtain and meet the most current admission and degree requirements to ensure all requirements are fulfilled.

Again, I welcome you into the Auerbach School of Occupational Therapy at Spalding University. I also want to thank you for becoming, not only a member of ASOT's incoming class of 2011, but also as a future colleague.

My very best wishes to you.

A handwritten signature in black ink that reads "Laura Strickland". The signature is written in a cursive, flowing style.

Laura Schluter Strickland, Ed.D., OTR/L  
Associate Professor and Chair,  
Auerbach School of Occupational Therapy



*What do You want out of life?*

### Acknowledgment of Receipt of Handbook

I, \_\_\_\_\_, have received the 2009 edition of the Spalding University – Auerbach School of Occupational Therapy Student Handbook. I understand I am responsible for reading this handbook and am accountable for adherence to the policies and guidelines herein. I also agree to uphold the Statement on Professionalism, the University’s Academic Integrity Policies, the American Occupational Therapy Association Code of Ethics (<http://www.aota.org/general/docs/ethicscode05.pdf>), and the student responsibilities as outlined in the University Catalog of Undergraduate and Graduate Studies. I am also responsible for updating this Manual with changes as announced by the Auerbach School of Occupational Therapy.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Handbook Purpose

This handbook provides necessary information regarding policies and procedures adopted by the Auerbach School of Occupational Therapy (ASOT) for all undergraduate health sciences and graduate entry-level occupational therapy students. Students are accountable and responsible for the information contained in this handbook.

The purpose of this student handbook is to serve as a resource for both students and faculty. The handbook may be subject to change, determined by circumstances that occur throughout the academic year. Students will be notified of any changes as they occur and are responsible for complying with any revised policies or standards.

Students are responsible for maintaining access to and/or downloading the handbook updates via the Spalding University ASOT Web Page ([www.spalding.edu/ot](http://www.spalding.edu/ot)) or by email. The Handbook will be used as a reference throughout the program of study until your graduation with a Master of Science in Occupational Therapy degree. It will also be used in classes as a reference for school standards.

All students have access to the *Spalding University Student Handbook* and the *Spalding University Catalog for Undergraduate and Graduate Studies* ([www.spalding.edu/frame.asp?pg=/catalog2?id=57](http://www.spalding.edu/frame.asp?pg=/catalog2?id=57)) which serves as additional resources for student expectations and performance standards. The *University Catalog* is the official document for all academic policies. The policies within this handbook serve as additional requirements/policies/procedures for students in ASOT.

This student handbook is the property of the Auerbach School of Occupational Therapy, Spalding University, Louisville, KY. No part of this handbook may be reproduced, stored in a retrieval system, transmitted in any form or by any means (mechanical, electronic, photocopying, recording or otherwise) without written permission from the Chair of the Auerbach School of Occupational Therapy.

## Auerbach School of Occupational Therapy Office Protocol

1. **Location:**  
The administrative office of the Auerbach School of Occupational Therapy is located in room 104 of the College of Health and Natural Sciences (CHNS) Building located at the south east corner of Breckinridge Street and 3<sup>rd</sup> Street. The hours of operation are from 8:00AM to 5:00PM, Monday through Friday, excluding University holidays. Faculty offices are located in rooms  

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2. **Phone numbers:**  
The phone number of Spalding University is (502) 585-9911 ext. 2196. The direct phone number of ASOT is (502) 588-7196. The fax number is (502) 585-7149. If you need to be contacted by family through the university, only a message of an emergency nature will be received in the main office area and delivered to occupational therapy students.
3. **Voice Mail/Email**  
Telephone voice mail and email are available for messages to be transmitted for all faculty and staff. Individual faculty extensions can be accessed through the University phone voice system or the online directory.  
  
**All students must obtain a Spalding Student e-mail address. This will be the main means of communication with students by ASOT and the University. All email communication must go through your Spalding e-mail address.**
4. **Mailboxes**  
Each student has a personal mailbox located in room 123 of the CHNS building. Students will have access to mailboxes during normal hours of operation. Each student is responsible for consistent timely checking of his/her mailbox. Students shall not take mail out of other students' boxes.
5. **Releasing Personal Information**  
Names, addresses and telephone numbers or information pertaining to an occupational therapy students' status will be released to others, not even to parents, without prior written consent of the individual student. Students are responsible for notifying the University Enrollment Services, Financial Aid and the Auerbach School of Occupational Therapy regarding changes in personal information: name, postal and email addresses and phone numbers. Home addresses and telephone numbers of faculty members will not be released without prior written consent of the individual faculty member.
6. **Report of Grades**  
Test grades are distributed on the course Black Board site, in sealed envelopes in mailboxes, during regular class meetings, or at other times as specified. The ASOT staff are not permitted to provide course grade information at anytime. **(Final official course grades are distributed by the University Registrar through WebAdvisor)** Faculty do not distribute final course grades.
7. **Usage of Copier/Lab printers**  
Student usage of the copier/lab printer(s) is not allowed. Any use of the copier/lab printer requires the approval of a specific faculty member who will arrange for copier use. Printing services are available in the Spalding University Library. This policy includes the use of enTECH lab equipment.

## Statement of Professionalism

Commitment to the values of responsibility and accountability are basic cornerstones of any profession. Today's practice environment is in an era where quality services are perceived as a variable, dependent in part, largely upon the individual occupational therapist's responsible and accountable actions. As occupational therapy educators, faculty members are committed to the values of responsibility and accountability believing it is our responsibility to instill and demand these same values of Spalding University students. Future clients and the occupational therapy profession deserve nothing less than high standards of accountability.

Many behaviors reflect responsible and accountable occupational therapy practice. Commitment to the safety, wellbeing, and health of the clients and families receiving our services is a fundamental requirement. Important ramifications include: **adequate preparation; sensitivity to the client and the client's family; concern for the client's best interests; and consultation with fellow professionals, and most importantly integrity and honesty in all of one's actions.**

In addition, therapists must have a genuine commitment to themselves as professional practitioners. This commitment is lived out, in part, through adherence to the philosophy that learning is a lifelong process and currency of knowledge is crucial. **Personal appearance and behavior** are also hallmarks of a professional. The manner in which one conducts oneself is a measure of the individual's standards and self-concept. This concern for self provides an added dimension of credibility that assists the client and family to develop a trusting, therapeutic relationship with the occupational therapist.

It is important that the professional occupational therapist has a commitment to the employer. Therefore, it behooves the professional practitioner to be familiar with the philosophy, purpose and goals of an organization prior to making a commitment to that organization. **Punctuality, dependability and accountability** are part of meeting this commitment. The organizations that allow ASOT students to gain knowledge and skill also deserve this same level of accountability. Students are expected to be punctual, dependable and accountable while in these organizations.

You are studying in an educational program that prepares you to be professional practitioners. **We expect from you the same responsible and accountable behaviors that will be expected of you when you graduate and take employment in various service agencies.** We expect you to be responsible as shown by your conduct, appearance, self-growth and learning, and we hold you accountable for your behaviors in the classroom and community. Additionally, you are responsible, as a member of the Spalding University Community, to uphold the mission and objectives of the University, academic policies of the university, as well as the mission, philosophy, objectives, and policies of the Auerbach School of Occupational Therapy.

## Spalding University Vision and Mission

### **Vision: Building on Tradition, Focus on the Future**

**Mission: Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.**

### **Diverse Community of Learners....**

Spalding University welcomes students, faculty, staff, administrators, who are diverse in age, experience, intellect, race, class, minority status, gender, religion, and culture, and encourages them to become members of an academic community.

### **Dedicated To Meeting the Needs of the Times...**

Since 1814, Spalding University has been and continues to be a community committed to providing curricula and programs that address evolving educational needs and to contributing knowledge and understanding derived from teaching, scholarship, and creative activity.

### **Quality Undergraduate and Graduate Liberal and Professional Studies....**

Spalding University provides a stimulating educational atmosphere, personal student/faculty interaction, and individual attention to a student's total learning experience. The values of curiosity, wonder, and reflection, sharpened by rigorous critical thought, are brought together with recognition of the needs and expectations of each member of the community.

### **Grounded in Spiritual Values...**

Established in the Catholic tradition, the Spalding University community embraces individuals of all traditions, encouraging them to live a personal philosophy centered in a value system beyond self.

### **Service and the Promotion of Peace and Justice....**

Spalding University serves human needs by challenging, encouraging, and supporting members of its community to exercise leadership in applying their learning to the fundamental needs of human life – physical, emotional, intellectual, and spiritual – in whatever social or professional context they may find themselves. All are encouraged to recognize moral, social, economic, political, and environmental issues, and to engage actively in the promotion of a just and peaceful world.

Students at Spalding University represent a broad range of ages and come from various academic, social, economic, and national backgrounds. Their interaction with a well-prepared, experienced faculty is marked by mutual concern in a climate where learning is valued. The manner in which faculty and students engage in the learning process is determined by the character of the particular discipline being pursued and by the knowledge, ability, and creativity of those involved in the pursuit.

### **The University's Core Competencies:**

Here at Spalding University, students practice habits of mind, or ways of knowing, that transcend disciplines and cultures; realize habits of heart that relate understanding and judgement to life; and learn in that process. The Spalding University Habits of Mind and Heart are:

- to expand the innate disposition to inquire;
- think clearly and to develop critical, creative, and abstract thought;
- to gather, analyze and evaluate information, ideas, and decisions;
- to communicate effectively using oral, visual, and written skills;
- to discover relationships and connections among areas to study;
- to recognize boundaries constructed between and within disciplines;
- to analyze cultures as means to deepen critical understanding of humanity;
- to appreciate the role values play in the construction of knowledge and making of decisions; and
- to develop reflection skills which bring self-knowledge and a sense of meaning, purpose, and achievement.

## Spalding Past and Present

In 2009, Spalding University celebrates 194 years of academic tradition and service extending back to 1814 when the Sisters of Charity of Nazareth established Nazareth Academy at Nazareth, near Bardstown, Kentucky. The earliest public examination ceremony was held in 1825 with Henry Clay presiding and presenting the awards. The charter enabling the institution to confer academic diplomas was granted by the Legislature of the Commonwealth of Kentucky in 1829. By that time the quality of the school's academic program was already well known to many distinguished Kentuckians whose daughters had been enrolled as students.

The name of the University is derived from and honors Catherine Spalding, the founder of the Sisters of Charity of Nazareth, who was responsible for securing the 1829 Charter and is also regarded as the founder of social work in the Louisville area.

As was the case with many 19th century academies for young women, the school not only conducted the standard secondary school curriculum but college subjects as well and served as training center for sisters who were to teach in other schools. This college-level activity was facilitated, even before the granting of the charter, by the teaching of Bishop J.B.M. David, who had held professional positions in the major seminaries at Nantes and Angers in France, of faculty members of old St. Joseph's College in Bardstown, and of well-educated members of the Sisters of Charity of Nazareth such as Sisters Ellen O'Connell and Marie Menard. Before the turn of the century the Sisters had established 84 new schools and academies in various parts of the country.

Early on there also developed a long-term involvement and dedication to nursing and healthcare. In 1821 the Nazareth Sisters took over operation of the infirmary at St. Joseph's College in Bardstown, and it was from that springboard that the health care apostolate was launched.

During the Civil War, faculty and staff members of the school served as nursing Sisters for both the Union and Confederate armies. Abraham Lincoln issued a letter of protection so that the Sisters of Nazareth would not be disturbed. The Sisters served both sides with distinction but always for the purpose of better caring for those in pain, in need, and in fear. Six of 39 Sisters who served in the Civil War died during that conflict.

In 1920, Nazareth College was opened in Louisville, Kentucky, the first four-year Catholic College for women in the Commonwealth, and one year later Nazareth Junior College was formally opened on the old Nazareth Campus. The two institutions were merged in 1940 into Nazareth College with two campuses.

The two separated in 1961 to form Nazareth College at Nazareth and Catherine Spalding College in Louisville but finally merged again in 1969 to form Spalding College. In May of 1971 all instructional activity was consolidated on the Louisville campus.

### Spalding University

In 1973, the University, which had operated under the 1829 Chapter of "The Nazareth Literary and Benevolent Institution," the corporation formed by the Sisters of Charity of Nazareth, was incorporated as an independent, urban, coeducational institution in the Catholic tradition for students of all traditions. In 1984, in recognition of the wide range of programs offered, the institution was designated Spalding University.

Since the establishment of the Louisville campus in 1920, Spalding University has occupied the historic Tompkins-Buchanan-Rankin Mansion as the core of its now expanded campus. Spalding continues its history of service to the Louisville area by providing programs, which include components of the liberal

arts and sciences and professional education for men and women of all ages and from all sectors of society.

Historically, Spalding University has offered extensive study programs for the part-time student. Teachers, librarians, business and professional persons, and others unable to attend college full-time have earned degrees by attending the University's evening and Saturday classes. In order to serve this same group of students more effectively, Spalding University opened its Weekend College in 1980.

Today the University is designated as a DRU: Doctoral/Research institution by the Carnegie Foundation and maintains its characteristically innovative stance at the cutting edge of educational service to the greater Louisville community and beyond. Spalding offers classes in seven six-week sessions per year as well as other innovative program formats. Students typically take two classes per session, enabling them to concentrate on fewer courses at a time. Spalding features four centers of excellence to meet the needs of our students and their future employers.

*The College of Social Sciences and Humanities* offers bachelor's, master's and doctorate degrees in Psychology, Social Work, Social Sciences, and Liberal Studies.

***The College of Health and Natural Sciences*** features majors in Natural Science, Nursing, and Occupational Therapy.

*The College of Education* offers a variety of educational bachelor's and master's degrees as well as a doctorate degree in Leadership Education.

*The College of Business and Communication* offers undergraduate degrees in Business, Accounting, and Communication, and a combined master's degree.

The Spalding University campus is located between the main business section of the city and "Old Louisville," a neighborhood of elegant Victorian mansions which in the latter half of the 19th century was the center of gracious living. The University is blocks from 4<sup>th</sup> Street Live!, an integrated entertainment district, as well as the main business district. The campus is adjacent to the Brown Theater, Memorial Auditorium, and the Louisville Free Public Library.

It is within walking distance of theaters for films, drama, and performances of the Louisville Orchestra, Kentucky Opera Association, Louisville Ballet, The Bach Society, Actors Theater, and other cultural activities of Louisville. The campus is also convenient to many schools, hospitals, businesses, and agencies used for Fieldwork I and II experiences for the students.

***OCCUPATIONAL THERAPY  
PROGRAM DESCRIPTION***

## Mission Statement

The Auerbach School of Occupational Therapy (ASOT) program facilitates the development of dynamic occupational therapy leaders who exemplify professional accountability across diverse service delivery contexts. ASOT students will be actively engaged with faculty, peers, and others in their learning and constantly evolving into skilled practitioners with the ability to lead and promote the development of the community and profession. Program graduates will possess the ability to select, adapt, and create the knowledge necessary to:

- Demonstrate leadership skills and attributes
- Demonstrate professional knowledge, skills, and attitudes
- Gather, analyze and synthesize information, ideas, and decisions
- Apply ethical principles including the role of values in the construction of knowledge and making of decisions

## Philosophy

The Auerbach School of Occupational Therapy (ASOT) embraces the core values delineated in the American Occupational Therapy Association documents entitled the "Philosophical Base of Occupational Therapy" (AOTA, 2003) and "Philosophy of Education" (AOTA, 2004). ASOT's philosophy focuses upon the interconnected links between human beings, the learning/educational process, and occupational therapy.

### ***Human Beings and Human Ability/Adaptation***

The ASOT has identified four major assumptions describing how persons create meaning and direct actions within life tasks, activities, roles and occupations. They include:

1. Humans are continually growing and evolving as the world is experienced; this evolution process is a constant advancement toward complexity, growth, and potential.
2. Each individual is a unified whole; individuals function as a gestalt whose totality is greater than the sum of parts.
3. Each individual is perceived as an open system of energy and potentiality. There is constant interchange of energy between the person and the environment, including the physical and social environment linking the person with other individuals, objects and structures with the surrounding context. This process occurs in linear and non-linear ways. Due to this continual interaction, a person is affected by and can effect and alter the environment. All behaviors of a person are meaningful if the total individual and the total environmental context could be perceived and known.
4. Humans are active organisms that create symbolic structures in the continual search for meaning.

Creating meaning through everyday actions entails viewing the past, present, and future as an unfolding story based upon one's social construction of reality. Humans link one's own stories together with other individuals' stories and in so doing, link self to others in a shared and negotiated development of meaning and community. Values, beliefs and principles play a major role in the development of one's future identity and the unfolding of one's own life story. As one interacts with the environment, one develops specific roles that define and structure behaviors. Roles are learned patterns of behaviors based upon socially negotiated functions the individual carries out on behalf of self and/or others.

Some roles may identify an individual by specific *actions* the individual carries out, such as a firefighter, a teacher, volunteer, student or occupational therapist. Other roles are defined through *relationships*, such as spouse, parent, friend, and team member. All roles specifically imply a certain amount of knowledge, skills, required actions, and competence in order for others to identify the individual with that specific role.

This process of doing, reflecting, and sharing generates new forms of knowledge and personal meanings based upon social constructions. The sharing of one's own meanings regarding information and understandings becomes a process of linking oneself to others. Constructions can be defined as the continual re-framing of one's perception of the world based upon knowledge gained from actions or experiences and ongoing attempts to make sense of the changing world.

## ***Learning/Education***

Education is defined as a process by which the learner acquires knowledge and skills, enabling the learner to function in the role of an occupational therapy practitioner. Learning takes place by doing and is an interactive process. University learners are responsible and accountable for actively constructing and increasing knowledge sharing with peers, faculty mentors, and community members throughout the learning process. Expanding one's innate disposition to inquire, refining one's creative and abstract thought processes, gathering and synthesizing information, discovering relationships and connections, recognizing boundaries, analyzing cultures, appreciating roles and values, and the development of self-reflective skills are all essential elements of the educational process. Future occupational therapists become leaders because their role has been negotiated within the organizational context based upon their ability to attain and use effective adaptation-in-context behaviors. Learning is constructed as one engages in these contextually based actions.

## ***Occupational Therapy***

Occupational therapy is a service delivery profession consistent with the provision of other professional programs at Spalding University. Occupational therapy weaves or connects the bodies of knowledge from liberal arts and sciences with professional concepts, theories, application skills, and evidence based practice. Understanding the history and ongoing evolution of occupational therapy including the impact of occupation upon the health and wellness of individuals and groups is critical. Occupational performance, performance skills, performance patterns and context are essential to the application of the occupational therapy process. The central focus upon the individual's needs and priorities is fundamental for successful implementation of the occupational therapy process. The therapist and service recipient must collaborate and develop joint accountability for successful outcomes of the occupational therapy process. As humans, we each give others pieces of our knowledge and skill within the process of performing daily actions, continually creating new knowledge, skills, and shared constructions.

This connecting of self with others and weaving patterns of meaning/shared construction, allows for critical reflective thought, structured dialogue, lateral thinking, learning from feedback and scenario planning for the future. The behavioral process that emerges is one in which an individual creates an evolving repertoire; always changing, learning, becoming more skilled; "moving the shuttle of life" to alter ways of knowing, and creating new knowledge in the act of doing and reflecting upon change in action (Schön, 1987). Lastly, understanding the values and culture of each person is viewed as primary to her/his participation in daily life occupations, and all individuals should be evaluated and treated holistically within their environmental contexts when possible.

## Curriculum Design

### ***Professional Accountability and the Craft of Life through Occupation***

The curriculum design, *Professional Accountability and the Craft of Life through Occupation*, emphasizes each student's personal and professional accountability within the active process of engaging in the lifelong learning process and creating an interweaving of the knowledge, skills, and competencies of occupation; with the occupational therapy process. The student's demonstration of professional accountability includes ethical, effective and efficient actions. Professional accountability and responsible behavior includes the following steps:

1. Seeing, identifying or becoming aware of an issue or a problem
2. Developing ownership for resolution of the issue or problem
3. Developing a strategic plan for action to solve the problem or issue
4. Implementing the plan of action and continuing to monitor for complete resolution
5. Reflection upon outcomes and ways to improve future actions

Professional accountability is essential for becoming a productive, competent occupational therapist in any service delivery model. The program and its faculty support the educational process by creating an environmental context, learning activities, and supportive structures that enhance the student's developing professional accountability.

The student's commitment to the values of responsibility and accountability is a basic cornerstone of this educational program and the profession. Commitment to the wellbeing of the clients and families who receive occupational therapy services is a fundamental requirement. Important ramifications of this requirement include: adequate preparation; sensitivity to the client and family's unique environment, cultural competency/diversity, and spiritual needs; concern for the client's best interests; and consultation with fellow professionals. In addition, graduates from the occupational therapy program must have a genuine commitment as professional practitioners. This commitment reflects the belief that learning and professional development is a lifelong process and current knowledge is crucial for best practice.

The curriculum design supports and requires the student's development of planning, priority setting, and time management skills that are critical for successful performance. These skills will serve the profession as a whole in assuring a skilled, flexible, and adaptable practitioner able to work in a constantly changing, fast paced, service delivery environment. Consequently as knowledge and needs change, occupational therapists must be accountable to their employing organizations by maintaining/upgrading their individual practice, knowledge, skills, and competence. The curriculum design aspires to develop occupational therapists able to achieve and perform conceptual/evidence based practice.

Most importantly the professional accountability model as instilled in each graduate allows the practitioner to assist clients through the process of developing their own personal accountability in goal setting and successful future occupation. The occupational therapist must join with the client in a therapeutic relationship to foster and encourage the client to exercise authority and autonomy. A client who has confidence in his or her own dignity and potential is more likely to experience feelings of control. Occupational therapists, through the therapeutic use of self, play a vital role in the lives of individuals who experience illness or injury through transforming professional accountability into a self-empowerment and personal accountability life model.

Professional accountability concepts and the craft/concepts of occupation link together resulting in the curriculum design of *Professional Accountability and the Craft of Life through Occupation*. Adaptation-in-context is a term describing "the craft of life through occupation" as a behavioral process of learners'

continual active acquisition of knowledge, skills and competence in relation with the ever-evolving environment. The metaphor of weaving on a loom (Diagram) provides the visual image of the fusion between professional accountability concepts, the craft of occupation and the program's mission. This weaving process and its symbolic application to the curriculum design may be summarized as:

1. The University's and ASOT's missions are represented by the loom's frame.
2. The University Core Competencies and the curriculum's philosophy form the warp.
3. The curriculum design is created through the planned pattern of four major core professional competencies supported by the University's Core Competencies. These competencies are threaded through the loom's heddles.
4. The courses and their learning objectives/strategies are symbolized by the weft and are thoughtfully planned for their linkage to the overall learning pattern and curriculum design. Four content domains (occupational therapy process, occupation through life span development, contextual influences, and wellness continuum) are embedded in each of the professional courses.
5. The student's active engagement in the doing (moving through the curriculum program of study), and development of professional accountability is represented by the shuttle moving through the weft.
6. Ongoing changes occur based upon student needs/feedback, faculty observations/judgment, and changing environments just as depressing a treadle modifies the woven pattern.

This analogy illustrates how the curriculum design and related processes coupled with student participation and faculty guidance creates a shared understanding and woven pattern. The moving shuttle depicts the student's demonstration of professional accountability and active learning. Later, a morphing metaphor may be utilized as an ever-evolving representation of the curriculum model. The student's woven tapestries/patterns of knowledge, skills, and competencies flow into a complex fractal pattern representing the complexities of the practice environment. The occupational therapy community, made up of faculty members, students, community partners, and other interested individuals, promotes the use of occupation as a theoretical and applied framework. Graduates create patterns of evolving professional knowledge, skills, and competencies within occupational therapy content domains through engaging in the doing-in-action demonstration of professional accountability and lifelong learning.

The outcome is the development of competent entry-level occupational therapy practitioners who assume roles in a variety of service delivery systems such as, hospitals, rehabilitation facilities, long-term care facilities, out-patient facilities and clinics, community based programs, schools, and home health agencies. Because of their liberal studies educational base and the application of occupation and occupational therapy evaluation/intervention concepts, graduates will be prepared to serve diverse needs and populations across the developmental lifespan.

#### *Core Curricular Threads –Professional Competencies*

Professional competencies represent behaviors that promote occupational therapists in successfully working in varied practice settings. The four curricular threads or professional competencies defined within the curriculum are:

- 1) demonstrating leadership skills and attributes
- 2) demonstrating professional knowledge, skills, and attitudes
- 3) gathering, analyzing and synthesizing information, ideas, and decisions; and
- 4) applying ethical principles including the role of values in the construction of knowledge and decision making.

Every course within the academic program is rooted by these four competencies and essential curricular threads.

### *1. Demonstrate leadership skills and attributes*

Individual leadership skill development is promoted through idea origination/clarification and a commitment, and personal openness to learn more. The framework for focusing effort to develop conceptual and communication skills, systems thinking, personal mastery, mental models, building a shared vision, and team learning are strategies stressed within the curriculum. Effective listening, written communication, oral presentation, and understanding non-verbal communications are all critical. Assignments reflect a strong emphasis on the development and enhancement of varied communication approaches needed for an occupational therapist's success in the practice environment.

In many instances the occupational therapist is the leader of the occupational therapy treatment team made up of occupational therapy assistant(s) and service extenders. For example, the development of supervision, delegation and collaboration skills with the occupational therapy assistant and other service extenders is an essential leadership attribute addressed in the program of study. Most importantly, occupational therapists must develop and use collaborative team skills with the client and family to assure the delivery of client centered services. The skills of being an effective team member are vital for successful service delivery. Occupational therapy students are provided opportunities to build management and consultation skills throughout the curriculum. Courses emphasize the concept of the individual occupational therapy practitioner as part of a broader team. The program emphasizes responsible and active participation of students to prepare them for self-directed practice as occupational therapists in a variety of service delivery systems.

In practice, occupational therapists will encounter problems, challenges, and adaptive demands that exceed the solutions they have learned in the academic setting. They must continue to acquire the knowledge and skills necessary to develop new and unique solutions for existing and future practice settings. Beginning in the academic setting, to assure future success and competency, occupational therapy students must develop the skills for assuming responsibility for continued lifelong learning. The curriculum is designed to place responsibility of learning upon students through identification and utilization of needed learning resources. Throughout the curriculum, students are encouraged to develop their own learning objectives which focus on individual strengths and areas for development and improvement.

### *2. Demonstrate professional knowledge, skills, and attitudes*

The occupational therapist collects information and makes decisions. Learning to reflect on observed phenomena, to relate those observations to conceptual frameworks, and to generate new questions, leads to heightened awareness and potential effectiveness. The occupational therapy process is a reflective action, which culminates in the facilitation of the engagement and return to meaningful occupations. Conceptually based practice is achieved through the critical reasoning process including each student's capacity to:

- Apply the theories of occupational therapy
- Understand the contextual determinants upon occupational performance
- Analyze the role of occupation across the life span
- Implement the steps of the occupational therapy process
- Discover relationships and connections among areas of study
- Demonstrate awareness of the role of prevention and wellness within the profession

#### *1. Gather, analyze and synthesize information, ideas, and decisions*

Occupational therapists need to be competent consumers of research for application to practice. The skills required to be a competent consumer are: performing critical analysis; evaluation of research

results; application of those results to their own practice. In addition, entry-level occupational therapists need to have beginning skills for contributing to the accumulated body of occupational therapy knowledge through research. In order to develop competence in this area, students are provided with increasingly complex assignments (such as issues of measurement, outcomes, evidence based practice, program evaluation, etc.) which require identifying and evaluating refereed literature relevant to practice challenges.

2. *Apply ethical principles including the role of values in the construction of knowledge and making of decisions*

Ethics is a systematic reflection on and analysis of morality. Thus, ethics is a fundamental part of the life of everyone in society, and takes on a specific form when someone assumes the role of “Health Professional.” Many people find that religious teaching, parents and family, friends, books, school, and media are influential in their ideas about morality. Sometimes one’s very early upbringing remains the essential bedrock of one’s personal morality throughout life. Many others have adolescent, young life, mid-life or even old-aged crises in which a serious reevaluation of morality takes place. Entrance into the world of health care can precipitate such a crisis if expectation of how a good professional acts differs from one’s own personal ideas. A career in occupational therapy will require many complex choices. Ethical and legal considerations are presented throughout the curriculum to focus the student’s examination of values and beliefs and integration of these concepts into service delivery.

Specially, this area addresses each student’s ability to:

- Demonstrate commitment to the ideals of peace and justice
- Develop an appreciation of diverse cultural environments
- Develop an awareness of the influence of society upon the professional responsibilities of practitioners
- Understand and commit to the use of service to promote spiritual wellness

## **Student Learning Valued Outcomes**

The occupational therapy program's valued outcomes reflect the curriculum's mission, philosophy, and curriculum design. Expected entry-level performance standards for each graduate include the ability to:

1. Demonstrate and exemplify the ideal of professional accountability.
2. Use the skill of critical reasoning to synthesize constructs gained from the curriculum and professional fieldwork experiences to provide competent professional services across diverse professional contexts.
3. Apply the Occupational Therapy Process across a variety of contexts and service delivery models to develop and facilitate positive change within individuals, families, groups, organizations, and society.
4. Demonstrate leadership in the care of individuals, families, groups, organizations, and society across diverse service delivery contexts.
5. Critically evaluate research from the field of occupational therapy and related fields, synthesizing relevant information for application to practice.
6. Communicate effectively with other professionals, individuals, families, groups, organizations and society at large using verbal, visual, listening, and written skills as they are relevant to occupational therapy practice.
7. Demonstrate and exemplify spiritual values including service to others, peace and ethics.
8. Facilitate health, wellness, and meaningful occupation across the lifespan for individuals, families, groups, organizations and society at large.
9. Recognize the impact of contextual factors (e.g. political, social, regulatory, payer source, physical, cultural, technological) upon service delivery models and provide promotion for the profession as well as advocacy, accommodation, and access for clients served.
10. Demonstrate the ability to work effectively with individuals, families, groups and organizations from diverse cultural backgrounds as reflected in the mission of the Auerbach School of Occupational Therapy and Spalding University.
11. Create opportunities to promote healthy occupational performance alternatives for the individuals, families, groups, and organizations within diverse social contexts.
12. Display self-reflective skills to promote awareness of personal and professional strengths and areas for personal growth.
13. Demonstrate appreciation of the various roles and responsibilities of various team members as they relate to the successful participation of the client in collaborative, client-centered treatment approaches.

## Auerbach School of Occupational Therapy Program of Study

Every student in the ASOT entry-level program has a specific Program of Study based upon the program s/he is apart of, either the Bachelor of Science in Health Science/Master of Science in Occupational Therapy, or the Master of Science in Occupational Therapy. The professional program has 93 credit hours and those individuals receiving a Bachelor of Science in Health Science must meet all the university requirements for the undergraduate degree before moving into the Master of Science component of the course of study. You need to work with your advisor to assure you have a program of study sheet that meets your program requirements. Specific program of study sheets can be found in the *Spalding University Catalog for Undergraduate and Graduate Studies* ([www.spalding.edu/frame.asp?pg=/catalog2?id=57](http://www.spalding.edu/frame.asp?pg=/catalog2?id=57)). You are responsible for assuring that all requirements for the degree are met. If you are in the BSHS/MSOT program, all undergraduate degree requirements and a cumulative GPA of 3.0 or higher must be achieved in order to move on to the graduate MSOT program. Since the program is a graduate degree program all of the courses within the professional program curriculum are at the graduate level and the academic standards within the curriculum courses is held to graduate school standards, which means all students must achieve a grade of “B” or higher in courses and are subject to program dismissal if this level of performance is not sustained throughout the curriculum.

## Professional Practice

An occupational therapist (OT) has varied career opportunities in community, health related, and educational settings. OT's are responsible for delivering services that are necessary for independence in work, self-care, and leisure activities to individuals across the life span.

Individuals requiring the services of an occupational therapist typically have had their adaptive skills threatened or impaired by some factor such as aging, physical injury, disease, developmental disorders, or psychosocial issues. The occupational therapist assists the individual in developing abilities and strategies that overcome or diminish their challenges and promote independence. Since cultural, economic, and psychological factors may influence the therapy program, the therapist must possess a wide base of knowledge in both the physical and social sciences.

The occupational therapist uses selected evaluation and intervention strategies to develop individual programs for each client, patient, or population. Services may be performed in a wide array of settings – hospitals, outpatient clinics, rehabilitation facilities, school systems, childcare centers, long term care facilities, community agencies, home health, and other areas.

Occupational therapists may pursue careers as practitioners, educators, managers, consultants, and researchers. This strong demand, coupled with varied and numerous practice options, makes an occupational therapy major at Spalding University an outstanding choice.

The U.S Bureau of Labor Statistics (2008-09) states that employment of Occupational Therapists is projected to increase faster than the average (>23%) for all occupations through 2016. Occupational Therapists are essential leaders in service delivery and management roles in a wide range of work settings such as community agencies, healthcare centers, home healthcare, hospitals, industry, independent living centers, private practices, psychiatric programs, public and private schools, rehabilitation centers, and skilled nursing facilities.

Emerging practice opportunities include case management, ergonomics consultation, driver rehabilitation, environmental accessibility, low-vision services, health and wellness programs, and violence prevention. The master's degree provides the occupational therapist with the entry-level knowledge, skills, and abilities necessary for practice, supervision, research, and teaching.

### Employment

Occupational therapists held about 99,000 jobs in 2006. About 1 in 10 occupational therapists held more than one job. The largest number of jobs were in hospitals. Other major employers were offices of other health practitioners (including offices of occupational therapists), public and private educational services, and nursing care facilities. Some occupational therapists were employed by home health care services, outpatient care centers, offices of physicians, individual and family services, community care facilities for the elderly, and government agencies.

A small number of occupational therapists were self-employed in private practice. These practitioners saw clients referred by physicians or other health professionals or provided contract or consulting services to nursing care facilities, schools, adult day care programs, and home health care agencies.

### Earnings

Median annual earnings of occupational therapists were \$60,470 in May 2006. The middle 50 percent earned between \$50,450 and \$73,710. The lowest 10 percent earned less than \$40,840, and the highest 10 percent earned more than \$89,450.

Data from: <http://www.bls.gov/oco/ocos078.htm>

### Academic Program Accreditation, Certification, and Licensure

ASOT is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-2682. Graduates of the Master's program will be able 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 initially certified as an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination, along with state specific criteria. Addresses for the state regulatory boards (for occupational therapy licensure) may be located at the AOTA web site ([www.aota.org](http://www.aota.org)).

During the 2003 ACOTE Accreditation, ASOT was awarded accreditation for a period of 10 years, with the next on-site evaluation to be conducted during the 2013-2014 academic year. The on-site evaluators commented on the following major strengths of the program:

3. The president is recognized for her strategic vision and her strong leadership skills. Her careful and thoughtful analysis of the value of occupational therapy in this institution has resulted in optimal positioning of the program for continued development.
4. The Senior Vice President for Academic Affairs is recognized for exemplary leadership as the immediate past Auerbach Chair of the Auerbach School of Occupational Therapy. His exceptional skills as an administrator and educator, and his significant contributions to the profession, have been instrumental in attaining the high degree of acclaim and respect for this program by the university, professional community, and students.
5. The occupational therapy Chair is highly regarded by the administration of this institution, her colleagues, and students for her rapid, yet effective transition to this leadership position. She is recognized for her commitment to the development and growth of this program and for her significant contributions as a faculty member since the inception of the program.
6. The occupational therapy Chair and faculty have developed a sophisticated strategic plan which mirrors that of the larger institution. This strategic plan integrates with a comprehensive and systematic program evaluation mechanism and with meaningful faculty development plans that include clear evidence of outcomes for each faculty member.
7. The fieldwork coordinator is commended for initiating and maintaining innovative communication strategies with students during Level II fieldwork assignments that enable students to consistently reflect on their experiences.
8. The occupational therapy faculty, through strong collaborative planning, has successfully created a curriculum design that consistently incorporates the program and institution's mission and philosophy throughout all course objectives and learning activities.
9. The occupational therapy faculty is commended for the implementation of an innovative fieldwork program including the early introduction of Level I experiences. Level II fieldwork is completed prior to advanced practice coursework, allowing students to better integrate practice content with management, leadership, and research topics.

10. The occupational therapy faculty design teaching and learning activities that show evidence of a commitment to contemporary pedagogical theory and practice. In addition, course content reflects significant skills and knowledge that faculty eagerly and effectively share with students in all of the courses in the program. They have inculcated a student-centered learning environment that successfully supports and nurtures the professional maturation process from novice to entry-level practitioner.
11. The fieldwork educators are an integral component of the educational program as noted by their active support for the fieldwork component of the occupational therapy curriculum and their strong commitment to student professional development.
12. The occupational therapy students are confident, independent learners whose professional maturity is consistently recognized by both fieldwork educators and employers. They are committed to professional development and show strong potential for becoming exemplary practitioners as well as leaders in occupational therapy.

The ACOTE on-site evaluators made the following suggestions to help broaden or enrich the ASOT program:

13. While student records include necessary information and are kept in a secure setting, it is suggested that documentation of advising procedures be clearly formulated to support the newly revised course scheduling system that has converted from the traditional semester format to a six week session format.
14. While there is evidence of student interaction with related disciplines through fieldwork assignments, it is suggested that the program investigate lines of opportunities to learn about and interact with other health related disciplines in the College of Health and Natural Sciences and School of Education.

**2004 – 2007 ASOT Outcome Data**

<b>Exam Period</b>	<b>Number of Graduates who Took the Exam for the First Time</b>	<b>Number of First-Time Test Takers who Passed the Exam</b>	<b>Percentage of First-Time Test Takers who Passed the Exam</b>
Jan. – Dec. 2006	28	22	78.57%
Jan. – Dec. 2007	21	19	90.48%
Jan. – Dec. 2008	29	23	79.31%
<b>Total for 2006 – 2008</b>	<b>81</b>	<b>70</b>	

During 2009, 30 new ASOT graduates have taken the exam between August 2009 and October 20, 2009. 29 of these first time exam takers have successfully passed the exam. Nationally to date in 2009, the average pass rate for first time exam candidates is 75% have passed on the first attempt.

The ASOT program's all-candidate pass rate on the NBCOT is not represented by just the first attempt pass rates. Most graduates not successful on their first attempt to pass the NBCOT exam were successful on subsequent attempts. ASOT faculty welcomes the opportunity to work with graduates who seek out assistance for developing a personal plan for successful completion on the NBCOT exam. The program offers a workshop designed to assist graduates in preparing for the exam shortly after program completion.

In 2010, the Auerbach School of Occupational Therapy will begin utilizing the Occupational Therapy knowledge Exam (OTKE) on-line testing outcome measures developed by NBCOT to measure students functional knowledge across the domains of practice within the final year of the OT curriculum.

### Development of the Occupational Therapy Program

The program began as a baccalaureate degree program within the School of Nursing and Health Sciences in 1995 with the first class admitted in January 1997. At that time, the bachelor's degree in Occupational Therapy is a professional degree allowing the student to enter the practice of occupational therapy and deliver service to individuals with deficits in occupational performance and function due to physical, psycho-social, cognitive, developmental, or environmental factors. In recognition of the outstanding personal and financial support of the Occupational Therapy Program by Dr. S. Pearson Auerbach and his family, the program was named the Auerbach School of Occupational Therapy in March 2000.

In November 1999, the Occupational Therapy Program initiated a planned transition to graduate admission as the entry level for occupational therapy practice. Effective January 2001, the Auerbach School of Occupational Therapy at Spalding University began offering a combined BS/MS degree. Upon successful completion of the BS portion of the program (126 credits), students who have not already earned a bachelor's degree will be awarded a Bachelor of Science in Health Science. Upon successful completion of the remaining courses (36 credits), students will be awarded a Master of Science in Occupational Therapy (total of 162 credits). Students with a bachelor's degree in a discipline other than occupational therapy may enter the program at the professional level and complete the Master's program in thirty (30) months (total of 93 credits).

The program emphasizes the development of the student's understanding and appreciation of the multiple influences on human occupation and occupational performance. Students will be prepared to base their occupational therapy practice decisions on a knowledge base that includes the physical, psychological, cognitive and developmental components of performance as well as the cultural and societal impact upon function. Students will be challenged to view human function/dysfunction and occupational performance as a complex interaction with numerous opportunities for assessment/intervention. In turn, the program enables the student to achieve competency, in the occupational therapy assessment/intervention process for occupational performance related to activities of daily living, work, and play/leisure skills and the underlying performance components including sensory-motor, cognitive, and psychosocial aspects. Through didactic instruction, self-directed learning and fieldwork experiences, the students will develop the critical thinking and ethical decision making skills necessary to plan, implement and evaluate the occupational therapy intervention strategies necessary to address the unique needs of each individual or service delivery system.

This program stresses the preparation of the student for responsible participation as a professional in the community. This includes the ability to function as an effective member of the team, the recognition of, the need and the skills for, widespread involvement in healthcare, social and community affairs, and a commitment to continuing professional development and activity. Thus, an outcome of the program is to prepare students for self directed practice as occupational therapists in a variety of service delivery systems.

# **FIELDWORK**

## Description

The Occupational Therapy curriculum includes fieldwork as a credited component of the academic experience. Consequently, successful completion of the fieldwork courses must be completed prior to graduation.

### **1. FIELDWORK EDUCATION**

**Fieldwork experience is crucial to the preparation of an occupational therapist. The experience provides students with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.**

Fieldwork education provides an opportunity for students to apply their knowledge base to actual occupational therapy assessment/intervention activities. The objectives for each fieldwork phase are collaboratively developed by the faculty and fieldwork educators to ensure consensus and maximize learning opportunities for the student.

#### **Site Selection**

Fieldwork Sites are chosen based on the following criteria:

1. The agency personnel demonstrate an active interest in participating as fieldwork educators for ASOT occupational therapy students.
2. The service of delivery model, services and programs provide the student experiences that will support and enhance the learning objectives of ASOT, and align with the ASOT and Spalding University missions.
3. The designated fieldwork educator has professional credentials and experience that meet or exceed the ACOTE Standards and guidelines pertaining to fieldwork education.
4. The inclusion of the agency as a community partner adds depth and scope to the objective of providing the students with a range of fieldwork experiences in settings with varied populations, service delivery models, and programs for clients across the life span.

Fieldwork courses are assigned based upon compliance with ACOTE Standards and availability. Students may be assigned to settings, which require both travel and relocation outside of the Louisville-Metropolitan area. Transportation and living costs associated with these courses are the sole responsibility of the student.

In accordance with the Auerbach School of Occupational Therapy requirements, all fieldwork Level II courses must be completed within 24 months following completion of all other academic coursework. In order to register for the last 2 sessions of Master's program of study courses in the third year of the curriculum, a minimum of one (1) Level II Fieldwork must be successfully completed.

**2. Level I Fieldwork shall be required and includes those experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. These experiences are not intended to emphasize independent performance.**

The selection of settings for Level I Fieldwork will be varied, reflecting the numerous service delivery models within the practice community and service provision for clients across the lifespan continuum.

Students will be placed in settings by the ASOT Fieldwork Coordinators. The fieldwork course will include eight hours per week in an occupational therapy setting. An additional hour each week, of seminar discussion with a faculty member, will be held to process the experience and learn documentation. These Level I courses are paired with the Occupational Therapy Evaluation/Intervention courses. Level I Fieldwork experiences take place in a wide variety of service delivery settings. In each of these fieldwork experiences, the occupational therapy student will be under the direct supervision of a licensed occupational therapist, a certified occupational therapy assistant, or supervised by an individual with other professional credentials, i.e., R.N., Teacher, Speech Pathologist, Social Worker, etc. that is employed within that setting.

Ongoing communication and collaboration with each of the Level I Fieldwork sites is a necessary component of the program. The faculty member identified for each section of the occupational therapy courses will assist in monitoring students' progress in fieldwork courses.

### **Level I Fieldwork Orientation**

For each Level I Fieldwork, an orientation and advising session will include in-depth review of the purpose, objectives, learning assignments, and evaluation methods. The objectives to be reviewed include, but are not limited to, professional performance behaviors related to ethics, confidentiality, dress code, and compliance with agency procedures and protocols. This orientation session is held prior to beginning each Level I Fieldwork. Each student will develop a professional development plan to assist in focusing on specific individual learning outcomes as a part of this ongoing fieldwork I process. The Level I Fieldwork Orientations are scheduled and provided to each student through the academic calendar. Attendance at each of the four orientation session is mandatory. Fieldwork I experiences allow the student to develop beginning level skills and application of theoretical concepts and knowledge base to practical experience, but does not substitute for Fieldwork II.

### **SAFETY**

In order to ensure the safety and reduce risks to clients, students, faculty, affiliating agencies, and Spalding University, a competency-based segment on safety is included in the orientation. This segment specifically addresses:

1. Infection control information
2. Body mechanics and transfers
3. HIPPA compliance guidelines
4. Criminal background checks

**To further ensure safety in the fieldwork experience and before beginning any fieldwork experience or observation the following must be completed. Students must have current immunizations, CPR certification, proof of health insurance, and a completed background check, clear of any felonies prior to the first day of Level I and Level II Fieldwork. Students declining Hepatitis B vaccination must sign a letter of declination.** Additionally, some Fieldwork sites may require drug testing.

**3. Level II Fieldwork is required and designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment / interventions related to human performance.**

Fieldwork II requirements will be met by the students' assignment in two (2) twelve-week placements. A 24 week Fieldwork placement is an option and must be approved by the department Chair. The overall purpose of the Fieldwork II is to provide an in-depth experience in delivering occupational therapy services to clients representing groups across the lifespan with various cognitive, psychosocial, and/or sensorimotor deficits with various service delivery models reflective of current practice in the profession.

Upon completion of this opportunity of integrating the didactic learning and fieldwork educational experiences the student will demonstrate entry-level competency in professional accountability, communication skills, the occupational therapy process, leadership, and critical reasoning.

Each of the two (2) Level II fieldworks is twelve weeks of sustained full time experience or equivalent thereof. Four hundred and eighty (480) hours must be completed in each Level II fieldwork setting. Any absences have to be made up and may require extending the fieldwork experience. Inability to complete the required hours may result in withdrawal from the fieldwork or the professional program. The evaluation of the experience is based on the AOTA fieldwork education evaluation system and other course requirements. A grade for University credit is calculated by the Academic Fieldwork Educator based upon this assessment provided by the Clinical Fieldwork Coordinator. During the student's placement at each of the two sites, the student must maintain ongoing communication from the ASOT Fieldwork Director. The Academic Fieldwork Director will communicate with both the student and the supervising site. The student shall be under the supervision of a Registered Occupational Therapist with a minimum of one-year experience in a practice setting. If the Fieldwork Level II placement is in a non-traditional community-based site, the Fieldwork Educator will be an Occupational Therapist Registered and licensed with a minimum of three years of professional practice experience. As a requirement of all Level II fieldworks, weekly communication will be expected and required from each student with the Academic Fieldwork Director. Access to e-mail and the Internet will be required of all students during fieldwork experiences.

**See Professional Course Withdrawal Policy in regards to the withdrawal from a Level II fieldwork. Requests for withdrawal from a Level II Fieldwork will only be approved through the tenth week of the experience. Requests for a withdrawal from a Level II Fieldwork will only be approved for one (1) Level II Fieldwork course. If a student withdraws from a Level II FW experience, the student must have a face-to-face meeting with the Academic Fieldwork Director and Chair and develop a written plan of action prior to beginning the subsequent FW course(s).**



## Fieldwork Assignments

In early Spring of the second year in the program, prior to Level II placements, students have the opportunity to complete the *Fieldwork Level II Request Form* to identify preferred practice areas and locations, as well as provide information regarding unique individual circumstances that might be impacted by the fieldwork. This data will be reviewed and considered prior to placement. The placement of students is the responsibility of the **ASOT Fieldwork Director and faculty**. Final decisions are determined by this body. Assignments for Fieldwork II will be communicated to students at least three months prior to the first fieldwork assignment. The schedule for fieldwork assignments is listed on the program of study and academic calendar.

Typically the academic program in occupational therapy can be completed in a thirty-month time frame. In selected personal circumstances, a student may require an altered time frame for the completion of program academic courses including fieldwork. In this instance, the Fieldwork Director and/or academic advisor in collaboration with the student and Chair may arrange an extended time frame for completion of the program of study.

## Student Dress Code Requirements

### 1. Official Name Badge

Occupational Therapy students are required to wear the official identification name badge when functioning as an occupational therapy student in all fieldwork and site visit areas. Name badges will be provided during the students' orientation.

### 2. Personal Appearance

#### a. Hair

Hair should be styled so that it does not obstruct the visual field or fall onto the client or student's face during any activity. Long hair should be worn off the neck and shoulders. Beards and mustaches should be neatly trimmed.

#### b. Fingernails

Fingernails should be filed, with no jagged edges or sharp point. No nail polish is allowed.

#### c. Make-up

Make-up should be worn in moderation.

#### d. Jewelry

Students are permitted to wear watches and wedding bands. Students may wear only **ONE PAIR** of small "**post-type**" earrings. No large or dangling earrings, nor **visible** body piercing jewelry is to be worn. Bracelets or pins are not permitted. All skin tattoos must be covered by clothing at all times.

#### e. Clothing

Student apparel in the clinical area should reflect the professional image Spalding University expects of its students. Clothes shall be of a comfortable fit, **not tight or binding**. Skirt length is to be at the top of the knee or below, slacks not shorter than ankle length. Whites should be white and colors should not be faded. All clothing is to be clean, free of wrinkles, tears or holes. **Jeans, capri pants, shorts, tank tops, tee shirts, and other similar casual attire are not allowed. No sleeveless shirts are allowed.** Shoes are to be polished/clean and without open toes or open heels. No baseball caps are permitted on fieldwork or lab experiences. If tennis shoes are permitted in the assigned agency, they shall be **clean** and of **one color**. Shoes will be worn with socks or hosiery. All shirts should remain tucked in during activity or have an under shirt that can be tucked in.

#### f. Cellular phones

No cellular phones are allowed to be on a student's body during a Level I/Level II experience/lab experience unless required by the facility. Students may check cell phones for messages during scheduled breaks. No texting or use of a phone for any activity is allowed while a student is at a fieldwork or experiential learning location.

- Level I Attire – Clean, pressed, Spalding University Occupational Therapy Fieldwork attire (polo shirt ordered through the program) and pressed navy, khaki, or black color "docker" style slacks are to be worn during Level I FW and all experiential opportunities when a student is representing ASOT outside of the classroom. **Any lab**

*experiences outside of the classroom will require the student to adhere to all components of the Level I dress code requirements.*

- Level II Attire – Student’s clothing must meet the ASOT set standards above or the dress code requirements of the assigned agency.

3. General guidelines

The student is responsible for knowing basic employee policies and procedures regarding general performance for each fieldwork agency. The student is obligated to follow agency policies, for example policies pertaining to:

- parking spaces
- smoking/gum chewing
- where to and where not to eat
- telephone use
- where to work/observe
- HIPPA guidelines
- Infection control standards
- Documentation standards

It is the expectation of the Auerbach School Occupational Therapy that every fieldwork student will demonstrate outstanding professional accountability, behaviors, and will exhibit a professional image throughout his/her academic career. Please refer to the Statement of Professionalism presented earlier in this document for further explanation of the program expectations.

## Fieldwork Program Requirements

### 1. Health and Immunization Requirements

The following information must be submitted at Orientation upon entering the Auerbach School of Occupational Therapy program, and must be updated to maintain currency throughout the entire fieldwork experience. **Failure to maintain current immunizations can prevent a student from beginning fieldwork or can result in dismissal from fieldwork.**

- a. Chest x-ray or PPD for Tuberculosis - Requires negative results to participate in fieldwork experiences. The TB skin test must be updated every year and chest x-rays must be completed every 24 months for those people who have had a positive TB skin test. Record of this test or chest x-ray must be provided at orientation upon entering the program.
- b. A record of Hepatitis B vaccinations or a letter of declination signed and dated by student must be submitted at orientation upon entering the program. One shot left in the series will be permitted at this time.
- c. A record of **two immunizations for each of the diseases**, measles, mumps and rubella must be provided at orientation upon entering the program. If you do not have a second MMR vaccination and are beyond the age to receive one, a MMR titer must be done to demonstrate immunity.
- d. All students must provide evidence of a tetanus shot in the last ten (10) years at orientation upon entering the program.
- e. All students must have had chicken pox (varicella) in childhood or must have proof of varicella vaccine provided at orientation upon entering the program.
- f. Students are responsible for informing faculty of the occurrence of health problems that may affect the student's ability to meet these requirements, thus impacting progression through the program.
- g. Additional health information, tests, drug screens, and immunizations, may be required according to the policies of specific clinical agencies. Information concerning these requirements or of any change in the occupational therapy student health policies will be communicated to the student at the earliest possible date.

**IF YOU DO NOT COMPLETE AND SUBMIT THESE ITEMS AT ORIENTATION AS REQUESTED BY ASOT, YOU WILL NOT BE ALLOWED TO CONTINUE IN THE PROGRAM .**

### 2. Health and Malpractice Insurance

- a. Spalding University is not responsible for the costs related to student health emergencies or injuries occurring while students are engaged in fieldwork practice. **The Occupational Therapy Program requires occupational therapy students show proof of private health insurance prior to orientation upon entering the program.**
- b. Since occupational therapy students are not employed by the affiliating clinical agencies, agencies are not responsible under Worker's compensation for reimbursements to occupational therapy students if injuries should occur while in the role of an occupational

- therapy student. Any medical costs incurred during fieldwork experience are at the student's expense.
- e. Professional Liability Insurance coverage is required and provided through the students' University. Fees for the insurance policy will be assessed by the Business Office annually, beginning the 1<sup>st</sup> semester in the program as part of the registration fees. The students' liability insurance is only available for the student while in clinical assignments (on or off campus) from Spalding University Occupational Therapy Program. Liability insurance, through a group policy issued to Spalding University, is paid for at registration. Coverage will be maintained continuously. Students are provided proof of this coverage for all Level II FW placements and for other placements as requested by the affiliating agencies.

### **3. Background Checks**

All healthcare organizations, school systems, and state run organizations require students to have a completed background check before beginning a fieldwork experience, or in most instances, entering the agency for any observational experience. CertifiedBackground.com, a division of Castle Branch, Inc. provides background checks for students of the Auerbach School of Occupational Therapy. These background checks are completed annually, at a minimum, with the initial background check provided at orientation upon entering the program. The cost for this service is covered by student course fees. All students will be asked to sign a release of information regarding their criminal background checks. Information obtained in Criminal Background Checks is public knowledge and can be released, per student consent, to fieldwork sites as requested. The student will be asked to provide this information through the secure on-line access that he/she will have through Certifiedbackground.com.

### **4. CPR Certification**

Infant, child, and adult CPR certification must be completed at orientation upon entering the program, and must be renewed annually or every two years depending on the organization from which certification is obtained. Certification can be obtained. **It is the student's responsibility to obtain this certification.**

#### **American Heart Association (2 year certification)**

Go to [www.americanheart.org](http://www.americanheart.org) and search for a location

#### **The Louisville Fire Department CPR Training Center**

1135 W. Jefferson St.

Louisville, KY 40203

#### **YMCA- Downtown Family Branch**

555 South Second Street

Louisville, KY 40202

502-587-2357

#### **American Red Cross**

Register online: [http://www.louisville-](http://www.louisville-redcross.org/NETCOMMUNITY/Page.aspx?pid=290&srcid=433)

[redcross.org/NETCOMMUNITY/Page.aspx?pid=290&srcid=433](http://www.louisville-redcross.org/NETCOMMUNITY/Page.aspx?pid=290&srcid=433)

**IF YOU DO NOT COMPLETE AND SUBMIT PROOF OF CPR CERTIFICATION AT ORIENTATION UPON ENTERING THE PROGRAM, YOU WILL NOT BE ALLOWED TO CONTINUE IN THE PROGRAM.**

## **5. Transportation**

Occupational Therapy students are responsible for providing their own transportation to fieldwork experiences. It is advisable for students to arrange for the consistent use of a car. Students with cars are responsible for carrying the appropriate automobile insurance. Public transportation is accessible to some fieldwork agencies. Level I assignments are within a **1 ½ hour's** driving distance of Spalding University.

## **6. Lodging**

For Fieldwork II assignments which require relocation and housing is not provided by the affiliating agency, the student is responsible for making arrangements prior to the assignment and for costs associated with lodging expenses.

***CONTINUANCE  
IN  
PROGRAM***

## Student Status

### A. **DISMISSAL FROM THE OCCUPATIONAL THERAPY PROGRAM**

Students who fail to demonstrate behaviors consistent with the professional practice of occupational therapy as described in the *Statement of Professionalism* on page 9 of this handbook and/or the AOTA Code of Ethics, or violations of student responsibilities, and/or maintenance of academic GPA standards as described in the *University Catalog* will be dismissed from the professional program. Students have the opportunity to present their position regarding such action if they wish to do so per the University Catalog's Procedures for Student Academic Integrity. Students are expected to understand and foster the University Statement of Responsibility as listed in the *University Catalog*.

### B. **UNIVERSITY POLICIES**

Violations of Student Responsibilities, Procedures and Sanctions for Violations of Student Responsibilities, Procedures for Student Academic Integrity, Administrative or Discrimination Appeals, and Sexual Harassment Policy are printed in the *University Catalog*. These policies apply to all University students. ASOT adheres to and follows these policies.

### C. **WITHDRAWAL FROM THE AUERBACH SCHOOL OF OCCUPATIONAL THERAPY**

**A Student wishing to withdraw from the Auerbach School of Occupational Therapy must meet with their advisor for academic counseling and complete the appropriate forms. An exit interview with the ASOT Chair is required. All withdrawal or drop forms must also be signed off by a financial aid counselor. Any drop or withdrawal from a course may impact a student's financial aid package. If a student is in a good academic standing with the program and wishes to return to the program, arrangements and a timeline for return will be discussed at the time of withdrawal. If a withdrawing student is eligible to return to the program this return must occur within 24 months of withdrawal, or the student will be subject to re-admission and completing the entire 93 credit professional program curriculum.**

### D. **PROFESSIONAL COURSE WITHDRAWAL POLICY**

#### **POLICY STATEMENT:**

A student in the ASOT Program may withdraw from a maximum of two (2) courses. If a student seeking admission into the ASOT program has withdrawn from the same pre-requisite course more than 2 times or has not been successful in completing pre-requisite courses with a "C" or better in 2 course attempts, the student is not eligible for admission in to the professional program. This policy applies to courses taught in other disciplines outside of the professional program. The student may withdraw from a professional level course only one time. Approval will not be given for a second withdrawal from the same course. For example, a student may withdraw only one time from HS 518, Neurosciences for the Health Sciences. Furthermore, only one (1) withdrawal for the Level II Fieldwork courses will be approved. Most courses in occurring in each session are pre-requisites for the subsequent professional program courses occurring in latter sessions. Please refer to the *University Catalog* for the Occupational Therapy

Program of Study and course descriptions. All courses must be taken in sequence unless permission from the Chair is given to alter the POS progression as outlined.

### **PROCEDURES:**

1. Withdrawal from a required course will result in the student being placed on a delayed track for up to one year until such time that course is taught again in the curriculum. During the program delay, the student may not be registered for Occupational Therapy courses unless approved by the program chair.
2. In event a student has significant life challenges in a given session which preclude successful academic performance in more than two courses, and the student has no prior professional level course withdrawals; the student may be allowed to withdraw from all professional level courses for that session during the official university withdrawal period. The student will be placed on the delayed track to return to the program the following year. Further course withdrawals will not be approved without written appeal to, and subsequent approval from, the Occupational Therapy Admissions and Retention Committee.
3. Regardless, if the course withdrawal is the first or second occurrence in the professional program, request for withdrawal will only be approved for one (1) Level II Fieldwork course; this may be for OT 630 or OT 640. Request for withdrawal from a Level II Fieldwork will only be approved through the tenth week of the experience. Course withdrawal from a Level II Fieldwork due to failing performance will require a faculty-approved intervention plan prior to subsequent Fieldwork placement. Future Level II Fieldwork will be scheduled as available. Failure in a Level II Fieldwork course will result in withdrawal from the professional program. A "C" or lower in level II fieldwork experience is considered a failure. A student who has not been successful in a level II fieldwork experience is NOT eligible to complete the professional program.

### **E. REINSTATEMENT TO THE OCCUPATIONAL THERAPY PROGRAM**

Students who withdraw and wish to reenter at a later date are required to submit a letter requesting reinstatement to the Auerbach School of Occupational Therapy Chair. Reinstatement into the program will be on a space available basis only.

Students who wish to apply for reinstatement to the Occupational Therapy Program must submit, to the Chair, a letter requesting reinstatement no later than 60 days prior to the next scheduled academic term.

Upon receipt of the student's letter, the Occupational Therapy Admission Committee will review the student's record and submit recommendations to the Chair of the Auerbach School of Occupational Therapy.

A letter from the Chair of the Auerbach School of Occupational Therapy Program will be sent to the student regarding the decision for reinstatement. Reinstatement to the program must be within twenty-four (24) months of the withdrawal to remain in the sequence of previous status. Withdrawals extending beyond 24 months may require re-application and completion of the entire entry level occupational therapy program.

F. **GRADE REQUIREMENTS**

The ASOT entry – level program consists of all 500 – 600 level courses, thus all are considered graduate program courses and adhere to the University’s grade policies for graduate courses. An overall GPA of 3.0 on a 4.0 scale must be maintained. **If a student earns less than a “B” in two or more courses, continuation in the Occupational Therapy Program is not permitted.** The lowest grade for which credit is given in a graduate course is a “C.” In addition to the above requirements, students who earn a grade of “C” for a 5 credit hour course will be dismissed from the program, as will students who earn one grade of “F” in any course. Some courses in the program are 5 credit hour courses, so these courses must be passed with a “B” or better. Students who earn a “C” in a fieldwork course (OT 630 or OT 640) will be dismissed from the program.

## Class Requirements

### A. CLASS ATTENDANCE

Refer to the University Catalog (2006-2008) for the campus wide attendance policy. Since courses occur in a 6 week time frame, most courses meet 24 times or less; therefore, every course date is vital for students to achieve their learning outcomes. The occupational therapy curriculum is planned on the basis of regular attendance in class and in fieldwork experiences. A student finding it necessary to be absent from either class or fieldwork experience is expected to display professional accountability and courtesy by notifying the instructor and the fieldwork agency a minimum of **one hour prior** to scheduled class or fieldwork time. This should be done as soon as possible prior to the absence. It is the student's responsibility to obtain lecture notes and complete class assignments, and obtain all relevant information missed. If a student does not attend at least 80% of a courses required time, he/she will be considered unsuccessful in completing the requirements of the course.

### B. ABSENCES

Students are expected to attend all scheduled classes (including lab, fieldwork or scheduled class meetings- all of which are components of a course.)

- If one is absent from class, lab, or fieldwork experience; the instructor must be notified prior to class time.
- Attendance will be taken throughout the course session.
- More than 2 absences will result in 3 points subtracted from final course grade for each absence.
- More than 3 events of tardy or leaving early will result in 3 points being subtracted from final course grade. Any lateness beyond 30 minutes will be considered an absence.
- All fieldwork I and II absences must be made up for course completion.
- Any student missing 20% or more is subject to dismissal from the course and a grade of "F" for the course.

Absences on examination and test days are considered a serious matter; exceptions will not be granted without a valid and verifiable reason. The instructor has the prerogative to establish the procedure for and the format of make-up examinations or to deny a make-up exam. **Class attendance of less than 80% of the required contact hours may result in dismissal from that course and a grade of "F" for the course.** Missing more than 2-4 classes most likely will exceed this standard. The instructor has the right to request written verification of excuse for absence, yet any absence counts toward the 80% standard.

### C. ASSIGNMENTS

All assignments/course evaluative measures in the course outlines are considered essential for meeting curriculum learning outcomes.. Final grades will not be submitted for any student who has not fulfilled all the course requirements. If a student with an "I"

in a course does not complete all assignments within 90 days, a grade of “F” will be recorded unless extreme circumstances require accommodation.

All written assignments are to be word-processed and in APA format. No handwritten reports will be accepted, except note writing in Fieldwork seminars. Each day an assignment is late may result in a drop of one letter grade. The course instructor may adjust this standard for a particular course, yet students must assume this level of professional performance.

Most on-line format courses throughout the program will require students to utilize Spalding's Black Board system. All students have access to computers with the capacity to access Black Board in the library. It is an expectation that students will use and participate on all Black Board course pages. Articles may be in a PDF format and will require Adobe Acrobat Reader software in order to be viewed. Students are responsible for accessing and printing all course documents. Students will most likely benefit from having Microsoft Office programs.

**D. CLASS AND CLINICAL EXPERIENCES ON INCLEMENT WEATHER DAYS**

1. The Auerbach School of Occupational Therapy adheres to the University’s policy on inclement weather and scheduling of classes.
2. When the University is closed due to bad weather, no class or Level I Fieldwork experiences will be held. If Level I Fieldwork is scheduled, the fieldwork supervisor will be notified by the student and a make-up day arranged.
3. When the University is placed on the alternate schedule, the individual student is responsible for notifying the Fieldwork Supervisor.
4. **Students on Fieldwork II will adhere to the policies and procedures of the agency where Fieldwork is occurring.**

## E. INCLEMENT WEATHER

The University will remain open, except for the most severe weather or other environmental conditions. When the weather is severe enough to warrant a change in our operating schedule, *one* of the following announcements will be made *prior* to the start of the workday (Monday – Sunday):

1. ***Delayed schedule*** – University offices will open at 10:00 am. Regularly scheduled classes will start at noon (12:00 p.m.).
2. ***Classes cancelled*** – All University offices will open at 10:00 a.m.
3. ***University closed*** – All classes are cancelled and all University offices are closed. In the event classes are cancelled, make-up session(s) may be required.

Should weather conditions deteriorate after students, faculty, and staff arrive for work or class, a review of the decision to remain open will be made at either noon or during mid-afternoon.

**For information regarding the University’s operating schedule, all students, faculty and staff may call the University weather line at 585-7102; on campus, you may dial ext. 2102.**

The following television and radio stations will also have information regarding our operating status:

Television: WAVE-3, WHAS-11, FOX 41  
Radio: WHAS-AM, WAMZ-FM, and WAVG-AM

***If no announcements are made via the University’s voice mail system and/or Website or on local radio and/or television, the University is open and operating on a normal schedule.***

## F. CAMPUS EMERGENCIES

Spalding University has implemented an emergency alert system. Signing up is simple, easy and takes only a few moments. Just go to the Spalding Alerts Signup page under Student Development and Campus Life [www.spalding.edu/alerts](http://www.spalding.edu/alerts)

This technology allows you to receive instant voice and text messages from Spalding University regarding emergency situations. **SPALDING WILL ONLY USE THIS SYSTEM IN THE EVENT OF AN EMERGENCY.**

It cannot be stressed enough that we will use this system only for emergencies and that your signing up is vital to our ability to reach you in the case of an emergency on campus. PLEASE SIGN UP!!!

## Grading Policies

- (A) **4 quality points** - indicates work of excellent quality: a superior grasp of the content of the course, initiative in doing work considerably beyond ordinary assignments, originality in attacking problems, and ability to relate the knowledge of the course to other knowledge.
- (B) **3 quality points** - indicates work of high quality: a very good grasp of content, initiative in doing some work beyond the ordinary assignments, and above-average ability to apply principles intelligently.
- (C) **2 quality points** - indicates work of acceptable quality for undergraduate students: a grasp of the essentials of the course, the satisfactory completion of work assigned, and an average ability to see relationships and to make applications. For graduate students, a grade of “C” indicates minimal grasp of course materials.
- (F) **0 quality points** - indicates failure to master the minimum essentials of the course or failure to follow official procedure for withdrawing from classes.
- (I) **Incomplete** - indicates that the student’s achievement in the course has been satisfactory but that for some good reason, a part of the work is incomplete and permission has been given for it to be completed within a given period not to exceed three months. If the work is not completed by the time that is stipulated, a grade of “F” is recorded.
- (W) Indicates approved withdrawal from classes. Withdrawals must occur in the designated timelines.

**NOTE:** In all courses in the Occupational Therapy Program a minimum of a “B” is considered acceptable. A student can earn only one “C” within professional program courses less than 5 credit hours. Earning a “C” in a 5 or more credit hour course, or in 2 or more courses, will result in termination from the professional program. **If a grade for a course in occupational therapy is incomplete the student is not permitted to begin a succeeding occupational therapy course. All BS/MSOT students must have a cumulative GPA of 3.0 in the BSHS portion of the program to advance to the MSOT portion of the program.**

### **Occupational Therapy Program Grade Scale**

A = 90.00% - 100.0%  
B = 80.0% - 89.99%  
C = 70% - 79.00%  
F = 69.99% or below

Many professional level courses require successful completion of written exams/tests; a minimum passing average of 77% for the total of all course exams/tests must be achieved in order to receive a minimum score of “C” or above for the course. This requirement supercedes the grade average of all coursework.

## Auerbach School of Occupational Therapy Volunteer Service Requirements

Service learning is a unifying thread that links the Auerbach School of Occupational Therapy with the greater mission of Spalding University. Spalding University's mission emphasizes service and the promotion of peace and justice through graduate and undergraduate studies.

Volunteer service is defined in ASOT as volunteer service hours that are beyond academic course requirements. This emphasis on community volunteer hours emphasizes an ethic of service and development of public-minded citizens. The community services hours are completed individually however the Spalding University Student Occupational Therapy Association has a large role in organizing service projects.

### **Requirements:**

Students are required to have 10 hours of documented *volunteer service hours* during each year of the program to equal a total of 30 hours by graduation. A minimum of 10 hours must be completed each year. The year prior to Level II Fieldwork, additional volunteer hours may be completed so a total of 30 hours is completed prior to Level II Fieldwork experiences. Additional required experiences listed below are in addition to this requirement.

**1<sup>st</sup> year- February-July**

**2<sup>nd</sup> year-August-July**

**3<sup>rd</sup> year- August-July**

These volunteer service hours will be documented yearly and will be reviewed by the faculty Service Learning advisor.

- Areas that will count as *volunteer service hours* may include, but are not limited to:
  - Time and work with non-profit agencies (Wayside Christian Mission, Kosair's, Brain Injury Association of KY; Humane Society)
  - Working at charity events (Festival of Trees and Lights, St. Joseph's Picnic)
  - Hippotherapy
  - Special needs camps
  - Church community events (vacation bible school, youth leader)
  - Assistance with KOTA events, committee responsibilities

Volunteer service hours are completed following requests from the community. These requests may be directly to the ASOT students or from public service announcements, local newspaper, church requests, KOTA, etc.

- Areas that are **NOT** counted as *volunteer service hours* include:
  - Work completed with for-profit agencies
  - Leadership positions and commitments (SUSOTA board member)
  - SUSOTA Occupational Therapy awareness projects
  - Participating in fundraising walks, runs, bike rides
  - SUSOTA fundraising
  - Required outside class work (i.e. CPR)
  - Fieldwork

- Social gatherings
- AOTA/KOTA membership meetings/conference attendance
- Class requirements

There are **two additional mandatory service requirements** that must be completed by students each year. These hours do **NOT** count as part of the 30 hours required for the program.

1. Adopt-A-Highway: The Auerbach School of Occupational Therapy has committed to providing service for the community in the area of environmental preservation for a 2 mile area of the community roadways. Each student is required to assist a minimum of one time for Adopt-A-Highway cleanup each year. Three sessions of clean-up will be scheduled each year.

2. Kosair Charities enTECH Center at Spalding University hours: Each Occupational Therapy student is required to provide at least 3 hours of volunteer time per year to meet this requirement. The best times to volunteer are listed below. You must sign up for your hours prior to completing this assignment.

Volunteer Times:

Wednesdays: 9am-4:30pm

2<sup>nd</sup> Saturday of the month: 9:30am-12:30pm Saturday Family Lab

KITE Program: March 30 – April 3, 2009 and various weeks during June/July 2009. Contact Mary Kaye Steinmetz at 585-9911 Ext. 2012 for specific details.

Any hours above the mandatory three (3) at enTECH can count towards your 30 hour requirement.

## Portfolio Requirements

Each student must develop an individualized portfolio, which depicts his or her academic progression through the program. The portfolio serves as the demonstration of meeting the valued outcomes of the curriculum and competency in the core standards. Each student collects examples of evidence of his/her work and compiles these artifacts into a portfolio. The portfolio is completed and presented to the faculty as a course requirement in OT 680. **It is important for students to retain records/copies of all work created during his/her time in the professional program in order to complete this assignment successfully.**

Each student is responsible for maintaining organizational files of all evaluative assignments developed over the 30-month program.

## Estimated Schedule of Costs

The following items represent projected costs for students enrolled in the Occupational Therapy Program. These costs are based on the Spalding University schedule of costs 2005-06 academic year or, are projected estimated cost for items not represented on the University schedule.

### 1. University Tuition and Fees

These are available from Enrollment Services and are updated each year (<http://www.spalding.edu/frame.asp?pg=db2.asp?id=758>).

### 2. Textbooks

Orientation package	\$110.00
Estimated costs of textbooks per session (Academic O.T. program)	\$200 - \$ 320

### 3. Fieldwork Costs

All cost related to travel, lodging, meals and other associated living costs are the sole responsibility of the student. The following items are Fieldwork requirements:

1. Annual CPR Certified	Varies
2. Immunization	Varies
3. Professional liability (Annual through Spalding)	included in course fees
4. TB Skin Tests	\$ 20.00
5. Criminal Records Check/year	included in course fees

### 4. Professional Association Dues

American Occupational Therapy Association Student Membership/ Annual	\$ 75.00
Student Membership - KOTA	\$ 30.00
Spalding Occupational Therapy Student Association/ Annual	\$ 20.00

### 5. Professional Certification /Licensure

Certification Exam Online Application Fee (NBCOT)	\$ 475.00
State Reporting Fee with Application	\$ 30.00
State Reporting Fee without Application	\$ 35.00
State Licensure Application	
Kentucky Occupational Therapy (KOTB)	\$ 50.00/yr.

### 6. Graduation Fees

Graduation fee (not optional)	\$ 150.00
Cap, gown & hood rental	\$ 50.00
Graduation Announcements (each)	\$ 1.50
Name cards (pkg. of 100)	\$ 25.00
ASOT composite photograph (sitting fee)	\$ 55.00
Spalding University Ring (optional)	\$ 450.00

## Disability Policy

All students applying for admission to the Occupational Therapy Program and subsequently for progression through the program must be able to meet all course performance outcomes. The Core Performance Standards for Admission and Progression listed below must be reviewed by each student upon admission to determine whether reasonable accommodation or modifications are necessary. If reasonable accommodations are required, the student must request such services from the Dean of Students, per University policy as stated in the Catalogue of Undergraduate and Graduate Studies on Students with Disabilities.

### CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

<u>ISSUE</u>	<u>STANDARD</u>	<u>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</u>
Critical Thinking	Critical thinking ability sufficient for clinical	Identify cause-effect relationships in clinical situations, develop occupational therapy program.
Interpersonal	Interpersonal abilities to interact with individuals, families, and groups from a variety of social emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communicate clearly and sufficient for interaction with others in verbal and written form	Explain intervention procedures, initiate teaching interpret actions, assessments, client responses; follow written and verbal directions accurately and consistently,
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient's rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.
Motor Skills	Gross and fine motor ability sufficient to provide safe and effective occupational therapy services	Calibrate and use equipment; position patients/clients safely within the scope of assessment and intervention strategies.
Hearing	Auditory ability sufficient to monitor and assess health needs	Hears monitor alarm, emergency signals, auscultatory sounds, cries for help. Adequate to verbally communicate by phone and in person.
Visual	Visual ability sufficient for observation and assessment necessary in the occupational therapy process	Observes patient/client responses, measurement increments of equipment related to practice, and written documentation.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical assessments and/or those related to therapeutic intervention



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