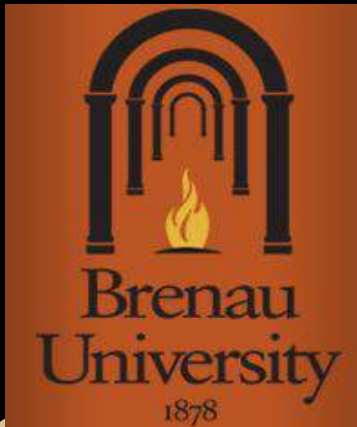


Brenau University
College of Health Sciences
School of Occupational Therapy

Practice

Advocacy



Inquiry

PORTALS

World Understanding

**Communication &
Language Fluency**

**Scientific & Analytic
Curiosity**

**Artistic & Creative
Imagination**

**Student Handbook
2013-2014**

BRENAU UNIVERSITY STUDENT HANDBOOK TABLE OF CONTENTS

About The School of Occupational Therapy	6
Curriculum	6
Educational Outcomes	
Curriculum Design	
Philosophical Assumptions and Base	
Views of Learning and Learning Community	
Fieldwork and the Center for Productive Living	
Thesis	14
Procedures and Processes	
Roles and Responsibilities	
Outcomes	
Policy regarding Level I Evaluation/Grades	
General Program Information Policies and Procedures	24
Program Progression and Graduation	
Grievances	
Ethics	
Essential Functions	
Request for Reasonable Accommodations	
Accreditation	
Confidentiality of Student Information	
Alert Line	
Important Numbers	
Emergency Procedures	
Inclement Weather	
Professional Behaviors	38
Courtesy	
Criminal Background Check	
Infants, Children and Pets	
Dress Code	
Attendance and Timeliness of Assignments	
Drug and Alcohol Policy	
Personal Cellphones	
Special Fees and Expenses	41
General Information and Resources	43
Fieldwork	44
Required Documentation	
Site Development	
Level I	
Objectives	
Set Up	
Evaluations/Grades	
Level II	
Objectives	
Set Up	
Emerging Practice Areas	
Evaluations/Grades	
General Fieldwork Information	
Requests to Change Site	
Advising	
Attendance	
Professional Ethics	
Confidentiality-HIPAA	
Health Forms/Requirements	
Drug and Alcohol Policy	
Financial Responsibilities	
Dress Code	
Student Concerns	
Grading and Evaluation of Student Performance	
Monitoring and Site Visits	
Essential Function Requirements	

WELCOME

Congratulations on your acceptance into the Brenau Occupational Therapy MSOT Program and welcome to our community of learning. This handbook was developed by occupational therapy students, faculty, and staff to assist you as you embark on your professional development journey. The information included was selected to help you understand what is expected of you as a developing occupational therapist. Likewise, information is provided about what you may expect from the faculty, staff, other students, and therapists who comprise our community. Together we share a commitment to help you become the best occupational therapist you can be.

ABOUT THE SCHOOL OF OCCUPATIONAL THERAPY

The School of Occupational Therapy is a unit within the College of Health Sciences. Within the school are several units, all designed to support you in your program here at Brenau.

The Mission of the School of Occupational Therapy

Occupational therapy is a health profession which is committed to helping all people participate in necessary and meaningful activities of life. The School of Occupational Therapy provides graduate education programs preparing students to become occupational therapists who excel in **Practice, Inquiry and Advocacy**. Building on and continuing the values of liberal education, students are guided to become excellent practitioners in diverse settings; to improve the profession by engaging in practice scholarship; and to provide leadership and advocacy ranging from local to international levels. In conjunction with its educational mission, the School engages with the larger professional and client community to encourage high quality services and to advocate for the health and participation of people, organizations and populations through meaningful occupation.

Administration

Key administrators within the College and the School include

College of Health Sciences

- Dean - Dr. Gale Hanson Starich

Occupational Therapy School Administration

- Director- Dr. Barbara Schell
- Operations Manager – Ms. Carol Eggerding
- Department Chair- Gainesville – Dr. Wendy Holmes
- Department Chair- North Atlanta/Norcross - Dr. Mary Shotwell
- Office Manager- North Atlanta/Norcross - Ms. Tiffany Wilson
- Office Manager- Gainesville – Ms. Samantha Bart-Addison
- Fieldwork Manager- Professor Jenene Craig
- Fieldwork Assistant and Data Manager – Brittany Farmer
- Admissions Coordinator- Ms. Nancy Fowler

Faculty members

There are a number of faculty members within the School of Occupational Therapy. These include regular faculty members who generally teach full time and whose contracts range from 9-12 months each year. Additionally, there are adjunct and clinical faculty who are contracted to teach selected courses or to provide clinical fieldwork supervision. A list of these individuals follows. Note that all faculty members teach on both campuses, although their offices will be located in the place where they do the majority of their teaching. A number of faculty members serve to help coordinate different aspects of our program, in addition to their primary roles as faculty members.

Barbara A. Schell, PhD, OT/L, FAOTA	Professor, Director, School of Occupational Therapy, Associate Dean College of Health & Science
Mary Shotwell, PhD, OT/L	Professor, Chair, School of Occupational Therapy-North Atlanta/Norcross
Wendy Holmes, PhD, OTR/L	Associate Professor, Chair, School of Occupational Therapy-Gainesville
Jennifer Allison, MS, OTR/L	Clinical Instructor
M. Irma Alvarado, PhD, OT/L	Associate Professor, Research Coordinator-Gainesville
Amanda Buono, MS OTR/L	Instructor
Jenene Craig, MBA, OTR/L	Assistant Professor, Fieldwork Manager
Marsey Devoto, OTD, OTR/L	Assistant Professor, Fieldwork Coordinator
M. Louise Dunn, ScD., OTR/L	Associate Professor
Kathleen Foley, PhD, OTR/L	Associate Professor, Research Coordinator-North Atlanta/Norcross
Nancy Fowler, MS, OTR/L	OT Admissions Counselor, Instructor
Kay Graham, MOT, OTR/L	Assistant Professor
Rosalie Miller, PhD, OTR, FAOTA	Professor, Director of Doctoral Programs
Tamara Mills, PhD, OTR/L, ATP	Assistant Professor
Krisi Probert, OTD, CHT	Assistant Professor
Lisa Schubert, OTD, MA, OTR/L	Associate Professor
Charles L. Shadle, OTR/L	Instructor, Academic Fieldwork Coordinator
Helene Smith-Gabai, OTD, OTR/L, BCPR	Assistant Professor
Susan Stallings-Sahler, PhD, OTR/L, FAOTA	Associate Professor
Robin Underwood, PhD, OT/L	Associate Professor, Director, Center for Productive Living
Debbie Weissman-Miller, ScD, MS, MPH	Affiliate Faculty: Professor of Biostatistics

Adjunct Faculty

Sara Brayman, PhD, OTR/L, FAOTA
Pam Evans, OTR, MBA, DBA
Debi Hinerfeld OTR/L
John Schell, PhD
Kristen Sipe, MS, OTR/L
Kimberly Steils, MS, OTR/L
Amy Todd, MS, OTR/L

OCCUPATIONAL THERAPY PROFESSIONAL ORGANIZATIONS

An important part of becoming a professional is the recognition that membership in professional organizations is critical to professional success. At Brenau, our students have a number of important opportunities including:

Brenau Student Occupational Therapy Association (BOTSA)

This student organization is open to all occupational therapy students as well as those students who are interested in the profession. There are Gainesville and North Atlanta/Norcross sections of BOTSA. Membership fees and fund raising activities go towards programming of interest to students, as well as support to attend professional conferences.

This group is open to all occupational therapy and pre-occupational therapy students BOTSA North Atlanta/Norcross Day Program: North Atlanta/Norcross Executive Board 2012-2013	
Jackie O'Brien	President
Rashanda Knight	Vice President
Meri Clair Rankin	Secretary
Ashley Carter	Treasurer
Unfilled at this time	Fundraiser Coordinator
Unfilled at this time	Community Service Coordinator
Unfilled at this time	ASD* Delegate
* The American Occupational Therapy Association, Inc. Assembly of Student Delegates This group is open to all occupational therapy and pre-occupational therapy students BOTSA North Atlanta/Norcross Weekend Program: North Atlanta/Norcross Executive Board 2012-2013	
Berlinda Pascal	President
Bryson May	Vice President
Kelly Turner	Secretary
Allison Jennings	Treasurer
Amanda O'Neil	Co-Treasurer
Jonathon Bullen	Fundraiser Coordinator
Kayla Rowan	Community Service Coordinator
Kate McWilliams	ASD* Delegate
This group is open to all occupational therapy and pre-occupational therapy students	

BOTSA Gainesville Day Program: Gainesville Executive Board 2011-2012	
Kelsey Gnau	President
Lisa Jurd	Vice President
Margaret Murray	Parliamentarian
Sara Lewis	Treasurer
Amber McClellan	Co-Treasurer
Alexis Marslender, Becky Lesko, Anokhi Patel	Fundraiser Coordinator Fundraiser Chair
Alix Jampol	Community Service Coordinator
Danielle Boyd	ASD Delegate

**Pi Theta Epsilon, Beta Xi Chapter
Occupational Therapy National Honor Society**

Eligibility for membership in this Honor Society is determined after the first semester of the first year in the program. Eligibility is based on academic achievement and professional involvement.

2012-2013 Officers

President	Shannon Randall
Vice President	Jonathon Bullen
Secretary	Jessica Stockton
Faculty Advisor	Nancy Fowler

State Occupational Therapy Associations

- **Georgia Occupational Therapy Association (GOTA)**

Each state in the USA has a professional occupational therapy organization whose objectives include advancing the practice of occupational therapy through education of consumers and the professional public, policy and legislative work, as well as development of regional standards. ***Students in the Brenau Occupational Therapy programs are required to be members of GOTA or a comparable state organization if they live outside of Georgia.*** This is because the state organizations provide a critical role in maintaining quality occupational therapy services and are where occupational therapists can network with colleagues to solve the problems of practice.

American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association is the national professional organization and the one that sets many of the ethical and practice standards for the profession. It also serves to advocate for occupational therapists and their clients at the national level. ***Students in the Brenau Occupational Therapy programs are required to be members of AOTA.*** Note that there are a number of student benefits including access to current online professional literature, discounted book sales and scholarships for students.

CURRICULUM

PROGRAM DESCRIPTION MASTERS OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

Mission of the MSOT Program

Together with our Community of Practice---faculty, alumni, clinical educators, and students---the MSOT program prepares its graduates to excel in Professional Practice, Scientific Inquiry and Advocacy. Brenau graduates are reflective, pragmatic scholars who use effective professional reasoning to engage in innovative, ethical, science-driven and culturally-relevant therapeutic practice. Our graduates value life-long personal and professional growth, and share a commitment to contributing to the wider body of professional knowledge through scientific endeavors and scholarship. Finally, we endeavor to educate occupational therapists who will provide transformative leadership at the local, state, national and international levels within the profession and society at large

Educational Outcomes

Specific educational goals are to develop occupational therapists who can:

1. Provide high quality professional occupational therapy services in diverse practice environments including medical, educational and community settings.
 - 1.1. Collaborate with individuals and groups in the identification of service goals;
 - 1.2. Evaluate occupational performance history, capacities and limitations;
 - 1.3. Identify the influence of personal factors and developmental status affecting performance;
 - 1.4. Evaluate contextual factors affecting occupational performance;
 - 1.5. Design and provide services to maintain, improve and prevent limitations in occupational performance; and
 - 1.6. Develop programs to promote healthy access and participation in society.
2. Demonstrate knowledge and skills in:
 - 2.1. Program design and development,
 - 2.2. Community and population-based care and,
 - 2.3. Selected specialty practices.
3. Communicate professionally in written and oral form using applicable technological resources.
4. Demonstrate a critical understanding of occupational therapy and occupational science theories and their utility for guiding practice and research.
5. Conduct and use research to inform practice:
 - 5.1. Understand and use a range of research designs and methods
 - 5.2. Access and critically evaluate evidence to inform practice decisions and program planning.
 - 5.3. Collaborate in designing and conducting research relevant to practice
 - 5.4. Communicate research findings in order to contribute to client and professional knowledge.

6. Participate in life-long professional development through:
 - 6.1. Critical reflection on practice,
 - 6.2. Identification and implementation of professional development plans
7. Participate in life-long personal development related to self-awareness, spirituality and life-time fitness
8. Contribute to the development of the profession through ongoing professional activities
9. Reflect the values and attitudes of the profession through ethical practice
10. Analyze socio-cultural factors affecting practice, including organizational, legal and global/political issues.
11. Advocate for societal acceptance of individuals with occupational performance problems in order to support access to and participation in desired activities

CURRICULUM DESIGN

Curriculum design refers to the organization of learning opportunities. As part of our mission to produce graduates who excel in professional practice, scientific inquiry and advocacy, the MSOT curriculum is organized around those three curricular threads **Practice, Inquiry, and Advocacy**. The curricular threads support and integrate the foundations of Brenau's liberal arts education: a) world understanding, b) communication and language fluency, c) scientific and analytic curiosity, and d) artistic and creative imagination.

The **Practice** thread includes courses that address the bio-social sciences, contexts of service delivery as well as therapeutic knowledge and skills. The second thread, **Inquiry**, includes courses in professional reasoning and research in which students enhance their understanding of the human condition. Critical thinking is an essential component emphasized throughout the curriculum. It is represented by inquiry. Courses in professional reasoning, fieldwork and research are included in this pillar. **Advocacy** is the third thread. Advocacy represents the areas of leadership, advocacy and administration. Coursework addresses legal and ethical issues, personal and societal contexts, health policy and population based intervention. Although individual courses included in the curriculum may emphasize one thread more than another, the intent of this program is to address practice, inquiry and advocacy in every aspect of the curriculum.

The MSOT curriculum is also organized by six areas of emphasis: a) the biological and social sciences, b) therapeutic knowledge and skills, c) professional reasoning, d) intervention contexts, e) service management and administration, and f) scholarship and research. The development of knowledge and skills for intervention follows a life course perspective which considers the patterns of individuals' lives in context and the effect of contextual factors, such as events and policies, on how people participate in life (Elder & Shanahan, 2006; Johnson, Crosnoe, & Elder, 2011, Mayer, 2009).

MSOT Program Courses

As part of our mission to produce graduates who excel in Practice, Inquiry, and Advocacy, this program provides coursework in each of the domains as follows:

Practice			
Biological/Social Sciences	Therapeutic Knowledge	Therapeutic Skills	Intervention Contexts-Fieldwork
<ul style="list-style-type: none"> • BY 209 or BY 210: Anatomy & Physiology I or II • HS 200: Medical Terminology • PY 101: General Psychology • PY 202: Human Growth & • PY 309: Abnormal Psychology • SY 101: Sociology or • AY 101: Anthropology • 4 hour -Lab Science • HS 610 & OT 610L: Clinical Human Anatomy and Clinical Human Anatomy Lab • OT 621: Functional Kinesiology • OT 622: Functional Kinesiology in OT • OT 639 & 639L: Neuroscience and Neuroscience Lab • OT 665: Clinical Conditions – Adults and Older Adults • OT 667: Clinical Conditions - Infants, Children and Adolescents- 	<ul style="list-style-type: none"> • OT 603 & 603L: Foundations of Practice/Foundations Skills Lab • OT 624: OT – Adolescents and Adults • OT 626: OT – Adults and Older Adults • OT 628: OT – Infants and Children • OT 668: Advanced OT Process • OT 760: Professional Development Planning 	<ul style="list-style-type: none"> • OT 634: Occupational Therapy Applications - Adolescents and Adults • OT 636: Occupational Therapy Applications - Adults and Older Adults • OT 638: Occupational Therapy Applications - Infants and Children • OT 668: Advanced OT Process • OT 725: Health Ed & Promotion • OT 745: Advanced Practice Elective • OT 750: Advanced Practice Elective 	<ul style="list-style-type: none"> • OT 617: Level I Fieldwork – Community based/mental health/DD settings • OT 618: Level I Fieldwork – Adult/Older Adult • OT 619: Level I Fieldwork – Infants and Children • OT 715: Level 2 Fieldwork (12 wks) • OT 716: Level 2 Fieldwork (12 wks)
Inquiry			
Clinical Research	Professional Reasoning		
<ul style="list-style-type: none"> • MS 205: Introduction to Statistics • PY 301: Research Methods • OT 612: Evidence Based Practice and Professional Literacy • CD 615: Qualitative Methods for Evidence Based Practice • OT 613: Research Supervision – 1 • CD 616: Quantitative Methods for Evidence Based Practice • OT 614: Research Supervision - 2 • OT 711: Research Seminar • OT 721: Thesis 	<ul style="list-style-type: none"> • OT 606: Clinical Reasoning - Client Centered Care • OT 607: Clinical Reasoning - Adolescents/Adults • OT 608: Clinical Reasoning - Adults/Older Adults • OT 609: Clinical Reasoning – Infants and Children 		
Advocacy			
Service Management & Administration	Intervention Contexts: Legal/ Policy and Ethical Issues		
<ul style="list-style-type: none"> • OT 722: OT Supervision and Administration • PH/PO 601: Ethical and Legal Issues in Healthcare 	<ul style="list-style-type: none"> • OT 603 & 603L: Foundations of Practice • OT 722: OT Supervision and Administration • PH/PO 601: Ethical and Legal Issues in Healthcare 		

The first phase of the program emphasizes the development of knowledge, skills and attitudes critical to professional practice at the entry level. The early parts of the professional preparation phase require the student to focus on occupational performance throughout life, and to appreciate the effects of illness or disabling conditions on that performance. This approach is intended to help students appreciate the relationship among the individual, the context, and participation in occupations for individuals of all ages. Further, it supports professional reasoning, which is grounded in problem-finding related to occupational performance rather than impairment problems.

The therapeutic process is reinforced by Level I Fieldwork activities that permit students to use their professional knowledge in authentic situations and to understand service delivery in a variety of practice contexts. The accompanying seminars are designed to help students understand and reflect on the professional reasoning process. This phase of the curriculum culminates in the first Level II Fieldwork. Concurrent with the clinically based courses, research coursework is started in the first semester of the program. Students have the opportunity to understand, appreciate and apply research to OT

practice. The research courses culminate in the completion of the thesis research project.

The next phase of the program builds on earlier understandings of practice, and research. The complexities of care within and across the various practice environments are emphasized. Students are challenged to select and use a range of evaluation and intervention strategies with enhanced appreciation of the legal, social and political influences operating in different environments. Skills for educational and advocacy approaches are developed which are consistent with population-based services. Students are also provided with the opportunity to select graduate electives, which serve to deepen knowledge and skills in areas of special interest. Service management courses take a broader look at the management implications of different theoretical perspectives, practice contexts, and healthcare trends.

This organization of courses is founded on a number of philosophical assumptions guiding the curriculum. These include assumptions about humankind, the profession and the nature of professional practice. Equally important is our understanding of the nature of learning which are described in a discussion on the learning community. Each of these is discussed next.

Philosophical Assumptions Guiding the Curriculum

Views of Humankind

The philosophical assumptions undergirding the profession of occupational therapy reflect the founders' views of humankind. Although the semantics describing them have changed slightly over time, the following five, assumptions articulated by Mosey (1981) continue to guide the profession.

1. Each individual has the right to a meaningful existence that allows him or her to be productive, to experience pleasure and joy, to love and be loved, and to live in safe, supportive, and comfortable surroundings.
2. Each individual is influenced by his or her level of maturation and the social and physiological nature of the species.
3. Each individual has the right to seek his or her potential through personal choice within the context of some social constraints.
4. Each individual is able to reach his or her potential only through purposeful interaction with the human and non-human environments.
5. Each individual has inherent needs for work, play, and rest which must be satisfied in a relatively equal balance.

The Philosophical Base of Occupational Therapy

Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health.

Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity.

The focus and outcome of occupational therapy are individuals' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy. (OTA, 2011)

Nature of Professional Practice

The MSOT Program curriculum is founded on the four principles of occupational therapy intervention outlined by Christiansen (1991) which address the recipient of service, the nature of the therapist, the intervention setting, and the use of occupation as the foundation for intervention.

1. The client is an agent of change.
2. The occupational therapist as a teacher-facilitator.
3. The treatment setting is an environment for developing life performance skills.
4. Occupation is the preferred intervention medium. Occupation is the actual performance of life tasks relevant to self-care, work, and play-leisure.

Additionally, current occupational therapy practice is guided by four additional principles to meet the demands of contemporary practice (Schell, Scaffa, Gillen & Cohn, 2014).

1. *Client-centered practice*: The client, as the recipient of services, is an active agent of change.
2. *Occupation-center practice*: Occupational therapy practitioners provide service which assist clients in participating in the meaningful activities if their daily lives, roles, and identities
3. *Evidence-based practice*: Current practitioners are required to evaluate, synthesize, and integrate research evidence with the clinical reasoning process in the provision of services.
4. *Culturally relevant practice*: The cultural contexts and differences within the United States and internationally require practitioners to examine occupational participation in the context of the client's culture.

Views of Learning and the Learning Community

Educational Philosophy

The philosophic foundation for the curriculum is based primarily in three traditions of Western educational thought: progressivism, reconstructionism and existentialism; however, to a lesser degree, some aspects of our program also reflect principles and perspectives of essentialism and behaviorism. Each of these traditions is reflected in one or more of the three curriculum threads of practice, inquiry and advocacy. In concert, these three threads support the professional values and knowledge needed to practice occupational therapy.

Communities of Practice

The School of Occupational Therapy at Brenau University believes in the ongoing development and support of a community of learners that includes students, faculty, staff and occupational therapy practitioners. Each member of this community has the responsibility to promote development and learning for themselves and every other member of the community. Because students are entering a profession, they will have experiences and expectations that go beyond a typical student role to that of a developing therapist. Additionally, because we believe that students have to use knowledge in meaningful ways to really gain mastery they need to be placed in many learning situations that involve or parallel the real demands of clinical practice. For many students, this is a shift in expectations of the student-teacher relationship. The table below summarizes some important expectations of students as developing therapists, and the faculty within the curriculum.

Developing Therapist Responsibilities	Faculty Member Responsibilities
Use and share life experiences as a basis for gaining new knowledge for self and others.	Recognize the life experience of students, and use it to support new learning.
Shift from being a passive learner (i.e., note-taker, listener, observer) to an active learner who contributes to discussions and solves problems.	Facilitate active discussion, problem-solving, and student contributions. Avoid teacher-centered approaches as opposed to student-centered approaches.
Shift from being an individual learner to becoming a member of the learning community. Develop, promote and maintain trustworthy relations that support learning and teamwork	Provide opportunities for teamwork and collegial interactions. Develop, promote and maintain trustworthy relations that support learning.
View self as a developing therapist, not a student waiting to become a therapist.	Treat students respectfully as colleagues from whom one can expect professional behavior.
Actively seek, use and give feedback to improve knowledge and professionalism.	Actively seek, use and give feedback to improve knowledge and professionalism.
Accept responsibility for timely and dependable completion of assignments, attendance at class and informed participation and learning.	Communicate assignments in a timely manner and manage class meetings in a responsible manner which supports informed participation and learning.
Take risks and use learning opportunities to act like a therapist.	Develop learning opportunities in real or closely simulated practice situations.
Reflect on personal assumptions and be open to alternative understandings.	Provide opportunities for reflection. Model the reflective process.

Fieldwork & The Center for Productive Living

Fieldwork is an important part of the MSOT educational process. Our intent is to provide you with opportunities to work with client across the lifespan, and to have exposure to medical, educational and community settings in which occupational therapy occurs. There are a range of field activities including:

- Course based outings to selected field sites
- Level I Fieldwork which involves weekly assigned time at a designated setting. These activities provide real time opportunities to practice the skills being developed in coursework.
- Level II Fieldwork which is a full time extensive time providing service delivery under the supervision of a credentialed occupational therapist.

In addition to numerous settings outside of Brenau, students may also be placed in the Brenau Center for Productive Living. In this setting, students provide services to underserved populations, such as those who have no medical insurance, or for whom no services are available in the community.

Because there are a number of procedures and regulations associated with Fieldwork, there is a separate section of the handbook covering this topic. You will be supported in your fieldwork placements by the Fieldwork Coordinators who are in both Gainesville and North Atlanta/Norcross locations.

THESIS

The thesis research project is the capstone experience of the MSOT program. It provides an opportunity for students to develop and implement a scholarly study which has relevance to the practice of occupational therapy. It requires students to use high level professional reasoning to critique existing theories and related practice, as well as to learn how to identify and examine evidence related to practice. The research courses are embedded throughout the MSOT curriculum and include the following major components:

- Finding, critiquing, communicating, and applying scholarly literature relevant to practice
- Research methodology courses spanning both qualitative and quantitative approaches.
- Guided development of practice research through research supervision and related seminars culminating in a group thesis project associated with a faculty member's line of research.

Courses in this stream include

- MS 205: Introduction to Statistics (pre-requisite)
- PY 301: Research Methods (pre-requisite)
- OT 612: Evidence Based Practice and Professional Literacy
- CD 615: Qualitative Methods for Evidence Based Practice
- OT 613: Research Supervision – 1
- CD 616: Quantitative Methods for Evidence Based Practice
- OT 614: Research Supervision - 2
- OT 711: Research Seminar
- OT 721: Thesis

Students work in small groups on a topic within their thesis advisor's area of scholarship. This permits students to learn both content and process related to scholarship from someone with expertise in the topic. Students indicate their preferences for the thesis topic prior to taking the Research Supervision courses. Choices available are based on faculty lines of scholarship. The thesis process typically provides an opportunity for the development of close peer and mentor relationships which evolve from engaging in important and stimulating work on behalf of the profession and the clients we serve.

Thesis Timeline and Overview of Requirements

The thesis research project is a major aspect of the program. Successful completion of the thesis process, and expected products, will require a significant effort and active engagement over multiple semesters. The expected outcomes from the thesis process may include a thesis document, poster, or manuscript for submission to a peer reviewed journal as designated by the thesis chair.

Procedures and Processes

Meeting Places

Both the Gainesville and North Atlanta/Norcross campus facilities offer small study rooms available to students in the School of Occupational Therapy for thesis group meetings. Students are responsible to schedule these rooms in advance following the designated procedures at that site.

Research Contracts

Thesis group members develop a written contract that outlines individual and collective responsibility regarding the development and completion of the thesis. Items often included in contracts include designation of study and meeting times, financial responsibilities, meeting place, order of authorship, conflict management and resolution. To facilitate the completion of a scholarly and successful thesis, the members of each thesis group set forth and agree to guidelines that:

- Delineate how responsibilities will be divided in order to assure that each person has full knowledge and participation in each phase of the thesis, the article and the poster. Simply stating that all work will be divided equally will NOT adequately address this.
- Establish the frequency and location of scheduled thesis group meetings.
- Discuss computer limitations and considerations for compatibility.
- Outline how expenses will be handled. Consider photocopying, transcription, travel, library loans, bindery, paper, telephone, postage, etc.
- Describe the manner in which decisions will be made. Address potential conflicts, disagreements and differences of opinion and work styles.
- Identify a method for labeling and naming of files, documents, and the process for communicating with and exchanging documents with the Committee Chairperson and other committee members.
- Identify a primary spokesperson and describe how and where documents will be exchanged/delivered.
- Discuss the order of authorship
- Address reference material.
- Address data ownership.

- Include a provision of how and under what circumstances this agreement could be modified.
- Provide a space for each person's signature and the date.

Petitions

If it becomes apparent that the members of the thesis group are unable to productively work together, individual members of a thesis group may petition to modify the group membership. Petitioners must submit a written letter to the thesis chair, with the knowledge of all thesis group members, with a recommended action and rationale. Petitions may result in a splitting of the thesis group into two or more entities, in which case, each entity is responsible for completing a thesis. The faculty thesis chair and the members of the original group will determine how work that has already been completed will be shared.

Prospectus

The prospectus is a brief synopsis of the thesis proposal which is presented orally to the OT faculty and study body in OT 711. Each member of the thesis group must be prepared to make this presentation, as the presenter will be identified immediately prior to the presentation. The presentation should last approximately 10 minutes and is followed by questions and comments from the faculty and fellow students. Any student from the thesis group may respond to the questions. This oral presentation provides the thesis groups with the varying perspectives, ideas and suggestions that may benefit the group to validate or improve the research plan.

The prospectus presentation includes: which consists of:

- brief introduction/rationale for the study which may include very brief discussion of foundational literature,
- purpose of the research,
- description of the methodology including
 - the recruitment of participants,
 - the proposed method of data collection
 - plan for collecting and analyzing data.

The research plan is summarized in a written prospectus which is no more than one page, front/back duplication allowed. Students are expected to provide sufficient copies of the written prospectus as handouts for all classmates and faculty in attendance.

Institutional Review Board (IRB)

All students and faculty must obtain approval from the Institutional Review Board before implementing any research. Brenau University IRB application forms and policies are available on via the Brenau Intranet using the menu option under Academics <http://intranet.brenau.edu/dnn/>

Thesis Roles and Responsibilities

The roles and responsibilities of the thesis committee members and students are described within the Brenau University Thesis Guide. Refer to that document for further information.

Research Coordinator

There is a designated Research Coordinator for the MSOT programs at the Gainesville and North Atlanta/Norcross campus locations. The role of the Research Coordinator in relationship to the thesis is to coordinate the Research Seminar and Thesis courses.

Responsibilities include:

- Determining, in conjunction with the occupational therapy faculty, possible research topics for students, ascertaining the preferred topical choices from each student.
- Assigning students to a research topic and to the corresponding Thesis Committee Chairperson.
- Reviewing all research petitions submitted by students regarding topic alternatives, research group assignments and individual research project requests. Additionally, makes recommendations regarding the status of the petitions to the occupational therapy faculty in order to facilitate final decision making and communicating in writing the faculty decisions to the students involved.
- Consulting with the Thesis Committee Chairpersons regarding the research design, instrumentation and methodological questions of the thesis groups and identifying additional consultative resources that may be needed to support the research program.
- Suggesting timelines and strategies for completion of the research proposal during the Research Seminar and Thesis courses.
- Setting the schedule for proposal presentations and thesis defenses.

- Coordinating all defenses and discussions or designating another faculty member to preside over these oral presentations.
- Assisting thesis committees to ensure final manuscripts and other products meet guidelines of the MSOT program and the Graduate School.
- Ensuring students and faculty adhere to the ethical standards for research.
- Receiving and delivering the final copies of the documents for binding.
- Ensuring all thesis chairs submit IRB Closure Form to IRB committee.

Thesis Document Guidelines

Format for Interim Draft Files & Documents

Because many drafts are developed during the process of developing a thesis, it is wise to have a system in place to clearly identify each draft. It is suggested that

- Filenames follow a format of subject-date-initials
Example: Hippo Intro-10-5-12bas
- A header or footer in the document containing the date of the draft, an abbreviated title and identity of the research group is inserted in each document. This must be updated with each subsequent draft.

This format will enable the members of the thesis group as well as the committee to communicate more clearly and efficiently. This footer or header will not appear in the final thesis proposal.

Written Thesis Proposal

A complete draft of the thesis proposal is submitted to all committee members according to the schedule designated for by the Research Coordinator for that cohort and program. Each committee member will share his or her assessment with the Thesis Committee Chairperson within seven days of receipt of the document. This will afford some opportunity to make adjustments or changes as appropriate. A copy of the final proposal manuscript must be submitted to each committee member at least five school days prior to the scheduled proposal presentation. A signed approval from the methodologist must accompany the formal written thesis proposal. The proposal should follow this order:

Title Page

Approval Page

Table of Contents

Chapter One

Introduction (usually 3-6 pages)

Chapter Two

Review of the Literature (usually 8-15 pages)

Chapter Three

Methodology (usually 5-8 pages)

List of References

Appendices

Data collection instruments, IRB approval, Methodologist approval, other relevant information.

Note that detailed information about the Brenau thesis guidelines are available from the Brenau library website.

Proposal Presentation and Review

Each member of the thesis group will individually present and discuss her or his group's thesis proposal. Proposal presentations will be scheduled by the Research Coordinators of the Gainesville and North Atlanta/Norcross programs. As in the prospectus, each member of the group must be prepared to present and discuss the entire proposal to the members of the thesis committee and to the members of the graduate faculty who attend the presentation. The following represents the typical steps in the proposal presentation:

- Faculty members meet briefly to discuss questions and concerns, prior to starting the presentation. Students wait outside the meeting room.
- Each person is called in turn to present and respond to faculty questions. Typically each individual presentation and question session takes 15 minutes.
- After all students have individually presented, the student researchers will wait outside the room while the faculty discusses the thesis proposal and each person's presentation of the proposal. It is during this time that suggestions are generated or concerns raised by the faculty.
- The entire thesis group rejoins the faculty to discuss the results of the proposal presentation. The Graduate Coordinator presents to the entire thesis group the faculty recommendations regarding the status of the proposal, followed by a summary of strengths and suggested improvements. Possible outcomes are:
 1. The proposal is accepted as is. Data collection may begin.
 2. The proposal requires minor corrections or modifications. These can be accomplished the Thesis Group and submitted to the Committee Chairperson for approval. Data collection may not begin until the proposal has written approval of the Committee Chair.
 3. The proposal is unacceptable as submitted and requires major modification. If major changes are required, the proposal must be adjusted and resubmitted. Data collection may not begin until the revised proposal has been approved. The process of approval may involve a representation of the proposal or some other series of events determined by the faculty members.

Grades reflect individual performance during the presentation, as well as the quality of the total written proposal. If the overall proposal is deemed acceptable, each student who successfully discusses and defends the thesis proposal will receive a Pass for OT 711: Research Seminar. Any student who is unable to successfully discuss and defend the thesis proposal will receive an "Incomplete" Grade for this course, even if the written

proposal is deemed acceptable. If a student receives a grade of Incomplete, she or he will be required to “re-present” and demonstrate knowledge of the entire thesis proposal before passing this course. Students who fail a second oral presentation will fail the course, resulting in termination from the program. Students who required additional time to complete the written portion of the Proposal will be assigned an IP grade and be required to register again for OT 711 Research Seminar.

Duplication

Throughout the preparation of the thesis proposal and the thesis products, multiple drafts with several copies of each may necessary when print versions are requested. The research groups are responsible for the cost of these copies.

Transcription

Thesis groups collecting qualitative data may decide to transcribe their own data or contract with a person to do the transcriptions at their own expense. If transcriptions are to be contracted, arrangements should be made early to permit adequate time for analysis.

Thesis Outcomes

- The Thesis Document: If an product from the thesis process is a thesis document, the thesis should follow this order:

Title Page

Table of Contents

Chapter One

Introduction (usually 3-6 pages)

Chapter Two

Review of the Literature (usually 8-15 pages)

Chapter Three

Methodology (usually 5-8 pages)

Chapter Four

Results (usually 15-20 pages)

Chapter Five

Discussion (usually 10-12 pages)

List of References

Appendices

Data collection instruments, IRB approval, other relevant information.

Format of thesis

Preparation of the final thesis manuscript follows a standard sequence and format so that it is acceptable for binding. The required format and sample pages are available in the Brenau Thesis Guide, found on the Brenau Library website:

<http://www.brenau.edu/academics-2/brenau-trustee-library/research-help/brenau-thesis-information/>

Final copies of the thesis

After final approval of the thesis, submit duplicated copies of the entire thesis for binding.

Thesis Bindery form

<http://www.brenau.edu/academics-2/brenau-trustee-library/research-help/brenau-thesis-information/>

Final copies of the thesis suitable for binding must be submitted to the designated staff member by the date that grades are due for the semester in which defense is scheduled. Failure to submit thesis materials by this date will result in the student being required to register for additional thesis hours in the subsequent semester.

Paper for Final Copy

The final copy of the thesis document is duplicated on white, 25% cotton or rag content paper. This paper is available at office supply stores. Use this paper only after receiving final approval from the Chairperson of the Thesis Committee and having format checked. Prepare the copies for your defense on regular paper.

Submit:

- 3 copies of the bound thesis to Brenau (one for the School of Occupational Therapy, one for library and one for your thesis chair), **and**
- One copy for each member of the thesis group,
- In addition, the thesis committee may wish to provide a bound copy to facilities/ persons who have made significant contribution to the thesis.
- Thesis students must submit one signature page signed by all available faculty. The staff member assisting with Thesis binding may help in obtaining signatures from other campuses but must include blank pages of the 25% rag content paper so the signature page may be copied.
- Two Forms - The Library Binding and Thesis Form and the Binding and Shipping form must be completed along with a check for the total cost of binding. The thesis group is responsible for the cost of duplication and the cost of binding. If the student cannot pick up their thesis, they must fill in the shipping address on the Binding and Shipping form and include an additional (in addition to the \$15 binding fee) \$5 for shipping.

Poster: If an outcome from the thesis research project is a poster, these procedures must be followed.

Professional posters provide thesis groups with the opportunity to share the results in a format that is succinct and informative. This poster must be suitable for presentation at a professional meeting such as at the Georgia Occupational Therapy Association Annual Conference, the American Occupational Therapy Association Annual Conference, and other venues as appropriate. Posters are displayed at conferences and other gatherings and are used to convey a large amount of information in an interesting and “pre-digested” formation. A professional and informative handout is required for distribution at all poster presentation sessions. Permission should also be granted to faculty to represent this work.

Poster Content

The poster should be developed using software, such as PowerPoint. It must be easy to read, using large font, clear font. Although it can be creatively designed, avoid distracting backgrounds, and strive for a professional and scholarly appearance. Use AOTA's "Tips for professional posters" as a reference. The final poster will be printed professionally allowing for durability and portability. If there are attachments, these should be done with Velcro, rather than glue. Content should follow guidelines from the organization where it will be presented, but typically include:

Identifying Information

- Title of project
- Authors, Thesis Advisor & Committee
- School, College, University

Description of Research or Project

- Clear Statement of purpose, problem or research question
- Clear statement of rationale
- Clear statement of methodology
- Clear succinct statement of findings
- Implications
- Illustrations (optional)

Print a 4x6 poster in color. Set PowerPoint poster on work to 36" by 24", then should have no problems blowing it up making it 4x6. Student should contact various printing businesses for information about options and costs to print the poster. Additionally, develop and print a handout for distribution at each poster session.

Manuscript: If an outcome of the thesis process is a manuscript suitable for submission to a peer reviewed journal, the students and thesis chair will determine the final format of the manuscript and requirements for its submission.

Thesis Defense

Pre-defense review of thesis

At least three weeks prior to the defense, a draft copy of the thesis, including appendices, will be provided to each member of the thesis committee. Each committee member must examine the document for content and discuss any concerns relevant to the thesis with the Committee Chairperson within seven days. This communication must occur in time to allow the Committee Chair to respond prior to the defense and work with the thesis committee to overcome any major concerns and reschedule the defense if needed. At the actual defense, as in the proposal presentation, faculty members will meet briefly in private to raise questions and areas that need to be discussed.

Thesis presentation

Thesis defense is a public event. Observers often include other students, faculty members or members of the professional community who are interested in the topic. Observers may not participate in the process, except when specifically invited by the Thesis Committee Chair, which usually does not occur until all involved faculty questioning and discussion is completed. Observers are excused from faculty deliberations that precede and follow the thesis presentation.

All members of the research group as a whole present the thesis study. This formal presentation is oral and usually takes no more than 20 minutes. Advance planning of the presentation should ensure that each member of the thesis group participates in the presentation of the thesis. It is recommended that students prepare in advance so that they can “talk the study” rather than read from pre-prepared notes. Because this is an oral presentation and discussion, PowerPoint, audio-visuals or other aids are not appropriate. All faculty members present will have already examined the thesis and have a copy of all charts, data, etc. Students may also have copies of the final thesis for reference.

Following the initial presentation, faculty members will ask questions of each member of the thesis group. This period of questioning usually lasts about 30 minutes. The Chairman of the thesis committee may allow questions from others attending the defense, once the initial period of questioning is completed. Each defense should last approximately 90 minutes including presentation, questions and answers, faculty review and deliberation, and summation.

The members of the thesis group and all observers will be excused while the faculty discusses the thesis and defense. When their deliberation is completed, the members of the thesis group will be invited to rejoin the faculty so that the results of the defense can be shared.

Possible outcomes from the defense include:

1. The thesis is accepted as is. Thesis can then be duplicated on rag paper for binding after final format check is done.
2. The thesis requires minor corrections or modifications. These can be addressed by the Thesis Group and submitted to the Committee Chairperson for approval. Thesis can then be duplicated on rag paper for binding after final format check is done.
3. The thesis is unacceptable as submitted and requires major modification. If major changes are required, the thesis must be adjusted and resubmitted and defended again. Students will not be eligible for graduation until the revised thesis has been successfully defended.

Any student who is unable to successfully discuss and defend the thesis will receive a grade of Incomplete for OT 721 and must register for additional thesis hours. The Incomplete must be resolved prior to the end of the subsequent semester or the student will not be granted her degrees.

GENERAL PROGRAM INFORMATION POLICIES AND PROCEDURES

Program Progression and Graduation

Because the MSOT program is part of the credentialing process to become a professional occupational therapist, progression requirements go beyond the academic standards associated with graduate work and include expectations regarding professional behaviors and successful demonstration of therapeutic skills in the practice.

Progression Requirements The following requirements must be met for students to remain classified as in good standing in the occupational therapy program, therefore earning the right to continue in the program:

1. Students must meet the minimum GPA requirements specified by the Graduate School at Brenau University. Refer to the Graduate section of University Catalog for specific academic and progression standards.
2. Students must maintain satisfactory professional behaviors in all classes and field work. Documentation of unsatisfactory ratings of professional behaviors in two or more semesters can be grounds for termination from the program.
3. Successful completion of all Level I and II Fieldwork prior to graduation. Level II Fieldwork must be completed within 24 months of academic program completion.
4. Successful completion of the graduate thesis research project prior to graduation. The thesis must be completed within 6 months of completion of other academic coursework.

Readmission after Dismissal

After being dismissed from the occupational therapy program, a student may be readmitted one time. A formal letter requesting readmission must be submitted to the Department Chair at the program location, unless the student has been suspended from the University, in which case the letter must go to the Provost. In either case, the request will be referred to the Occupational Therapy Progression Committee. The Department Chair and the student's adviser will determine any additional documentation required for the Progression Committee to consider student readmission. Once the case has been reviewed within the Progression Committee, a recommendation will be forwarded to the Department Chair, along with any requested stipulations, such as additional required coursework or specified criteria. The Department Chair will notify the student by email or written letter of the final determination unless readmission to the University is required due to prior suspension. In that case the Department Chair will advise the Provost, who in

turn makes the final decision and communicates it to the student. All readmitted students will be on probation for one semester. Readmission is not automatic.

OT Grading Scale

Criteria for grading will be discussed at the beginning of each course and will be included in the course syllabi. Unless otherwise specified, the grading scale is:

100% to 90%	=	A
89% to 80%	=	B
75% to 79%	=	C
69% to 74%	=	D
Below 68%	=	F

Graduation

Brenau holds formal graduation ceremonies one time a year in May. Students who are in good standing, and will complete the final 12 (or less) hours of coursework in the summer immediately following the ceremonies, are permitted to “walk” in the May ceremony. Students who will not complete required coursework by the end of the summer, regardless of the reason, will not be able to participate in ceremonies until the *following* year. Students must complete all required coursework, Level I and Level II Fieldwork assignments, and a thesis prior to graduation.

GRIEVANCES

Student grievances about departmental issues are to be directed to Department Chair. In case the grievance is about the Program Chair, the grievance is submitted to the Director of the School of Occupational Therapy. If the grievance is not resolved at this level, the issue will be handled in the same manner for all student grievances, as described in the Brenau University catalog.

ETHICS

Ethical practice is the cornerstone of being a professional. Students in the MSOT program are expected to abide by all the University ethical guidelines, as well as those which guide the profession, such as the American Occupational Therapy Standards of Ethics. These standards are introduced in the beginning of the program and are reiterated on all course syllabi.

Student and Faculty Procedure for Acknowledgement of the Standards of Essential Functions of an OT Student and Request for Reasonable Accommodations

The School of Occupational Therapy at Brenau University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the Program. It is the policy of the Occupational Therapy Program to comply with the Americans with Disabilities Act (ADA). In accordance with federal regulations established by the ADA, Section 504 of the Civil Rights Act of 1973, and state and local requirements regarding students and applicants with disabilities, the Standards of the Essential Functions document assists each candidate/student in evaluating his/her prospects for academic and clinical success.

To ensure that all students have a clear understanding of the Essential Functions document and the process for requesting reasonable accommodations, the following policy has been developed in terms of student and University responsibilities.

The University/School of Occupational Therapy will:

1. Send out the Essential Functions document in conjunction with the initial interest letter sent by Admissions. This will serve to initially inform students of Essential Functions required by the occupational therapy program at Brenau.
2. Send the students admitted to the program a Student Data Form which asks for the student to identify and provide documentation regarding need for reasonable accommodations for fieldwork placement.
3. Any requests for accommodation made by the student for fieldwork or for the classroom setting generally require documentation from terminal degreed specialist regarding need for accommodations. This documentation should be placed on file in the Brenau Learning Center. The student will be referred to the Brenau Learning Center. Explain and discuss the Essential Functions document during the Student Orientation before classes begin. At this time the OT program will collect acknowledgement for each student that they have read and understand the Essential Functions document and the process for requesting reasonable accommodations.
4. Review the Essential Functions document during the student's first semester in the OT program in OT 606 Professional Reasoning.
5. Follow up initial classroom conversations later in the program with discussions in Subsequent Clinical Reasoning courses(OT607, 608, 609).
6. Provide information on the Learning Center so that students who want to access resources and/or request reasonable accommodations have the necessary information.
7. When indicated by the Learning Resource Center, implement approved reasonable accommodations.
8. Maintain classroom accessibility.

Student and Faculty Procedure for Acknowledgement of the Standards of
Essential
Functions of an OT Student and Request for Reasonable
Accommodations

The student will:

1. Read the Essential Functions document prior to admission to ensure awareness of the essential functions of an OT students and the resources available to them should he or she need reasonable accommodations
2. Once accepted to the program, the student will fill out the Student Data Form. Any requests for accommodation require documentation from terminal degreed specialist regarding need for accommodations. This documentation should be placed on file in the Brenau Learning Center.
3. Complete signature page for Acknowledgement of Review of Essential Functions and Procedure for Request for Reasonable Accommodations during Student Orientation.
4. Participate in class discussion in Clinical Reasoning, OT 606, about the Essential Functions of an OT student document and sign the acknowledgement form if student has not already done so.
5. Identify self for each class in which the student is seeking accommodations via letter from the Learning Center at the beginning of the semester.
6. Identify self for each fieldwork in which the student is seeking accommodations via letter to the academic fieldwork coordinator.
7. Update any changes to status and need for accommodation as necessary with documentation to Learning Center and updates to instructors and or fieldwork coordinator.



ESSENTIAL FUNCTIONS OF OCCUPATIONAL THERAPY STUDENTS

- Applicants to the Occupational Therapy Program at Brenau University must possess the following general qualities: critical thinking, sound judgment, emotional stability and maturity, empathy, sufficient physical and mental stamina, and the ability to function in a wide variety of didactic and clinical settings.
- Graduates must have the minimal skills, essential functions, and knowledge to function in a broad variety of clinical and community settings.
- The Occupational Therapy Program educates students as generalist practitioners, in accordance with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE). Occupational Therapy is a profession that includes a number of domains of practice, e.g. hospital-based, school system, and mental health. The various domains encompass skill sets that differ according to setting and job. For this reason, occupational therapy students must have knowledge and entry-level competencies that span all domains, so that they are prepared for employment in all areas of practice.
- Upon completing the academic and fieldwork components of this accredited Program, students are prepared to perform as entry-level practitioners and to successfully pass the certification examination in order to practice occupational therapy.
- The Occupational Therapy Program at Brenau University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the Program. It is the policy of the Occupational Therapy Program to comply with the Americans with Disabilities Act (ADA). In accordance with federal regulations established by the ADA, Section 504 of the Civil Rights Act of 1973, and state and local requirements regarding students and applicants with disabilities, the following standards are described to assist each candidate/student in evaluating his/her prospect for academic and clinical success.
- When a student's ability to perform the program demands is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions of the occupational therapy student described below.

A. OBSERVATION SKILLS

1. Students must be able to acquire a defined level of necessary information as presented through educational experiences relating to both basic arts and sciences, as well as in pre- professional, professional, and graduate courses.
2. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include lectures, printed materials, visual and auditory media, laboratory experiences, and hands-on demonstrations.
3. Students must demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual abilities, to enable such observations and information acquisition necessary for academic and clinical performance.

B. INTELLECTUAL/CONCEPTUAL ABILITIES

1. Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information present in academic, laboratory and fieldwork/clinical settings which may present gray areas and ethical dilemmas.
2. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data related to the art and science of health care.
3. Students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures.
4. Students must be able to apply theoretical knowledge and current research evidence to specific client populations and diagnoses, and justify the rationale for medical and therapeutic interventions.
5. Students must also develop a sense of socio-medical ethics, and recognize and apply pertinent legal and ethical standards.

C. COGNITIVE DEMANDS

1. The successful occupational therapy student maintains a high level of alertness and responsiveness during classroom and fieldwork situations.
2. The student must possess the ability to focus on a task for a prolonged period of time to allow for successful learning to take place.
3. In addition, the student must be able to recall information and organize information in an efficient and useful manner. This includes the ability to acquire, retain, and prioritize informational data, conceptualize and integrate abstract information, apply theoretical knowledge to specific client populations and justify a rationale for therapeutic interventions, and problem-solve to create innovative and practical solutions.

D. COMMUNICATION SKILLS

1. Effective communication is critical for students to build relationships with faculty, advisors, fellow students, clients, clinical supervisors, other professionals, and care givers, in his/her various roles of learner, peer, student, and college/program representative.
2. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently, and in accordance with professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice.
3. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (e.g. evaluation reports, treatment plans, progress notes, and discharge summaries), that are comprehensible by clients, care-givers, professionals and non-professionals.
4. Students must have the ability to use keyboards and accessories and computers for searching, recording, storing, and retrieving information.

E. CULTURAL COMPETENCY

1. Students must be able to communicate accurately, sensitively and effectively with clients and professionals from different cultural and social backgrounds. They should be able to observe, recognize and understand non-verbal behavior. They must be able to establish rapport with clients and communicate evaluation and treatment information effectively, while adhering to principles of confidentiality.

F. BEHAVIORAL AND SOCIAL SKILLS

1. Students must demonstrate emotional stability and be capable of developing mature and effective interpersonal relationships with other students, faculty, clinical supervisors, and other professionals.
2. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress.
3. They must be able to adapt to changing environments, display flexibility and function in the face of real-world ambiguities.
4. Students must exhibit the ability and commitment to work with individuals in fast-paced, demanding settings. Students must acknowledge and manage personal biases in order to meet the needs of people from diverse cultures, age groups, and socioeconomic levels.

5. Students must be prepared to work with individuals who are severely medically involved, injured or disabled; be limited by cognitive, emotional and functional impairments; and exhibit extreme behavior that may elicit an aversive reaction. The ability to successfully interact with such individuals without being judgmental or prejudicial, is critical to establishing a therapeutic relationship and maintaining one's professionalism as indicated in a profession's code of ethics.
6. Students must demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation, **as such qualities are assessed not only during the admissions process but throughout occupational therapy education.**
7. Students must possess the **emotional well-being required** for use of their intellectual abilities, the exercise of care of patients, and the development of mature, sensitive, and effective relationships with patients.
8. Candidates must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as the clinical problems of many patients.

G. PHYSICAL/MOTOR SKILLS & ENVIRONMENTAL REQUIREMENTS

1. Students must possess sufficient motor abilities, including physical strength and coordination to effectively operate and maintain equipment, safely handle, transfer, and move clients, carry out medical procedures, perform evaluations, provide treatment intervention with a variety of clients, and in multiple, non-isolated settings.
2. Students must demonstrate good gross and fine motor skills including but not limited to, the ability to walk, balance, bend, climb, stoop, kneel, crouch, rotate, coordinate arms, and reach overhead.
3. Students are required to use multiple grasp and pinch patterns, including dexterity for writing and keyboard function, and firm grasp for sustained hand/arm use as in lifting, push/pull, twisting, transferring and carrying. Students must frequently lift and/or move objects up to 10 pounds, occasionally lift and/or move objects at 25-50 pounds, and rarely lift/move objects at greater than 50 pounds.
4. Students may be exposed to the following conditions: wet or humid internal environments; proximity to moving mechanical parts, fumes or airborne particles, hazardous materials, and blood borne pathogens; exposure to outdoor weather conditions, risk of electrical shock, objects of hot/cold temperature, or vibration.

H. PROFESSIONAL RESPONSIBILITY

1. Students must exhibit the ability to respond to unpredictable challenges of health/medical situations that require a high level of alertness and readiness for immediate and appropriate response without interference of personal or medical problems. This includes training for emergencies (e.g. CPR and infection control).
2. Students must adhere to policies of the college, the Program, and fieldwork/clinical sites. This may include, but is not limited to, professional dress and demeanor, conforming to the academic calendar, and meeting start dates for fieldwork/clinical assignments.
3. Students are responsible for travel to and from classes and fieldwork/clinical sites; attendance at classes and fieldwork/clinical assignments; and maintaining organizational skills and stamina for meeting performance criteria within assigned time frames.
4. Students must take the initiative to self-assess their own academic progress and direct their own learning.
5. They must work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving external evaluation of their abilities and reasoning skills.
6. The faculty of the Brenau University School of Occupational Therapy is committed to comply with the letter and the spirit of the Americans with Disabilities Act.
7. The faculty acknowledges its responsibility to our students and for the welfare of the clients treated or otherwise affected by students. Brenau University is committed to promoting the educational welfare of its students relative to the educational programs of the university.

Adapted from Essential Function Statements
by
The University of South Dakota, American International
College, and the University of Tennessee.



**Brenau University
College of Health Sciences
School of Occupational
Therapy**

**Acknowledgement of Review of Essential Functions of an OT Student
and the Procedure for Request for Reasonable Accommodations**

My signature below indicates that I have been informed of the Essential Functions for Occupational Therapy Students at Brenau University and have reviewed this document with OT faculty during Orientation. I understand that the Essential Functions document applies both in the classroom as well as on fieldwork experiences

My signature also acknowledges that I have also been instructed in the use of the Learning Center on the Gainesville main campus as the main resource for assistance with reasonable accommodations. I understand that I must initiate the process by contacting Dr. Vince Yamilkoski in the Learning Center at 770-534-6134. Further, to receive accommodations, I must provide current documentation regarding specific reasonable accommodations in order to receive accommodations within the occupational therapy program.

Student Name

Signature

Date

ACCREDITATION

The Brenau School of Occupational Therapy entry-level occupational therapy master's degree programs at the Gainesville, Georgia and North Atlanta campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-2686

PROFESSIONAL CREDENTIALS FOR PRACTICE

After completion of the Brenau MSOT program, graduates are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states in the USA require licensure to practice occupational therapy. State licenses are typically based in part on the results of the NBCOT Certification Examination. Graduates who wish to practice outside the USA must meet requirements of the country in which they intend to practice. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NBCOT and State Licensing Boards have the right to refuse to grant occupational therapy certification and/or license to any individuals regardless of their educational credentials under circumstances of:

- Falsification of application.
- Conviction of a felony or crime of moral turpitude.
- Other moral and legal violations specified in relevant state laws.

CONFIDENTIALITY OF STUDENT INFORMATION

Confidential information about students acquired by faculty in the course of their professional association is to be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

Occupational Therapy faculty and staff members do share selected information with each other as needed to support student learning and professional development. In similar fashion, selected information may be shared with Clinical Fieldwork Educators as needed, once students have signed a release. In general, all student work is kept confidential within the faculty. Sensitive materials such as journal entries or seminar discussion are not shared without prior approval of the student.

ALERT LINE

In case of hazardous weather, medical alerts, natural emergencies, campus closings/delays, please call the **Campus Alert Line, 770-534-6772** or **x6772**. This line will provide students, employees, and the external community with the most up-to-date information.

In the event of an emergency, **e2Campus** subscribers can get notified immediately of the situation. Subscribers of e2Campus receive time-sensitive messages on their mobile phones, email, and/or pagers from designated administrators. To sign up for e2Campus Emergency Alert, go to www.3wcampus.com/my/brenau.

Do NOT call Campus Security for closing information; this will tie up phone lines needed for emergencies

IMPORTANT NUMBERS

Emergencies dial 911

Police & Fire-Gainesville & Norcross dial 911	Gainesville Security 770.534.3612
NEGA Hospital 770.535.3533	Gwinett Medical Center 678.312.4321
Gateway Domestic Violence 770.536.5860	Battered Women 770.963.9799
Rape Response 770.503.7273	Red Cross 770.532.8453
Poison Control 800.222.1222	
Gainesville School of OT Front Office 999 Chestnut St., Suite 70 Gainesville, GA 30501 678-707-5000 Hours of Operation M-Fri 8:30am – 5:00pm	North Atlanta/Norcross Front Office 3139 Campus Drive, Suite 300 Norcross, GA 30071 770-446-2900 Hours of Operation – Call front office When classes are in session M-Fri 7:30am – 10:00pm Sat 7:30am – 5:30pm



EMERGENCY PROCEDURES

CRIMINAL ACTIVITY

- 1 Attempt to remove yourself from any danger.
- 2 Notify Campus Safety and Security by calling **x1234** from any campus phone or **770-534-6202**. Additionally, **911** may need to be called.
- 3 Try to call from a safe location if possible.

If possible, provide the following information:

- Location of crime
- Description of suspect(s)
- Nature of crime
- Number of people involved
- Any injuries
- Direction of travel of suspects
- Description of vehicle(s)
- Any known weapons

Do NOT pursue or attempt to detain suspects.

ICE STORM

This region is subject to ice storms throughout the winter months. When the weather channel is predicting such a storm, please use good judgment when venturing out. Regularly check the Campus Alert Line (**770-534-6772** or **x6772**) or the intranet if possible. Do NOT call Security to find out about closings.

- Keep a flashlight accessible with extra batteries.
- Charge cell phones.
- Have extra blankets.
- Do not go outside unless necessary.
- In the event of a power outage, follow the directions of any authority figure. They will have updated information regarding the situation.
- It is recommended that you try not to leave campus. If you feel it is necessary, please inform staff or any Brenau authority figure.
- If someone is stranded on-campus, refer them to a staff member or any Brenau authority figure.



BUILDING EVACUATION

- Building evacuations should occur when a building alarm sounds continuously and/or upon notification by Security or any staff/faculty member.
- Be aware of all marked exits from your room and building. Be aware of all shelter locations.
- Walk quickly to the nearest exit and ask others to do the same.
- Be aware of any individuals with disabilities exiting the building.
- Use the stairwells in case of fire. In case of a non-fire emergency, elevators are reserved for disabled persons' use only.
- As you evacuate the building, close doors as floors are swept to show the area has been cleared. Always sweep from top to bottom –if possible.
- Once outside, meet staff/faculty at the designated area. Move to a safe area away from the affected building. Remember to keep streets and walkways clear for emergency vehicles and personnel.
- Do not return to the evacuated building unless you are told to do so by Security or other authorized personnel.

PROFESSIONAL BEHAVIORS

The following are examples of professional behaviors expected of all students in the program.

A. Courtesy

Your behavior as a student parallels your performance as a professional. Therefore, the expectation is that all interactions with Brenau Faculty, Staff and Students be handled in a courteous, professional and appropriate manner.

B. Criminal Background Check

Many fieldwork sites require criminal background checks and/ or drug/alcohol screenings. Students are responsible for completing a criminal background check prior to beginning the program. Information on this is provided in the Fieldwork section of the handbook

C. Infants, Children and Pets

In order to maintain a learning environment that is conducive to everyone, infants, children and pets are not permitted in the classroom during class.

D. School Dress Code

Neat casual attire is appropriate for class. When coming into contact with consumers, students need to be aware that their appearance is one important factor in developing trust and maintaining appropriately therapeutic relationships. Therefore, for labs, clinical visits, field trips, visits to community sites, and any other site where the student may have contact with consumers, the student is to wear a Brenau shirt tucked into full-length khaki pants, along with a Brenau student nametag. Pants must be high enough to allow for the blouse to be tucked in. Undergarments must not be exposed during any position (i.e., bras when leaning over, or undergarments when stooping or crouching.) Closed shoes such as clean running shoes or sneakers are recommended and are often required in medical settings.

E. Attendance and Timeliness of Assignments

Each professor establishes his or her requirements regarding class attendance, and these are documented in the course syllabus. In the occupational therapy program there is a very low tolerance for absences and tardiness, because these behaviors jeopardize the student's ability to achieve the objectives of the course. Unlike many academic classes, in a professional program, much of the information presented in a particular class session is competency based. After receiving new material, students apply new theoretical approaches and practice new skills until they are deemed "competent" by the instructor.

The material may never again be presented. Students are expected to have achieved competency in this skill and be able to use it during subsequent courses and fieldwork. Absence from that particular class causes that student to miss the opportunity of achieving that specific professional competency.

Absences, whether planned or because of illness, must be sanctioned by the Occupational Therapy Program to be considered an “excused” absence. As stated in the Brenau catalog, reasonable excuses include acute illness/injury, death in the family or significant family crisis, approved college-sponsored activity, and major religious holiday. All absences other than excused absences shall be considered “unexcused” absences. **Students who miss more than 20% of the scheduled class sessions for whatever reason may be removed from the class with a failing grade due to non-attendance and non-participation.** If a student has a significant health or family situation which compromises the student’s ability to meet program expectations, the student is expected to initiate a meeting with his or her instructors or advisor to develop a plan to manage these challenges.

The Weekend Program Policy states that a student may not miss more than one class session per course and successfully pass the course. Additionally because the weekend OT program will be doing a significant amount of work on-line, strict adherence to assignment timelines and on-line participation guidelines must be observed

In the event that the student must be absent, tardy or excused early from either a class or lab, the student shall notify their respective instructor(s) a minimum of two school days prior to the planned absence. If ill, the student must notify their respective instructor(s) a minimum of one hour prior to the start of class, lab or fieldwork. **Notification includes direct contact, a note, email message or leaving a voicemail message for each instructor and NOT the Occupational Therapy Department Office Manager or any other staff.** Therefore, it is important that the student have instructor office telephone numbers and emails which are provided on each course syllabus. **Students must always notify their Fieldwork Educator and the Brenau Academic Fieldwork Coordinator regarding any absences from fieldwork.**

A student’s message **must** provide the following information:

1. Student’s name.
2. Reason for student’s absence, tardiness, or need to leave early.
3. Activity (class or lab) from which the student will be absent.
4. Plans for making up assignment(s).

Students are responsible for making up material they have missed because of absence or tardiness. If a student must leave class early, she must have the permission of the instructor.

F. Drug and Alcohol Policy

Students using alcohol or illicit drugs will not be allowed to practice in any clinical setting. The faculty will request drug/alcohol screens whenever the student's behavior raises reasonable suspicion of substance abuse. Reasonable suspicion shall be based on physical appearance, inability to perform safely and productively, and detectable evidence of a controlled substance or alcohol. Refusal to take the drug screen will be grounds for dismissal from the program. The presence of alcohol or illegal drugs in the drug screen will be grounds for dismissal from the program. The cost for drug/alcohol screening will be the responsibility of the student.

A student taking over-the-counter/prescribed medications that adversely affect thinking and/or performance of duties is responsible for reporting the circumstances to the faculty member or Fieldwork Educator, who will then give the student an excused absence from class or fieldwork that day. If the situation relates to fieldwork, the student is also responsible for informing the Academic Fieldwork Coordinator. A student not self-reporting who is deemed not fit for duty will be asked to leave the clinical area and be given an unexcused absence for the day. The student will be expected to make up absences. If prolonged use of medications that adversely affect performance is necessary, the student may be offered a medical withdrawal.

G. Personal cellphones

The messages you leave on our phone and others' phones are often the first exposure people have to you. Please make sure that you portray yourself in a professional manner. **For example, do not have music playing as a caller is waiting for you to answer.** No personal telephones (cellular/mobile telephones or 2-way communicators) or pagers/beepers are permitted in classrooms, lab, or fieldwork without the permission of the faculty. **If a student is permitted by faculty to use such a device, it must be set on vibrate only.**

SPECIAL FEES AND EXPENSES

In addition to the University tuition and fees, students are responsible for additional expenses for lab coats or uniforms, lab fees for selected courses and required health and other requirements for completion of the M.S.O.T. program.

- **Textbooks** tend to be expensive, but are used across the program and as professional references once in the field. Each semester you must check your campus web schedule, there is a feature to assist you in generating your textbook list. Please note, although textbooks seem very expensive, you will be using these books for multiple courses. Consult with your instructor and or advisers regarding selling your textbooks.
- **E*Value database** Students are charged fees for the E*Value web database to maintain health records and other professional resources including a professional portfolio. Students retain access to E*Value for a period of time after graduation from the program.
- **Travel & living expenses during fieldwork** Students must be able to provide their own transportation to fieldwork sites. Level I Fieldwork sites may occur in a 60 mile radius from the program site and for students in the evening/weekend program, Level I Fieldwork placements may require similar distances from the student's home. Level II Fieldwork experiences may be out of state for all students. Note that students are also expected to cover living expenses related to the required two semesters of full-time Level II Fieldwork which may occur at a distance from student residence.
- **Laptop computer** Students will find that program practices necessitate a laptop computer which meets specifications consistent with Brenau IT guidelines available on the Brenau IT web page.
- **Liability insurance**

Tuition and general fees are the same as those published in the Brenau University Catalog under Day Program Tuition and Fees. Students can also expect to pay additional expenses for clothing that meets the dress code requirements, as well as required annual health tests, immunizations and criminal background checks. Lab fees for instructional materials in selected courses, and fees which cover expenses for CPR training and required malpractice insurance coverage are paid at the time of registration and are listed with courses.

1. Students are expected to become members of the student, state and national professional organizations, and can obtain fees from the relevant organizations as noted earlier
2. Students may have to pay transportation, parking and meals during fieldwork experiences.
3. Students may have to pay for random drug tests required either by the program or the fieldwork site.
4. Students are expected to pay for criminal background checks at the beginning of the program for Brenau University and possibly for the fieldwork sites.
5. Students are also expected to cover **tuition costs and living expenses** related to the two required full time fieldwork experiences (OT 715 and OT 716). In addition, these fieldwork experiences typically require working over 40 hours per week, making it extremely difficult to work during the completion of these experiences. Therefore, students must plan well in advance to cover all of their costs for these summer semesters.
6. Thesis expenses in the graduate year typically range from \$100-300 per thesis team member, which includes costs associated conducting the research, as well as duplicating and binding the finished thesis.
7. There are graduation fees which are posted by the registrar, and listed in the catalog.
8. NBCOT Certification Examination fees currently are approximately \$500. This examination is taken after program and all fieldwork completion.

If for any reason a student is unable to comply with required fees and deadlines, the student is expected to notify his or her advisor in a timely manner, so that the student may be referred to the appropriate financial support resources.

B. OT Course Fees

Laboratory fees are assigned as needed to cover consumable materials used in the course of teaching. These are posted online in the course listings.

Financial Aid

Financial Aid is available from a number of sources. Students are encouraged to research all options via the library, the internet, AOTA and other sources. It is crucial that you begin your financial aid paperwork early and that you keep in close contact with your financial aid advisor. Be persistent with your follow-up, and keep accurate records and copies of all correspondence and other documentation. Refer to the Brenau University Graduate Catalog for application information and deadlines.

GENERAL INFORMATION AND RESOURCES



The Brenau intranet (www.intranet.brenau.edu) is your “go to” resource for all information. From here you can get info about the campuses, registrar, ID cards, how to print, Canvas training and etc.

For specific information about emergency procedures, see the information below under Operations



Any time you can't find an answer, ask your Department Chair, Advisor or Office Manager!

FIELDWORK

IMPORTANT PHONE NUMBERS AND ADDRESSES

This handbook was developed to assist you as you embark on your professional development journey. The information included was selected to help you understand what is expected of you as a developing occupational therapist. Together we share a commitment to help you become the best occupational therapist you can be.

Occupational Therapy Fieldwork Faculty

Jenene W. Craig, MBA, OTR/L • Assistant Professor and Fieldwork Manager

Office: (770) 446-2900
Cell: (770) 595-7728 Preferred
jcraig@brenau.edu

Address:
3139 Campus Drive, Suite 300
Norcross, GA 30071

Marsena “Marsey” Waller Devoto, OTD, MSOT, OTR/L • Assistant Professor and Academic Fieldwork Coordinator

Office: (770) 446-2900 Preferred
Cell: (615) 364-6963
Mwaller1@brenau.edu

Address:
3139 Campus Drive, Suite 300
Norcross, GA 30071

Charles L. Shadle, OTR/L • Clinical Instructor and Academic Fieldwork Coordinator

Office: (678) 707-5010 Preferred
Cell: (678) 617-0268
Cshadle@brenau.edu

Address:
500 Washington Street, SE
Gainesville, GA 30501

Fieldwork Occupational Therapy Staff

Brittany Farmer • Fieldwork and Management Assistant

Phone: (770) 446-2900
bfarmer@brenau.edu

Address:
3139 Campus Drive, Suite 300
Norcross, GA 30071

OVERVIEW OF FIELDWORK

Fieldwork is an integral part of the Brenau School of Occupational Therapy program, and is designed to provide students with opportunities to integrate classroom education with practice. During fieldwork experiences, students are able to learn, practice and refine their skills in communication, observation, evaluation and treatment. The student begins to define his or her future roles as an occupational therapy practitioner and build the self-confidence and communication skills necessary to meet the challenging demands for this field. Additionally, fieldwork experiences provide multiple opportunities for feedback, promoting professional behaviors and clinical expertise. The Brenau School of Occupational Therapy program requires both Level I and Level II experiences. Fieldwork occurs in an environment which provides experiences that reinforce previous learning, and which also challenges the student to develop professionally and adapt to therapy practice situations. The Academic Fieldwork Coordinator (AFWC) is responsible for the development, planning and implementation of integrated and sustained fieldwork experiences. Supervision of these experiences occurs with the support of occupational therapists and other professionals. In order to support and enhance the goals of the program through fieldwork activities, there is continual collaboration by clinical educators, academic faculty, and the AFWC. In line with Brenau University's occupational therapy program's mission and curriculum design, fieldwork experiences are designed to promote values and behaviors that typify professional leadership, advocacy, and social consciousness to support the program's goals to develop ethical practitioners to meet the current and future needs of the community. Accordingly, students are exposed to a variety of diverse settings to increase their knowledge of occupational therapy and the health care arena.

REQUIRED DOCUMENTATION

In order to participate in fieldwork experiences, students are required to complete the following documentation.

1. Record of immunization (PPD, MMR, Hepatitis B, and DPT)
2. TB Testing
3. Results of a yearly physical examination (see Appendices)
4. CPR at the basic healthcare provider level
5. Health Insurance
6. Documentation verifying student's ability to perform essential functions of occupational therapy student (see Appendices). A physician's signature is required for this verification.
7. Documentation supporting reasonable accommodations for fieldwork (if needed).
8. Completed Background Check (must be completed with Advantage Student prior to first semester in program)
9. A signed copy of the "Rights and Responsibilities of Student" form.
10. Universal Precaution/OSHA and Safety Training
11. Student Data Form (must be updated yearly)

It is the student's responsibility to maintain and keep their own documents/records up to date. All these documents should be readily accessible and it is the student's responsibility to provide them to fieldwork sites. Students are also responsible for uploading all their documentation into E-value and make sure it remains up to date throughout their time in the program. E-value records regarding student address, immunizations, etc. is used by the AFWC in establishing fieldwork placements. Failure to update E-value, address, for example, may result in a student being placed at a facility greater than 90 minutes from their home. If E-value records are not updated, fieldwork changes will not be considered.

SITE DEVELOPMENT

Fieldwork sites are developed and maintained by the Academic Fieldwork Coordinator (s), with support from the Fieldwork Assistant and Fieldwork and Management Assistant. The AFWC maintains frequent contact with fieldwork sites via phone calls, written correspondence, Skype and site visits.

The AFWC routinely selects and evaluates sites that reflect the philosophy and mission of the curriculum, and assure that the facility is able to provide adequate supervision and opportunities to enable student success. A contractual agreement is completed with all facilities with the goal that all sites established and retained would provide a quality educational experience for students. In addition, Brenau's School of Occupational Therapy and students must cooperate and fulfill designated requirements/duties of the contract.

Students may research potential sites within a given location; however, students **may NOT initiate communication with potential site staff. Independently contacting facilities to arrange fieldwork placements is prohibited. Doing so will result in disciplinary action.**

When establishing a new Fieldwork site, the AFWC collaborates with fieldwork educator on objectives, practice activities, and the advising of students. In addition, the AFWC provides a comprehensive packet of information on fieldwork and Brenau University's School of Occupational Therapy. This packet includes (but is not limited to):

1. Program mission, role and objectives of fieldwork, and sequence of fieldwork in the curriculum.
2. Copies of the Evaluation Forms
3. Two Copies of Contract/Letter of Agreement

LEVEL I FIELDWORK EXPERIENCE

Description

Level I Fieldwork experiences are integrated into the curriculum to provide students with exposure to professional practice/emerging practice areas and provide professional growth concurrently with didactic and laboratory material presented in the intervention courses. The emphasis of these experiences is to foster and develop professional behavior and communications skills as well as critical thinking skills through directed observation and participation. Accordingly, students are evaluated on both clinical skills as well as professional behaviors.

Level I Fieldwork is offered during 3 academic semesters and corresponds to the related intervention course (pediatrics, adolescent/adult, and adult/older adult). Students are provided with a variety of settings and experiences ranging from medical based, community and school based settings. Many different agencies collaborate as sites for Level I Fieldwork. Supervisors may include (but are not limited to) a variety of professionals such as nurses, social workers, recreation therapists, physical therapists, occupational therapy assistants, occupational therapists, etc. Each site is selected with the needs of the students and the curricular needs of the semester in mind. There are no guaranteed fieldwork choices. Fieldwork is scheduled over a 10 week period, with students participating 4-6 hours/week for a minimum of 40 hours per experience. In addition, there is a fieldwork preparatory workshop scheduled prior to the start of the student's level I experience.

Professional Reasoning courses, as well as the Intervention courses are taught in conjunction with Level I fieldwork experiences. A student cohort is broken into smaller groups for the Professional Reasoning Seminar. The value of this course is placed not only on the student's individual experience, but also on the broader picture, affording students to glean information from the lens of their classmate's experiences as well in order to promote reflective thinking around the professional reasoning process. The purpose of this is to foster students' critical thinking skills and empower them to actively participate in their fieldwork. Students should capitalize on the benefit of having classmates in different fieldwork settings and the discussions that occur in the Professional Reasoning Seminars.

OBJECTIVES:

The following Level I Fieldwork Objectives coordinate with the corresponding professional reasoning and intervention courses:

Brenau Level II Fieldwork Objectives:
1. Demonstrate reliable and safe work habits.
2. Demonstrate professional behaviors and consistent application of code of ethics.
3. Demonstrate effective organizational and time management strategies and follows policy and procedures required in the setting.
4. Synthesize clinical data from multiple sources.
5. Accurately perform and interpret selected occupational therapy assessment and treatment techniques with patients/clients.
6. Analyze and prioritize occupational performance assets and deficits based on data.
7. Evaluate individuals, interpret data necessary for intervention planning and establish relevant goals and objectives for patients/clients.
8. Interpret evaluation findings to appropriate individuals and verbalize reasoning behind choice of interventions with patients/clients.
9. Select, plan, implement appropriate interventions and evaluate the effectiveness of these interventions with clients both on an individual and/or group basis.
10. Terminate service when maximum benefit is received and formulates after-care plans.
11. Recognize factors related to social and economic systems that impact client outcomes and adapt environment, tools, materials, and activities according to the needs of the individual and his or her social cultural context.
12. Identify the roles and responsibilities of other professionals (and or students from other disciplines) within the setting, e.g., Program Director, COTA, SLP, PT, SW, Nursing, Educators, Psychologist, Vocational Counselors, etc.
13. Documents services as required, and maintains record required by practice setting, payment sources, and regulatory agencies.

HOW LEVEL I FIELDWORK IS SET UP

The AFWC attempts to establish Fieldwork Level I sites within a 90 minute drive of the campus or student's home. Students' needs/learning styles, past experience, and geographical location are considered when assigning placements. Student and site representatives are officially notified via email which will include a Level I fieldwork packet and student contact information. The Level I packet includes: 1) FW Syllabus, 2) Arrival Form and FW Objectives, 3) Student Data Form, 4) Level I Student Evaluation of FW, 5) FEW Evaluation of Experience, 6) Important Dates, and 7) copy of Liability Certificate. Each student is required to follow up with an introduction letter to their designated site representative (see Appendix for sample letter). Students are expected to communicate concurrent course needs (i.e. Professional Reasoning and Intervention Courses) as well as find out particulars for their specific fieldwork (i.e. where to park, dress code for facility, what time to be there, etc.). The student is responsible for transportation to/from fieldwork site as well as any parking costs associated with fieldwork site.

Every effort will be made to place students in an area which suits their educational needs. However, there are no guarantees as to where students will be placed. No aspect of the Level I experience can substitute for Level II.

Occasionally, a facility may be forced to cancel a student's fieldwork for a variety of reasons. The student and the AFWC will work together to find a suitable alternate placement as quickly as possible.

LEVEL I FIELDWORK EVALUATIONS/GRADES

There are 3 evaluations associated with Level I Fieldwork. The first is the Brenau University, School of Occupational Therapy Fieldwork Level I Evaluation. This is to be filled out by the fieldwork educator at midterm and final. Fieldwork educators may request that students fill out a copy as a self-rating task as well. The second evaluation is the Brenau University School of Occupational Therapy Student Evaluation of Fieldwork Experience: Fieldwork Level I. This evaluation is completed by the student at the end of fieldwork and then reviewed with the fieldwork educator. Each of the above mentioned forms should be completed by the respective person, reviewed and signed by both parties. The third evaluation is the Brenau University School of Occupational Therapy Fieldwork Educator Evaluation of Fieldwork. These evaluations are used to provide feedback to faculty regarding facility as well as curricular education needs for the program. This feedback assists the AFWC in routinely evaluating site and educator.

LEVEL II FIELDWORK

Description

As stated by the ACOTE standards, “the goal for Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists.” (ACOTE Standards, precedes C.I.II) The purpose of Level II Fieldwork is to promote the professional reasoning and reflective process; endorse the beliefs, values and ethical commitments of the field of occupational therapy; facilitate professional career growth and behaviors; and to build and develop range of techniques, abilities and skills related to occupational therapy assessments and treatment interventions. “Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services.” (ACOTE Standards, precedes C.I.II)

Students are required to complete a minimum of 24 weeks equivalent of full time Level II Fieldwork. This may be completed on a part-time basis, but must be completed at a minimum of 50% of an FTE at that site. The Brenau School of Occupational Therapy provides Level II fieldwork in traditional as well as emerging practice areas/settings and with various populations. The Brenau School of Occupational divides this into two 12 week rotations. As stated in the ACOTE Standards, students may “complete Level II in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.” Students are supervised by a currently licensed or otherwise regulated occupational therapist with a minimum of 1 year full-time practice experience. Fieldwork Level II must be completed within 24 months of completion of didactic coursework. Successful completion of both the didactic and fieldwork portions of the curriculum is required for eligibility to take the national certification examination, which is given by the National Board for Certification in Occupational Therapy. Most states require licensure or some form of regulation, and students will be responsible for applying to state licensure boards for a license to practice.

LEVEL II OBJECTIVES

1. Demonstrate reliable and safe work habits.
2. Demonstrate professional behaviors and consistent application of code of ethics.
3. Demonstrate effective organizational and time management strategies and follows policy and procedures required in the setting.
4. Synthesize clinical data from multiple sources.
5. Accurately perform and interpret selected occupational therapy assessment and treatment techniques with patients/clients.
6. Analyze and prioritize occupational performance assets and deficits based on data
7. Evaluate individuals, interpret data necessary for intervention planning and establish relevant goals and objectives for patients/clients.
8. Interpret evaluation findings to appropriate individuals and verbalize reasoning behind choice of interventions with patients/clients.
9. Select, plan, implement appropriate interventions and evaluate the effectiveness of these interventions with clients both on an individual and/or group basis.

10. Terminate service when maximum benefit is received and formulates after-care plans.
11. Recognize factors related to social and economic systems that impact client outcomes and adapt environment, tools, materials, and activities according to the needs of the individual and his or her social cultural context.
12. Identify the roles and responsibilities of other professionals (and or students from other disciplines) within the setting, e.g., Program Director, COTA, SLP, PT, SW, Nursing, Educators, Psychologist, Vocational Counselors, etc.
- 13 Documents services as required, and maintains record required by practice setting, payment sources, and regulatory agencies.

HOW LEVEL II FIELDWORK IS SET UP

Level II Fieldwork is set up approximately 6 months to 1 year in advance. Students are asked to provide a minimum of 3 different choices per fieldwork experience. Students may choose from the numerous sites pre-established by the School of Occupational Therapy. Students may provide additional choices and these will be considered dependent upon: 1) match with the facility with Brenau's curriculum, 2) the site's ability to provide adequate supervision, and 3) availability of the site to take a student. Student requests are matched with available sites and assigned accordingly. If more than one student requests a specific site, preference is given to the more senior student, and a lottery is drawn to decide which student will be placed. An effort is made to be equitable to all students, consequently factors such as previous experience and Level I and Level II placements may be taken into consideration. Placements are based on availability of reservations, considerations regarding best practice for student educational needs, and whenever possible, student preference. There are no guaranteed site choices. Only in situations of extreme hardship, may students request a change of placement.

LEVEL II FIELDWORK IN INTERNATIONAL AND EMERGING PRACTICE AREAS

Brenau University School of Occupational Therapy embraces students' participation in fieldwork in international and emerging practice areas. If a student is placed in an emerging practice area or site where no occupational therapy services exist, the student will be supervised by an occupational therapist with a minimum of 3 years' full time experience and supervision will include a minimum of 8 hours of direct supervision/week. Supervision will initially be direct and then may be decreased as appropriate for the setting, client's needs, and the ability of the student. In addition, an occupational therapy supervisor will be available to the student during all working hours, via a variety of contact measures. An onsite supervisor designee will be assigned while the supervising occupational therapist is off site.

Students may participate in international fieldwork experiences. In order to be considered for an international fieldwork placement, a student must submit a request a minimum of 2 years in advance. The student will be responsible for researching areas of interest and must commit to potential requirements (both financial and other) prior to setting up site. The availability of these experiences is limited and therefore, a request does not guarantee a placement. In order for a site to be approved for an international fieldwork placement, there must be an OT who has graduated from a WFOT approved university and have a minimum of 3 years clinical practice experience. In addition, the site must be consistent with the School of Occupational Therapy's philosophy and mission as well as

provide adequate supervision for the student. If a student is confirmed at an international fieldwork site, they may not cancel unless there is an emergency. A student must be prepared and assume additional financial responsibilities including, but not limited to housing, transportation, cost of international health insurance, etc.

POLICY REGARDING LEVEL II FIELDWORK EVALUATIONS/GRADES

There are 3 evaluations associated with Level II Fieldwork. The first is the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE). This is to be filled out by the fieldwork educator at midterm and final. Fieldwork educators may choose to ask the student to fill out a copy as a self-rating task as well. There are 42 performance items which are scored using a four point rating scale:

RATING SCALE FOR STUDENT PERFORMANCE		
4	EXCEEDS STANDARDS Performance is highly skilled and self-initiated	Rarely given and would represent the top 5% of all the students you have supervised.
3	MEETS STANDARDS Performance is consistent with entry-level practice	Infrequently given at mid-term and is a strong rating at final.
2	NEEDS IMPROVEMENT Performance is progressing but still needs improvement for entry-level students.	A realistic rating of performance at midterm, and some ratings of “2” may be reasonable at the final.
1	UNSATISFACTORY Performance is below standards and requires development for entry-level practice	Given when there is a concern about performance.

In order to successfully complete fieldwork, the student must earn a total score of at least 122 points and must score at least a 3 on the ethics and safety items on the FWPE. Fieldwork Level II courses are graded on a Pass/Fail basis. Final scores are determined through collaboration of the Fieldwork Educator and the AFWC. No grades may be entered until the original of the final evaluation is received by the AFWC. This is the students’ responsibility. If a student receives a failing grade for a fieldwork course, the Brenau School of Occupational Therapy’s fieldwork failure policy and the Graduate School’s academic and progression standards will be followed.

OVERALL MIDTERM SCORE	
Satisfactory Performance	90 points and above
Unsatisfactory Performance	89 points and below

OVERALL FINAL SCORE	
Pass	122 points and above
No Pass	121 points and below

The second evaluation is the Brenau University School of Occupational Therapy Student Evaluation of Fieldwork Experience. This evaluation is completed by the student at the end of fieldwork and then reviewed with the fieldwork educator. The third evaluation is the Brenau University School of Occupational Therapy Fieldwork Educator Evaluation of Fieldwork. Both of these evaluations are used to provide feedback to faculty regarding the facility as well as curricular education needs for the program. This feedback assists the AFWC in routinely evaluating sites and fieldwork educators.

It is the Brenau School of Occupational Therapy's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. However, should the student experience difficulty leading to the discontinuation of fieldwork, the following categories for termination apply as described below.

Terminated Passing: In this situation, the student, fieldwork educator and Brenau AFWC(s), mutually agree at some point prior to the mid-term that the student is unable to perform to his/her potential due to a mismatch of student and facility. The student is removed from the fieldwork and is rescheduled for another fieldwork. Rescheduling of fieldwork is dependent on availability of fieldwork sites. This may result in the need for a grade of incomplete for the semester (Refer to Brenau University Catalog). Graduation may be delayed dependent on the timeframe needed for acquiring a new fieldwork site, contract, and start date.

Terminated Incomplete: This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. A student may receive an "I" (Incomplete) for the fieldwork course in the event the student's performance is satisfactory, but the student is unable to complete the entire fieldwork experience because of circumstances beyond the student's control. Refer to Brenau University

Catalog for information regarding the differences between and Incomplete vs. the Medical Withdrawal policy. In order to receive the incomplete grade, the student must follow the Brenau University policies and complete the required Brenau University paperwork, which requires the student, Fieldwork Educator, and the Academic Fieldwork Coordinator to agree on a date for completion of requirements. An Incomplete grade may never be given in order to avoid a failing grade. Graduation may be delayed dependent on the timeframe needed for acquiring a new fieldwork site, contract, and start date.

Terminated Failing: This will occur if the student is not meeting competencies and receives a non-satisfactory (failing) mid-term evaluation and/or final evaluation. This would be reflected with a failing grade on the student's transcript. The fieldwork facility may terminate a student at any time, whose performance threatens the patient's treatment/safety. Terminated failing could also occur if the student violates a facility policy or procedure, the violation of which, if done by an employee of the facility, would cause immediate termination of the employee. Examples include:

- Substance abuse,
- theft of property,
- violation of patient's rights (It is important for students to be familiar with facility policies and procedures, particularly policies related to patient confidentiality.)
- violation of rights of others
- violation of the AOTA Code of Ethics
- unprofessional behavior as determined by the fieldwork site and/or academic site
- unsafe practice
- failure to complete any of the specified requirements
- continued unsatisfactory performance
- lack of sufficient progression towards goals as outlined in learning contract
- insubordination
- excessive tardiness

GENERAL FIELDWORK INFORMATION

Students are responsible for reading, understanding, and following all current fieldwork policies. Throughout the fieldwork experience, the student is required to adhere to the fieldwork site's policies and procedures; the site's student policies and procedures; and to the Brenau University student policies, as addressed in the Student Handbook. All students are required to maintain up-to-date contact information with the AFWC(s), to include changes in telephone numbers and mailing address. This information should be uploaded and maintained in the E*Value System.

Requests to Change Fieldwork Site

The School of Occupational Therapy AFWC(s) work very diligently to obtain fieldwork placements that are educationally and experientially enriching for our students. Every attempt to make the best possible match between student and site is made.

Once a site has been confirmed for a student, Brenau's position is that the commitment to the site and to the Fieldwork Educator must be honored. For that reason, Brenau AFWC will not change confirmed sites except in cases of emergency or extreme hardship. All fieldwork assignments are final unless cancelled by the facility or by the Academic Fieldwork Coordinator (AFWC). Even with a formalized process of requesting reservations for determining placements, occasionally fieldwork placements are cancelled by the fieldwork facilities for reasons beyond the control of Brenau University and the School of Occupational Therapy. In these instances, the AFWC will work with the student to secure the best available fieldwork site. If a change in assignment is needed by the student due to unforeseen circumstances, the student must make written request to the AFWC. Financial hardship typically associated with being a graduate student is not considered significant enough to warrant exemption. In addition, transportation and or housing are also not considered acceptable rationale for change in fieldwork.

An unauthorized change in scheduling of assigned fieldwork placements is prohibited.

Advising

Prior to and during both Level I and Level II, the AFWC is available to the student for consultation. The student is responsible to contact the AFWC if problems arise in fieldwork. The AFWC and/or faculty may visit sites when necessary and are available for discussion around fieldwork concerns by phone and/or email.

Attendance

Attendance on all clinical days is required unless the student is ill or excused by the AFWC or FWE. The student must follow the procedures of the facility and notify their FWE and AFWC immediately if they will be absent. The expectation is that absences will not occur, however, in times when it is necessary; absences due to illness or emergency are made up at the convenience of the fieldwork site. Failure to notify FWE and AFWC, or unexcused absences from fieldwork obligations, may result in withdrawal from the fieldwork site as well as disciplinary action. A schedule for making up the time missed due to absence must be acceptable to the facility AND approved by the AFWC. If there is an emergency a call must be made to the fieldwork site. Holidays are granted in accordance with the personnel policies of the fieldwork site, therefore time off from the fieldwork experience for this reason may be granted but should not be assumed. Travel, out-of-town company, studying for exams, and thesis meetings are NOT a valid reason to miss a scheduled fieldwork. Absenteeism and tardiness are not acceptable and may affect the grade or result in failure.

Professional Ethics

Students are expected to become familiar with the rules and regulations of facilities to which they are assigned. Students should request this information be provided to them during their facility orientation if the facility does not volunteer the information.

The AOTA Code of Ethics applies to all Level I and Level II fieldwork experiences in addition to any specific behaviors required by the specific clinical site. Students are expected to incorporate AOTA standards and ethics policies into professional practice, and take personal responsibility for future professional development plans in order to maintain a level of practice consistent with set standards.

Students are expected to understand the functions of national and state occupational therapy associations and other professional/human service organizations and be prepared to participate in the effective promotion of occupational therapy through educating other professionals, consumers, third party payers and the public.

Confidentiality-HIPAA

Students are responsible for complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. Students are provided with information in the requirement of the privacy and security provisions of HIPAA. This information will be disseminated prior to the students beginning any of their required fieldwork (Level I and Level II). Students will be required to document in writing that they have received this information and have understood the significance and meaning of Protected Health Information (PHI), the appropriate use of PHI for educational needs, the significance and need for confidentiality of PHI, and the consequences of inappropriate use of PHI.

Health Forms/Requirements

In addition to the Brenau University health form requirements, the fieldwork student may need to comply with specific health requirements for individual fieldwork sites, such as specific immunizations or physical exams. These will usually be at the student's expense. The student must communicate with the fieldwork educator prior to the starting date of the affiliation. This is to insure that students know when and where to meet the fieldwork educator, what appropriate dress requirements are, and information regarding health requirements.

Drug and Alcohol Policy

Many fieldwork sites require a drug/alcohol screening at the student's expense prior to the initiation of fieldwork or if they suspect drug/alcohol use. Refusal to take a drug/alcohol screen will be grounds for dismissal from the fieldwork site. If a drug/alcohol screen performed at the fieldwork site comes back positive, the student is to follow the facility's policies and procedures. Most facilities have a Zero Tolerance Policy and will terminate the fieldwork immediately. The student will receive a failing grade for the course.

Financial Responsibilities

Students are responsible for all expenses associated with the fieldwork experience except for the liability insurance (carried by the university). Each student should anticipate additional costs for housing, meals and transportation for Level I and/or Level II fieldwork.

Dress Code

The student is to adhere to the occupational therapy program fieldwork site dress code unless otherwise specified by the fieldwork site.

1. Brenau University School of Occupational Therapy Student ID
2. Closed-toe, low-heeled shoes; no sandals; running shoes may be worn if sanctioned by the fieldwork site.
3. The Brenau polo-shirt or a nice blouse/shirt (must be long enough to be tucked in), and pants.
4. No Jeans (unless approved by site); No visible tattoos or body piercings (with the exception of simple earrings).
5. Minimal jewelry.

Student Concerns

If a student has a concern or problem during the fieldwork experience: the following is the step-by-step procedure the student should follow:

1. Call the Academic Fieldwork Coordinator for advisement. regarding the next step, if the student still has difficulties or concerns following attempts to resolve them with the Fieldwork Educator.
2. Schedule a meeting with the Fieldwork Educator to discuss the issue. Come prepared with specific examples and suggestions for improvement.
3. If the concern persists, contact the AFWC for further discussion and problem solving.

Grading and Evaluation of Student Performance

Evaluation of student performance during the Level I and Level II fieldwork experience is an ongoing process which occurs during the formal and informal supervisory sessions by the Fieldwork Educator, the AFWC, and/or faculty. Both professional behaviors and clinical skills are assessed as part of the evaluation. The specific grading system and forms to evaluate student performance will be contained in the relevant course syllabi and/or provided on Canvas. It is the student's responsibility to review evaluation forms and raise any questions regarding the expectations with the AFWC prior to the beginning of fieldwork placement.

Monitoring and Site Visits

Site visits and telephone monitoring are primarily made by the AFWC; but may be made by any member of the School of Occupational Therapy. The purpose of the monitoring is multidimensional and may include, but is not limited to:

- Student performance evaluation
- Clinical site evaluation
- Clinical instructor evaluation
- Assistance with implementation of clinical education program
- Assistance with managing student performance problems
- Clinical staff education and development

If a site visit is needed for managing student performance, the visit will entail meeting with the student and the fieldwork educator both individually and together to discuss the types of learning experiences, strengths and weaknesses of the student performance and strengths and weaknesses of the student's academic preparation. The discussion will be documented and appropriate information will be shared with the academic faculty.

Essential Function Requirements for Fieldwork

Fieldwork Coordination involves a multidimensional approach and requires adherence to ACOTE Standards. Please refer to the Essential Functions statement and Acknowledgement form for Occupational Therapy students cited previously in this handbook.