

**DEPARTMENT OF PHYSICAL AND OCCUPATIONAL THERAPY  
ACKNOWLEDGMENT OF RULES, REGULATIONS &  
PERMISSION FOR RELEASE OF INFORMATION & PHOTO AND VIDEO RELEASE**

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

I, the undersigned, acknowledge that I have access to an electronic copy of the Student Handbook for the Master of Occupational Therapy Program on Moodle, via my official Idaho State University email address, and on the website. I have been informed of the departmental, college and university rules and regulations outlined and referred to therein. I agree to abide by these rules and regulations while I am enrolled as a student in the entry-level program in occupational therapy at Idaho State University. I further give permission to the faculty and chairperson of the department to release to any appropriate individual or entity information that could influence my practice as a student therapist including academic and performance information relating to the safety and protection of any patient, clinical instructor or site affiliating with the program.

I am aware that a copy of this form will be retained in my permanent file. I have received a copy of this form for my personal records.

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

I, the undersigned, hereby grant Idaho State University the absolute and irrevocable right and permission, with respect to photographs and videos taken of me and/or comments made by me or in which I may be included with others, to copyright for same; to use, reuse and publish the same in whole or in part in any and all media including use on the internet, now or hereafter, and for any purpose whatever for illustration, promotion, art, advertising, news and trade, and if appropriate, to use my name and pertinent education and/or biographical facts as ISU chooses. I hereby release and discharge ISU from any and all claims and demands arising out of or in connection with the use of photographs, videos and/or comments, including without limitation any and all claims for libel or invasion of privacy. I am of full age and have the right to contract in my own name. I have read the foregoing and fully understand its contents. This release shall be binding on me and my heirs, legal representatives and assigns.

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



**Idaho State  
University**

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**Occupational  
Therapy**

**STUDENT HANDBOOK  
2020/2021**

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## **SECTION I**

### **DEPARTMENT HISTORY AND INFORMATION**

The Department of Physical and Occupational Therapy at Idaho State University is an integral component of Idaho State University as a whole and of the School of Rehabilitation and Communication Sciences housed within the Kasiska Division of Health Sciences. The programs currently offered through the Department are:

1. Professional entry programs leading to the Master of Occupational Therapy (MOT) and Doctor of Physical Therapy (DPT) degrees.
2. Some continuing education programs available with and without university continuing education credit. These programs do not lead to any academic degree or specialty certification at this time.

Idaho State University is accredited by the Northwest Association of Secondary and Higher Schools (last accreditation was in 2014).

The Occupational Therapy program was formed in 1997, with the first class of MOT students entering in the fall of 1998. The MOT was most recently reaccredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in May 2016. The Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA, is 301-652-6611 or at [www.acoteonline.org](http://www.acoteonline.org).

#### **Department Philosophy**

The department philosophy is to conduct the educational programs in physical and occupational therapy as a cohesive attempt to mirror the professions in the post graduate clinical setting. Students in both physical and occupational therapy programs will be exposed to similar experiences in didactic and clinical courses. The concept of the rehabilitation team will be fostered through combined courses in the basic sciences, research, clinical affiliation experiences, and in the clinical management and professional communication courses. Communication between professions is crucial to the understanding of rationale behind treatment intervention and the planning strategies for excellence in client care in an ever-changing health care system. Students should be aware that the transition from formal training to the clinical employment setting in the professions should be a continuum of learning and exposure to the various arenas of client care and collegial interactions.

#### **Description of the Occupational Therapy Program**

The MOT Program is a graduate entry-level program awarding the degree of Master of Occupational Therapy (MOT). The program is designed to be completed in thirty-four months. Students complete eight full-time academic semesters. The learning process emphasizes student-directed attainment of learning objectives, with participation in lectures, labs, seminars, presentations, group and service-learning projects, and clinical practice.

The Master of Occupational Therapy Program is housed in the Department of Physical and Occupational Therapy within the School of Rehabilitation and Communication Sciences on the campus of Idaho State University. It is the only professional program offering entry-level occupational therapy training in Idaho. Occupational therapy facilities include teaching and research laboratories, faculty offices, student preparation areas, conference rooms, classrooms, clinical evaluation and treatment rooms, and clinical observation laboratories.

The program is designed to prepare professionals who have the ability to provide a full range of basic occupational therapy services including screening and referral, evaluation, and treatment. The program is designed to prepare graduates to work as generalists in occupational therapy. The program does not prepare the graduate as a specialist in any area, but provides the basis for developing specialization through clinical practice and further study. Graduates will be prepared to work as entry-level clinicians in all areas of occupational therapy and in all settings in which occupational therapy services are offered. Graduates are prepared to work as interdisciplinary team members with other health care providers including physical therapists, speech language pathologists, licensed clinical social workers, physicians, nurses, pharmacists and non-traditional health care providers. A major orientation of the program is preparation of practitioners to provide services in rural settings.

## **Graduation Requirements**

Students receiving the MOT degree must satisfactorily complete all courses in the curriculum with a minimum of 3.0 GPA, prepare and present a professional project, demonstrate generic abilities at an emerging level, satisfactorily complete all Level I and Level II Fieldwork, complete a comprehensive written examination and pass an oral examination. Once the students have completed the degree requirements, they are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Certification Examination. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Please note that a felony conviction may affect a student's ability to be placed for practicums and fieldwork rotations. Once graduated a felony conviction may affect their ability to sit for the NBCOT certification examination and/or attain state licensure.

Students are *required* to complete Level II Fieldwork within 12 months of completing the academic component of the program. Fieldwork sites are located throughout the state of Idaho and the United States. Due to the limited number of fieldwork sites in Pocatello, students should

anticipate the financial impact of traveling and living out of town for the majority of their fieldwork.

## **SECTION II**

### **INFORMATION ABOUT THE MASTER OF OCCUPATIONAL THERAPY PROGRAM**

#### **Master of Occupational Therapy Program Mission**

The mission of the Idaho State University's Master of Occupational Therapy Program is to prepare entry-level clinicians competent to meet the diverse needs of people locally, nationally, and globally by upholding the standards of occupational therapy education. The program is committed to providing high quality student-centered innovative education, which is designed to develop autonomous practitioners who are occupation-based and evidenced-based, leaders in the profession, and clinical scholars.

#### **Master of Occupational Therapy Program Philosophy**

Humans are active beings whose physical, emotional, cognitive, social, and spiritual development is influenced through occupation. Applying their capacity for intrinsic motivation, human beings engage in occupation to influence their health and their environment. Human life includes a process of continuous adaptation, which is a change in function that promotes survival and self-actualization. Biological, psychological, and environmental factors may disrupt the adaptation process at any time throughout the life cycle, potentially resulting in dysfunction. Occupational therapists are professionals whose purposes are to address or prevent such disruptions.

Occupational therapy is founded on the belief that occupation, including its interpersonal and environmental components, is powerful. The therapeutic use of occupation can prevent and mediate dysfunction, as well as elicit maximum adaptation. Occupational therapy is a process that promotes personal growth, meaning and self-identity by engaging or re-engaging a person in productive, self-care, and leisure activities; by teaching the person new skills; by re-designing the activity; or changing the contextual environment.

We believe occupational therapy education must be global and diverse. It should include: an understanding of human behavior and development across the life span and cultures; science and knowledge of disease processes; theories, frames of references and concepts applicable to occupational therapy; and the therapeutic benefits of occupation. Students must be prepared to assume the role of assisting individuals to develop, maintain or restore their occupational performance.

We believe that students must understand the healthcare, political, cultural and social systems that impact service provision today and in the future. Students must be prepared to explore new arenas for occupational therapy service, to advance practice in rural areas, to educate the community and to collaborate with others in service provision to provide excellent, client-centered care. Interdisciplinary training of occupational therapy students, with a variety of professions, will facilitate this collaboration and a spirit of teamwork.

## **Occupational Therapy Program Shared Vision**

We believe a shared faculty vision and open communication enables the coordination and mutual support of individual faculty and program goals which emphasize ongoing growth and enhancement in the areas of student education, clinical practice, and scholarship

Shared Faculty Tenets of the ISU Occupational Therapy Program Vision:

- I. Our program's students, graduates, and faculty have well established reputations.
- II. Our program's students and faculty are engaged in mutually beneficial endeavors with institutional and community allies.
- III. Our program's students benefit from a strong emphasis on the basic sciences and the science of occupation in the promotion of meaningful life participation for all persons.
- IV. Our program utilizes a dynamic and innovative curriculum fostering clinical skills in traditional and emerging areas of practice through integrating effective instructional technologies, strong hands-on experiences, and interdisciplinary collaboration.
- V. Our program is the preferred occupational therapy program for Idaho residents and graduates from regional colleges and universities.

## **Occupational Therapy Program Curriculum Design**

The curriculum of the Idaho State University Occupational Therapy Program is divided into the three domains of learning:

### **Exploration of self and optimal occupational performance**

Foundational principles of evidence-based knowledge are provided throughout the curriculum and built upon within the program. This begins with an exploration into normal occupational performance and optimal functioning before delving into pathology. Students are given various opportunities to comprehend the importance of occupation in their own lives by way of hands-on experience and systematic examination of performance in areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Furthermore students begin to recognize how occupation, or the lack of occupation, impacts health and well-being. Through reviews of evidence-based practice and observation in our onsite clinic, they learn how occupation is used in occupational therapy sessions as a catalyst for therapeutic benefits.

To better understand the relationship between normal occupational performance and the person, students take courses in the basic sciences including anatomy, physiology, kinesiology, and neuroscience. During this foundational year, students are also introduced to interdisciplinary education and practice by participating in classes with students in other health programs.

Interdisciplinary education provides students with opportunities to compare and contrast the core values and roles of occupational therapy with other professions, thus fostering excellence in collaborative relationships.

### **Examination of occupational performance deficits and therapeutic use of self**

During the second year of the occupational therapy curriculum, the educational emphasis shifts from exploration of normal occupation to understanding pathology and its impact on the continuum of occupational performance. Students investigate the tools and strategies used to enhance occupational performance, including frames of reference, task analysis, and therapeutic use of self. Evaluation and treatment techniques are taught with an emphasis on client-centered practice. Students apply knowledge in the second Level I clinical affiliation, hands-on laboratory exercises, practical examinations, and clinical practicum experiences designed to integrate knowledge into professional competencies. Students identify occupational problems, prescribe interventions and evaluate the outcomes. In addition, students continue to participate in interdisciplinary courses, begin professional projects, and identify service delivery models.

### **Application of knowledge in emerging practice areas including health promotion and environmental management**

Idaho State University's Occupational Therapy Program prepares students to expand their knowledge in the development and management of a variety of practice areas such as wellness and health promotion, environmental management, and rural health services. Occupational therapists need to be leaders in the ever-changing health care world. This requires occupational therapists to serve as program developers, administrators, and program coordinators in a variety of settings, including traditional, medical settings and non-traditional, community-based practice. Economic, political, and social movements influence the expansion of community-based service delivery systems, mandating that students be prepared to lead occupational therapy in new directions to ensure utilization of occupational therapy services.

Students learn how disability affects participation over the lifespan, integrating knowledge gained in the first two years of the curriculum about pathology and the continuum of occupational performance. Continued practicum experiences as well as Level I and Level II fieldwork experiences provide further opportunities to synthesize learning in a clinical environment and to closely collaborate with other health practitioners.

### **Main Themes of the Occupational Therapy Curriculum Design**

Several fundamental themes related to the mission and philosophy of the Idaho State University Occupational Therapy program are imbedded throughout the curriculum. These key concepts influence each of the three domains, and application of the themes may be traced through individual courses in the curriculum. The main themes are as follows:

#### **Occupation**

Occupation is seen as a central construct in the theory and practice of occupational therapy. As such, students develop an appreciation for the complexity and centrality of occupation in the

daily lives of the persons they will serve. Models and theories of occupation are embedded throughout the curriculum. Students explore the power and potential of occupation as a medium for maximizing occupational performance, health and well-being.

### **Diversity**

Throughout all occupational therapy courses, students gain an appreciation for the broad diversity of culture, interests, roles, and abilities and opportunities prevalent in society and Southeast Idaho.

### **Rural health**

Idaho and the surrounding states have considerable rural, underserved practice areas. Graduates of the program are likely to provide occupational therapy services in these rural settings. In addition, it is highly conceivable that graduates may be the only occupational therapy practitioner serving that area. With this in mind, students learn throughout the curriculum about the resources they will need to function autonomously, independently, and effectively, while still maintaining professional, ethical, and collaborative behaviors.

### **Interdisciplinary Education and Practice**

Working closely with multiple health professionals instills in students a collaborative sense of teamwork that ultimately serves to improve client care. Interdisciplinary education provides an opportunity to appreciate the core values, philosophies, and treatment interventions unique to each discipline.

### **Reflective Practice**

With growing emphasis on accountability and clinical competency, occupational therapy practitioners must reflect on their professional behavior and clinical skills in order to identify their strengths and weaknesses and create sound professional development plans. Throughout the curriculum students are required to assess their professional behavior using a portfolio based self-reflection process. Once students identify areas of weakness, they develop goals and desired outcomes for learning, and direct their learning through methods such as elective courses and extracurricular activities, rather than being dependent on the instructor for knowledge. Students learn to document their development in areas such as communication, problem-solving, time management, and critical thinking. Self-directed learning, in addition to the pedagogic content, results in competent clinicians committed to reflective practice and lifelong learning.

### **Evidence-based Practice**

The Occupational Therapy program at Idaho State University encourages its students to embrace an evidence-based approach to the practice of occupational therapy. This approach to evidence-based practice considers research evidence together with clinical knowledge and reasoning to make judicious decisions about occupational therapy interventions. To foster clinical decision making based on best evidence, five factors should be considered Expectation, Environment, Experience, Ethics and Evidence. [Pollock, N. and Rochon, S. (2002) becoming an evidenced-based practitioner. In M. Law (ed.) *Evidenced-Based Rehabilitation*. Thorofare, NJ; Slack]. An expectation acknowledges a client-centered model of practice, thereby considering the wants

and needs of clients. Further, theories and frames of reference relevant to occupational therapy practice aid in establishing these expectations. The physical and social environments are also considered as key factors in clinical practice which must be addressed within the process of occupational therapy service delivery. The experience a clinician gains over years of practice also asserts a significant influence on occupational therapy practice. By acknowledging the clinical and lived experiences of a reflective practitioner, both objective and more subjective criteria may be employed within clinical practice. Ethics will also play a role within clinical decision making; involving not only professional ethics but also the personal values the reflective practitioner. Finally, effective clinical practice will require that the therapist search out and evaluate the evidence which is most relevant to a particular case; evidence derived from either naturalistic or positivistic research perspectives are valued.

Program Goals	Student Outcomes
1. Educate and train students in foundational concepts and knowledge in order to competently practice as an occupational therapist.	1.a. The student will utilize occupation as a therapeutic medium.
	1.b. The student will select appropriate assessment tools (including standardized and non-standardized tools) to thoroughly analyze the person, environment and occupation.
	1.c. The student will administer standardized assessment tools according to protocol.
	1.d. The student will accurately interpret results in order to establish treatment goals that are based on clients' needs, priorities and stage of recovery.
	1.e. The student will select appropriate interventions based on best practice guidelines and evidence-based decision-making.
	1.f. The student will document the efficacy of treatment through use of outcomes based measurement tools.
	1.g. The graduate will pass the <i>National Board for Certification in Occupational Therapy</i> examination as a first time test taker.
2. Educate and train students to engage in evidence-based decision-making in order to develop effective consumers of the scientific literature related to occupational therapy and other disciplines.	2. The student will use evidence-based practice in the selection of interventions for his or her clients.
3. Promote awareness of the impact of psychosocial issues on the provision and outcomes of occupational therapy	3.a. The student will complete a Mental Health fieldwork or practicum experience.
4. Develop reflective practitioners by fostering self-assessment skills related to professional development and a commitment to lifelong learning	3.b. The student will address a client's psychosocial needs regardless of practice setting.
	4.a. The student will reflect on personal strengths and weakness to identify goals for professional development.
	4.b. The student will join the American Occupational Therapy Association and/or Idaho State Occupational Therapy Association
5. Promote awareness of the unique challenges of occupational therapy practice and occupational participation in rural settings	4.c. The graduate will demonstrate a commitment to lifelong learning.
6. Promote Diversity and cultural competence	5. The student will complete a practicum or fieldwork placement in a rural-health setting.
	6.a. The student will complete a practicum or fieldwork placement in a setting that serves diverse populations which may include, but is not limited to, cultural, ethnic, and/or socioeconomic diversity.
	6.b. The student will demonstrate cultural sensitivity when working with diverse populations.

## **SECTION III**

### **ESSENTIAL STUDENT INFORMATION**

#### **Schedules**

Specific class schedules are published at the beginning of each semester. Students can anticipate the following time requirements:

- Academic time requirements: in-class time ranging from 20 to 40 hrs/week. Occurring between 8:00 am to 5:00 pm.
- Academic and clinical classes may occur during the day, evenings and weekends.
- Fieldwork time requirements: work time averaging 40 hrs/week which may include early morning, evening and/or weekend work assignments.

#### **NOTE:**

Hours for some classes vary, including practicum and professional project, so times are blocked out on the schedule to ensure student availability.

#### **2020-2021 Schedule**

##### **August 2020**

- |           |  |
|-----------|--|
| August 17 | Fall classes begin   |
| August 21 | Last day to add/drop early 8-week courses                                      |
| August 28 | Last day to register, add/drop, change section, or audit full semester courses |
| August 28 | Last day to submit Idaho Residency Determination Worksheet                     |

##### **September 2020**

- |              |   |
|--------------|---|
| September 7  | Labor Day   |
| September 8  | Last day to file application for December 2020 graduation |
| September 18 | Last day to WITHDRAW from early 8-week courses            |

##### **October 2020**

- |             |  |
|-------------|--|
| October 5-9 | Mid-term week  |
| October 12  | Late 8-week courses begin                                      |
| October 16  | Last day to add/drop late 8-week courses                       |
| October 26  | Spring 2021 Class Schedule viewable online (subject to change) |
| October 23  | Last day to WITHDRAW from full semester courses                |

## November 2020

November 2 Class level registration begins for Spring 2021 (subject to change)

November 13 Last day to WITHDRAW from late 8-week courses

November 25-27 Thanksgiving Break

November 30-December 4 FINAL Examinations

## December 2020

December 4 Fall 2019 Classes End

December 7 Summer 2020 Class Schedule viewable online (subject to change)

## MOT Program Sample Curriculum

<b>MOT CURRICULUM 2020-2021</b>	
<b>1st Year</b>	
<b>Fall - Semester 1</b>	
	<b>Credit Hours</b>
PTOT 4413/5513 Occupational Therapy Profession	3
BIOL 5574/5574L Human Anatomy	5
PTOT 4421/5521 Self-Exploration in OT	3
PTOT 4412/5512 Professional Communication	2
PTOT 4404/5504 Generic Abilities Seminar	1
<b>Total Credits</b>	<b>14</b>
<b>Spring - Semester 2</b>	
	<b>Credit Hours</b>
PTOT 4422/5522 Occupational Performance	3
PTOT 4442/5542 Occupational Performance Lab	1
PTOT 4402/5502 Clinical Neuroscience	5
PTOT 4401/5501 Clinical Kinesiology & Biomechanics, <b>OR</b> PTOT 4406/5506 Analysis of Human Movement through Activity	4
PTOT 4403/5503 Fieldwork Seminar	1
PTOT 4404/5504 Generic Abilities Seminar	1
<b>Total Credits</b>	<b>15</b>
<b>Summer - Semester 3</b>	
	<b>Credit Hours</b>
PTOT 5505 Occupational Therapy Clinical Procedures	2
PTOT 5514 Research Methodology	3
PTOT 5531 Fieldwork I (Level I)	1

<b>Total Credits</b>	<b>6</b>
<b>2nd Year</b>	
<b>Fall - Semester 4</b>	<b>Credit Hours</b>
PTOT 5524 Physical Function in Occupation Performance	4
PTOT 5544 Physical Function in Occupation Lab	1
PTOT 5525 Psychosocial Function in Occupation	4
PTOT 5545 Psychosocial Function in Occupation Lab	1
PTOT 5532 Fieldwork II (Level I)	1
PTOT 6616 Professional Project	1
PTOT 4403/5503 Fieldwork Seminar	1
PTOT 4404/5504 Generic Abilities Seminar	1
<b>Total Credits</b>	<b>14</b>
<b>Spring - Semester 5</b>	<b>Credit Hours</b>
PTOT 5526 Neurological Function in Occupation	5
PTOT 5546 Neurological Function in Occupation Lab	1
PTOT 5523 Therapeutic Use of Self in Occupation	2
PTOT 5515 Service Delivery of Occupational Therapy	3
PTOT 5518 Practicum	1
PTOT 6616 Professional Project	1
PTOT 4403/5503 Fieldwork Seminar	1
PTOT 4404/5504 Generic Abilities Seminar	1
<b>Total Credits</b>	<b>15</b>
<b>Summer - Semester 6</b>	<b>Credit Hours</b>
PTOT 5533 Fieldwork III (Level II)	7
PTOT 5519 Practicum	1
<b>Total Credits</b>	<b>8</b>
<b>3rd Year</b>	
<b>Fall - Semester 7</b>	<b>Credit Hours</b>
PTOT 5527 Occupation & Environmental Management	3
PTOT 5547 Occupation & Environmental Lab	1
PTOT 5528 Occupation with Children & Adolescents	4
PTOT 5548 Occupation with Children & Adolescents Lab	1
PTOT 6616 Professional Project	2
PTOT 4403/5503 Professional Issues in Occupational Therapy	1
PTOT 4404/5504 Generic Abilities Seminar	1
PTOT 6648 Fieldwork Seminar	1
Oral Defense & Written Comprehensive Exam	0
<b>Total Credits</b>	<b>14</b>

<b>Spring - Semester 8</b>	<b>Credit Hours</b>
PTOT 5534 Fieldwork IV	7
PTOT 6616 Professional Project	1
<b>Total Credits</b>	<b>8</b>
<b>Total Program Credits</b>	<b>94</b>

**NOTE:** Students should not make plans for unscheduled class time, because it may be used for scheduling for practicum, professional project, special speakers, fieldwork meetings and so on. There may be occasions in which courses, lectures, practicums and other instructional experiences may occur outside of scheduled class time, in the evenings and/or on weekends. Additionally, there will be lectures, laboratory experiences and practicums that occur off campus. Students should plan on a full time 8 am – 5 pm commitment to the program.

## **Faculty and Staff Contact Information**

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### **Dean of Graduate Studies**

Adam Bradford, PhD	(208) 282-2490
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## **Student Services**

In general, students may use all services on the Idaho State University website for current students, including but not limited to:

- **Central Academic Advising** – Responsible for freshmen, undecided and under-prepared students, and is available to assist all students
- **Student Success Center** – Houses Content Area Tutoring, Math Center, and Writing Center.
- **TRiO** – A federally funded program assisting eligible students with advising, mentoring, tutoring & success strategies; eligible students must have an academic need, AND one of the (3) following requirements: first generation student, low income, or documented learning or physical disability
- **Disability Services** – Assists students, faculty, and staff with understanding and providing reasonable accommodations for those with documented learning physical, and/or emotional disabilities.
- **Office of Equity and Inclusion** -- The University is committed to creating and

maintaining a learning environment that is free of discrimination and harassment against an individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or veteran status. Harassment and discrimination will not be tolerated and should be reported to the Office of Equity and Inclusion.

- **Veteran's Student Support Center** -- Offer education and community resources for student veterans and their families.
- **Eli M. Oboler Library** – Provides students with a vast selection of books, periodicals & journals, as well as study rooms, on-line options.
- **Diversity Resource Center** -- Open to all students, faculty, and staff. We strive to make our campus a place where diversity creates a community dedicated to understanding, unity, communication, and respect.
- **The Counseling & Testing Center** – Offers personal counseling and administers national and local tests for placement and admission purposes.
- **Career Center** – Offers career counseling using assessments and tools such as the Myers Briggs Type Indicator (MBTI) & the Strong Interest Inventory, and FOCUS.
- **Student Employment** – Helps students find part-time jobs.
- **ISU Health Center** – The ISU Health Center provides quality healthcare to ISU students, faculty and staff. The Health Center, located on the Pocatello campus, provides a range of medical care that includes everything from colds and flu, to treatment of high blood pressure or diabetes. The Bengal Pharmacy is located directly above the ISU Health Center to provide quick and affordable prescriptions for ISU students, faculty, staff, and the community.
- **Early Learning Center** – The Early Learning Center (ELC) seeks to support students in their pursuit of higher education at ISU by providing quality child care for their children as well as for those of faculty, staff, and community members. We offer a child-centered program that promotes the well being of children between the ages of six weeks and eleven years (5th grade) by setting and maintaining high standards for employees and for environments that promote the social, emotional, cognitive and physical development of children.
- **Student Organizations** – \*Students who are involved in student organizations graduate at higher rates & build useful skills for résumé building and future employment.
- **Study Abroad** – Coordinated through the International Programs Office, students can attend a semester or two at a university in another country.

Specific services available through the Department of Physical and Occupational Therapy:

- ⇒ Academic student advisement
- ⇒ Information on clinical fieldwork sites
- ⇒ Announcements of potential employment or advanced education opportunities
- ⇒ Information on financial aid unique to health care service or occupational therapy students

Information on these services can be obtained by contacting the student's advisor or the administrative assistant for the department.

## **Master of Occupational Therapy Student Association**

The recognized organization for student social and professional activities is the Master of Occupational Therapy Student Association (MOTSA). The Association operates under bylaws determined by the Association membership and approved by the Master of Occupational Therapy Program and MOTSA.

A copy of the MOTSA By-laws is located in Appendix K. The MOT Program Director will appoint a faculty member as faculty advisor. All materials developed and activities planned by MSOTA for public use/access must be approved by the Faculty Advisor and the Program Director prior to distribution.

## **Financial Aid**

For general financial aid and scholarship information contact The Office of Financial Aid & Scholarships:

Financial Aid  
(208) 282-2756  
Museum Building Room 337  
finaidem@isu.edu  
isu.edu/financialaid

Scholarships  
(208) 282-3351  
Museum Building Room 327  
scholar@isu.edu  
isu.edu/scholarships

Students are encouraged to contact sororities or fraternities and philanthropic or civic organizations such as Lions, American Business Men's Clubs, Rotary and Elks in their hometowns for loans or scholarships.

Some hospitals and clinics offer scholarships or loans carrying the provision that the student will work in the facility upon graduation. Such arrangements are legally binding. Students should investigate all such contracts as they would any other contract for employment.

## **Employment While a Student**

Due to the heavy class schedule and the occurrence of out-of-town clinical assignments students are not able to work full time while enrolled in the graduate entry level program. Part time work can be arranged but is strongly discouraged on the grounds that study time is at a minimum due to the class schedules.

Students should be particularly cautious about working in an occupational therapy setting. If they work as a volunteer or paid employee in such a setting they must be clearly identified as an occupational therapy aide. They may not be employed as an occupational therapist assistant

(OTA) unless they are licensed as such in the state of Idaho. Students should be aware that legal complications may arise if they are providing health care services in any setting or at any time without being under the direct on-site supervision of a licensed occupational therapist.

<b>Program Expenses</b>	<b>Application fees</b>
ISU Graduate School	\$120.00
Acceptance fees/Deposit (applied to 1st semester tuition)	\$300.00

## 2020-2021 Tuition and Fees

<b>Course fees</b>	<b>Resident</b>	<b>Non-resident</b>
Fall/Spring Semester	\$ 4,963.98/Semester	\$13,237.98/Semester
Professional Fee	\$ 1225.00/Semester	\$ 2722.00/Semester
Summer Session	\$ 504.97/credit	\$ 722.00/ credit
*Potential Additional Costs of the Program Total	\$5,550.00	\$5,550.00
Optional fees: AOTA student membership SOTA membership IOTA student membership	\$75.00/Year Variable/ Year \$20.00/ Year	\$75.00/Year Variable/ Year \$20.00/ Year

- ISU professional liability insurance is included in tuition.
- \*Additional costs of the program include: books/ learning materials, graduation fees, and fieldwork expenses. Fieldwork expenses vary depending on the location of the fieldwork. All fieldwork facilities require the student to carry health and liability insurance.

## SECTION IV

### CLINICAL FIELDWORK EDUCATION

#### Clinical Fieldwork

It is mandatory for all students to read the OT Program Fieldwork Manual. Please refer to the Fieldwork Manual for details about clinical experiences. Also, students should anticipate participating in all mandatory fieldwork meetings outside of scheduled classes. Students are responsible for all direct and indirect costs related to fieldwork rotations (transportation, housing, food, etc.).

**Fieldwork I:**

Each student will complete two full time (40hr/week) Level I fieldworks lasting two weeks in duration. The Fieldwork I experience allows the student to begin practicing the learned information and to participate in a portion of the occupational therapy process. Fieldwork I experiences may address psychosocial issues in a community-based and institutional based evaluation and treatment setting. Refer to the Fieldwork Handbook for details.

**Fieldwork II:**

Each student will complete two full time (40 hr/week) Level II fieldworks lasting twelve weeks each. All students will be encouraged to complete one Level II emphasizing clinical management of orthopedic, neurological, multi-systems and associated psychosocial problems in acute care, outpatient or rehabilitation hospital, and one Level II emphasizing clinical management in a community-based setting, addressing interaction of psychosocial, educational or health deficits.

All students will be expected to experience practice in both urban and rural settings. Clinical fieldwork sites are established throughout the U.S. so students should expect to travel out of Pocatello and potentially out of Idaho for the majority of their affiliation experiences. Students are responsible for making necessary arrangements for transportation and lodging at their own expense in order to be at assigned affiliations. Refer to the Fieldwork Handbook for details.

## **SECTION V**

### **PROFESSIONAL PROJECT, ORAL EXAMINATION, AND COMPREHENSIVE WRITTEN EXAMINATION**

**Introduction**

The Department of Physical and Occupational Therapy, as a member of the Graduate School, requires all students graduating with a Master of Occupational Therapy degree to complete a professional project, take a comprehensive written examination and to successfully pass a final oral defense/examination.

**Professional Project Guidelines**

The professional project (PTOT 6616) consists of individual or small group study of a problem in occupational therapy theory, client problem management, education, or administration. The professional project begins in the fall semester of the second year, and continues until completion in the spring semester of the third year, for a total of 5 credits.

Faculty members initiate professional projects because they are already engaged in research and scholarly activity and have developed ideas related to investigating issues in clinical practice, education, administration, and basic/applied science related to occupational therapy. Students either choose or are assigned projects based on project and faculty availability and interest. Potential projects are identified in fall of the second year. Professional projects may be a research study, case study, or other scholarly activity as determined by faculty advisor.

### **Project Advisors:**

All student projects in the department will have two assigned faculty members who will guide the professional project to completion.

- A primary advisor sponsors the professional project. A primary advisor is normally designated during the fall of each year for the second year students choosing projects.
- Secondary advisors are asked to serve by the primary advisors in line with their interest in the projects and workload in the department. Secondary faculty advisors for projects are determined on a project-by-project basis based upon the scope of the project and the availability of faculty. At a minimum, secondary faculty advisors will be assigned the semester before the student's professional project oral defense.

### **Professional Project Format:**

The format of the project will be dependent on the type of project completed, but will culminate in a publishable written document and professional presentation. A project that includes the collection of data in a quantitative/qualitative study must include an introduction, review of literature and purpose, methods and materials, results, discussion and conclusions. Please keep in mind that you have already made headway on the first three sections of this project when a proposal has been developed for the Human Subjects Committee. Some information on project preparation is provided in the PTOT 5514 Research Methodology course. Please confer with your advisor on the project for any specific guidelines he/she may want you to follow.

### **Authorship:**

The faculty advisor maintains the principal investigator role and students will be given recognition as co-authors on any peer reviewed publications they contribute to. The established policy of the Department of Physical and Occupational Therapy for research projects/scholarly activities conducted under faculty research/scholarly activity/case study lines and submitted for publication will have the faculty advisor(s) as the primary author(s). Faculty members who serve as co-advisors on the same research, will determine in a collegial fashion who should be cited as the first author on a manuscript or abstract submitted for publication or presentation. If there is a difference of opinion as to who should be first author, the principals must request a committee review at the departmental level as per departmental procedure. Student groups developing research projects/scholarly activities who publish their efforts will be seen as the primary authors and the advisor(s) will be listed as co-authors. However, student research projects/scholarly activities, which are not actively revised for publication by student authors within a six-month

period from completion, will be open to faculty publication at that time. Projects that fall into this timeline may be published by the faculty advisor(s) as the primary author(s) with the students serving as co-authors. This means that the faculty member takes the leading role in preparing the manuscript for publication or makes major revisions. If the faculty advisor(s) chooses this option, he/she must inform the student authors in writing and communicate with them through the preparation phase of the manuscript for appropriate feedback. The department encourages all students to stay in close touch with faculty advisors after the completion of the project. Students will submit their professional project for presentation at a state, regional, or national conference, in conjunction with a faculty member.

### **Professional Project Artifacts:**

Students completing Professional Project topics/course are required to present their oral examination committee with the specific materials in completed form no later than two weeks before their oral examination date.

The following information, documents, and format are described below:

Cover/title page

Abstract (300 words)

Table of contents

#### **Section 1 - Presentation**

- Finalized PowerPoint presentation with complete note sections which will include one slide w/notes per page.

#### **Section 2 - References**

- Full references represented in the presentation in a Microsoft Word document.

#### **Section 3 - Appendix**

- Copy of the Human Subjects Application (if applicable)
- Copy of the Human Subjects Approval Letter (if applicable)
- Copy of measurement tools (assessments, surveys, questionnaires, etc.) (if applicable)
- Completed article manuscript (if applicable)
- Completed grant applications (if applicable)

The document must be spiral bound with protective cover pages, page numbers, short headers and using current APA style citations and formatting. The finalized document must be created as a hard and a PDF copy. All materials and supplies required for the presentation occur at the students' expense.

### **Professional Presentation/Oral Examination:**

Upon completion of the professional project, students will individually present their project to their committees (Chair, 2<sup>nd</sup>, and graduate faculty member) as a part of the oral examination (fall or spring semester of their third year in the program) and present a poster at the MOT program research colloquium (spring semester of their third year). Students can decide if they will present

a poster as an individual or as a group (if that is how their project is assigned). The following are required for all students.

- i. students must have their projects in a completed form and approved by their project chair prior to scheduling the oral examination with the committee and the graduate school.
- ii. presentations must be sent to committee members at least two weeks before the scheduled oral examination.

Although the specific organization and agenda of each student's oral examination is under the direction of his or her committee chair, students should plan on the following general structure:

- i. professional project presentation/overview (30-35 minutes) and follow up discussion (up to 20 minutes). The poster is not required to be completed at this point of the professional project process.
- ii. Discussion of general occupational therapy topics and areas of deficiency from the comprehensive written examination (up to 25 minutes).

Students should expect the following for the research colloquium:

- i. Open to all faculty and students within the School of Rehabilitation and Communication Sciences and other departments on campus, invited family and friends, clinicians within the area and others who might be interested.
- ii. Occurs on the morning/afternoon of the department Graduation Celebration (which is typically the day prior to the commencement ceremony).
- iii. Participation:
  - a. All faculty and students (2<sup>nd</sup>& 3<sup>rd</sup> year students) are required to attend.
    - i. All 3<sup>rd</sup> year students are required to present and to attend all of their classmates' presentations in order to receive a satisfactory grade for PTOT 6616 prior to graduation.
      1. Students will present a poster as an individual or in their small project groups.
      2. Professional Project posters will be displayed and presented during the colloquium.
    - ii. All 2<sup>nd</sup> year students are required to attend in order to receive a satisfactory grade in PTOT 6616.
    - iii. All 1<sup>st</sup> year students are encouraged to attend and participate in order to prepare them for the expectations of the professional project process.

### **Grading of Projects:**

All projects will be graded on a Satisfactory/Unsatisfactory basis based upon the specific objectives and outcomes established by the professional project advisor. See individual syllabi for specific project objectives, grading and project expectations. In order to graduate students are required to complete a minimum of 5 credits for PTOT 6616.

### **Oral Examination Guidelines**

Students enrolled in the Master of Occupational Therapy program are required to complete and successfully pass an in-depth oral examination related to their professional projects and general knowledge of occupational theory and practice. The oral examination is meant to be not only comprehensive but also a culminating event demonstrating the student's preparedness to become a competent practitioner.

Students are expected to pass the oral examination on their first attempt. In extenuating circumstances, as judged by the Committee, a student may be given a second opportunity to sit for the oral examination during the subsequent semester (per Graduate School policy). A student failing the 2<sup>nd</sup> oral examination will be dismissed from the program and will not graduate since the academic standards set forth in the program would not have been met. Students finding themselves in this situation may appeal through the formal process as set forth by the Department and the Graduate School. If the opportunity for another oral examination is granted to the student, it will be conducted during a subsequent semester for the second unsuccessful attempt.

#### **Major Advisor (Chair) list:**

Dr. Kelly Thompson  
Dr. Kimberly Lloyd  
Dr. Barbara Kornblau

#### **Secondary Advisor list:**

Dr. Alex Urfer  
Dr. Deanna Dye  
Dr. Nancy Devine  
Dr. Cindy Seiger  
Dr. Kelly Thompson  
Dr. Theodore Peterson  
Dr. Kimberly Lloyd  
Dr. Mike Foley  
Dr. Derek Gerber  
Dr. Trent Jackman  
Dr. James Ralphs  
Dr. Evan Papa  
Dr. Tyler Jepson  
Dr. Joshua Woolstenhume

The occupational therapy student should be prepared during the defense to address the following:

- Professional Project/Scholarly Activity
- Occupational Therapy Practice Framework
- Clinical Application of the Occupational Therapy Process
- Occupational therapy theory and frames of reference

- Any areas from the comprehensive written examination in which the student scored poorly

The oral examination format will conform to the established departmental and Graduate School guidelines. Oral examinations will take place beginning in the fall of the third year of study and be completed no later than *three weeks* prior to graduation in the spring semester of the third year. In both instances the student is required to submit a written document of publishable quality in order to meet the requirements of PTOT 6616 and graduation.

### **The Oral Examination Committee:**

The Oral Examination Committee is made up of three people, including the professional project primary advisor (Committee Chair), the professional project secondary advisor, and a designated Graduate Faculty Representative (GFR). The GFR is a faculty member outside of the Department of Physical and Occupational Therapy and is present to ensure the examination process is fair. The GFR is usually chosen by the student and then recommended to the Graduate School by the student's departmental committee. A list of past GFR's used by the department is available from the office secretarial staff. Students should select a GFR based upon their expertise and its relationship to the professional project topic. For example, if your client has a psychological profile, someone on the committee must have expertise in that area in order to help you with the preparation.

If the student elects, he/she may have one professional guest attend the oral examination. The Dean of Graduate Studies and the committee must approve the guest prior to the oral examination.

### **Comprehensive Written Examination**

The MOT Program uses the Occupational Therapy Knowledge Exam (OTKE) as the program's comprehensive written examination. The OTKE has served as an examination that not only allows for quantification of each student's knowledge of the profession but also for comparison of our students with a nation-wide sample of those in other entry-level OT programs. The OTKE is a product of the National Board for Certification in Occupational Therapy (NBCOT) but differs from the certification examination and the practice tests that NBCOT offers to students. It is a 100-item multiple-choice test and consists of questions previously used in the certification examination.

Because the OTKE is a computer-administered exam, students must have an active ISU computer account in order to access it. They will not be allowed to take the exam without an account as no temporary passwords will be given. The passing score for the OTKE is set by the MOT faculty. Students scoring below the stated passing score for the test as a whole or for any section of the test will not be dropped from the MOT program; however, they will be subject to increased scrutiny regarding any areas of weakness during their oral examinations, which must be successfully passed in order to graduate from the program.

## SECTION VI

### MATRICULATION, REGISTRATION, AND GRADUATION

#### Matriculation

Upon notification of acceptance to the Master of Occupational Therapy Program, applicants must respond within the time stated on the acceptance notice indicating their intent to accept or not accept a position in the entering class. Students in the ISU Bachelor of Science in Health Sciences Pre – OT accelerated concentration should refer to Section VII.

#### Registration

Pre-registration will be completed by computer or in person. Registration for all subsequent semesters will be completed using standard Idaho State University advance registration procedures.

#### Graduation

Within the first two weeks of the semester or summer session in which the student expects to complete work for the degree, an application for graduation must be filed and the diploma fee of \$20.00 paid. If the student does not complete requirements during this semester or summer session, the application for a subsequent term must be renewed.

#### Requirements for Graduation:

##### Academic program work:

Requirements for Continued Academic Standing leading to Graduation

Satisfactory completion of all courses in the Graduate Entry Program curriculum including BIOL 5574. Satisfactory completion involves:

##### Academic course work:

- Competency at the level of **B** in all PTOT courses as stated and defined in each PTOT course, and no less than a **B-** in BIOL 5574.
- Students earning a grade of B- or below or a U (unsatisfactory) in any one program PTOT course or a GPA of below a 3.0 will be placed on academic probation with the requirement of raising the GPA to above a 3.0 by the following semester and maintaining it through the remainder of the program. Not meeting this guideline will be grounds for dismissal from the program.
- Students earning a grade of below a **C (65%)** in any **one** program course will be dismissed from the program

- A cumulative grade point average of **B (3.0)** or better in all graduate course work is required.

### **Clinical course work:**

- Competency in entry-level clinical skills in occupational therapy as stated and defined in The Fieldwork Handbook, and the course syllabus for each clinical affiliation (PTOT 5531, 5532, 5533, & 5534) and practicum courses (PTOT 5518 & 5519). Clinical and practicum courses are graded on an S (satisfactory) or U (unsatisfactory) basis. Students earning a U grade in any clinical course must repeat the course prior to continuing in the program. This may mean sitting out of the program sequence for one year.

### **Professional Projects**

- PTOT 6616 Professional Project is graded on the S/U basis.
- During the completion of the professional project sequence students may be assigned a grade of IP (in progress) at the end of the semester when the expected coursework may not have been completed. The IP grade will stand only until the end of the subsequent semester at which time students are expected to complete the needed coursework for continuation of the project. The entire PTOT 6616 credit load must be completed with a grade of S by the end of the spring semester of the year of graduation.

### **Oral defense and written examination:**

- Satisfactory completion of an oral defense and a written examination addressing the entry-level curriculum as a whole. An examining committee consisting of the following conducts the oral examination:
  - Two faculty members from the Department of Physical and Occupational Therapy, one whom will serve as committee chair.
  - One other graduate faculty member from any university department other than Physical and Occupational Therapy.

Once the student has completed the degree requirements, he or she is eligible to sit for the National Board of Certification for Occupational Therapy (NBCOT) Certification Examination.

National Board for Certification in Occupational Therapy, Inc. (NBCOT)  
One Bank Street  
Suite 300  
Gaithersburg MD 20878  
(301) 990-7979  
Fax (301) 869-8492  
[www.nbcot.org](http://www.nbcot.org)

## SECTION VII

### BACHELOR OF SCIENCES IN HEALTH SCIENCES – PRE OT – ACCELERATED CONCENTRATION

Students who have gained early pre-professional entry into the Master of Occupational Therapy (MOT) program through the Bachelor of Science in Health Science – Pre OT – Accelerated Track (BSHS) must apply to the MOT program. With successful completion of the pre-professional year in the MOT program and the completion of the BSHS degree requirements, the student will receive a BSHS degree. The student will then apply to the MOT program and complete it over the next two years. Application to the MOT program occurs during the BSHS student's pre-professional year. Acceptance to the MOT program is not guaranteed.

- Applications for the MOT program must be received by January 15 of the pre-professional year. Late applications will be considered on a case by case basis.
- There is no need to complete an MOT application. The information you submitted for consideration into the cohort for the accelerated track of the BSHS is adequate. You must however submit your most recent transcript of spring and summer coursework that was not included in the accelerated application. You should contact the Chair of the Admissions Committee to ensure that the Graduate School is aware of your paper application. You must pay the Application Review Fee – this will be collected along with the Graduate School Application Fee (see below).

In order to apply and be accepted into the MOT program, the BSHS student must satisfy the following criteria:

- Complete the BSHS degree. The BSHS degree must be completed before the onset of classes in the summer semester of the first year of the MOT program.
  - Apply to the graduate school. Refer to the Graduate School's website for details. Application materials for the Graduate School are included in the MOT program application packet.
  - Have a minimum grade point average (GPA) of 3.0 over all upper division course work.
  - Take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) early in the pre-professional year. The scores on the GRE must meet the following:
    - Total combined score of 295 for verbal and quantitative
    - Verbal must be at least 146.
    - A minimum of 4.0 on the analytical portion
    - The ISU Graduate School must receive GRE scores by the application deadline.
    - The ISU school code for the GRE is 4355.
- or*
- Take the Miller Analogies Test (MAT)
    - Score of 390
    - The ISU Graduate School must receive MAT scores by the application deadline.

As part of your Occupational Therapy program, you will be placed in several off-campus sites for clinical training. You will be required to successfully complete a series of immunizations, drug testing and a criminal background check prior to entering the program. Once the acceptance form is received you will be sent a list of these immunizations.

Conviction of a felony or other serious offense will likely result in denial of placement for the clinical assignment, and consequently affect your standing in the program.

If you have any questions about whether your criminal history, if any, will prevent or restrict your ability to obtain a license in this field, you should discuss this with the appropriate licensing agency or board.

It is strongly recommended that students begin the application process no later than October of their pre-professional year. This will ensure time to complete any volunteer work, solicit letters of reference, and take the GRE or MAT in a timely fashion.

### **BSHS Student Responsibilities**

While in their pre-professional year, BSHS students are accountable for all the rules, responsibilities, and expectations of all students in the MOT program. This includes the expectation of portfolios and Generic Abilities. Please refer to those sections of the Handbook for further details. Grades lower than a B during the pre-professional year may prevent admission into the MOT program.

### **Professional Fees**

While in participating in the coursework of their pre-professional year, BSHS students regularly consume materials and supplies, resources, space, staff, and faculty. Therefore, in line with the MOT students, BSHS students are required to pay professional fees to help offset costs incurred of their participation in their pre-professional year. The professional fee schedule may change based upon the discretion of the program, university or the Idaho State Board of Education. The current professional fee and tuition schedule may be found online at <https://www.isu.edu/ot/master-of-ot/cost/>.

## **SECTION VIII**

### **RULES AND REGULATIONS FOR STUDENT BEHAVIOR**

Students are expected at all times while enrolled in the Occupational Therapy Program to act in accordance with the ethical standards of practice as stated in the Code of Ethics and Ethical Standards of the American Occupational Therapy Association (Appendix A). Students must complete the code of ethics agreement form in order to proceed with all fieldwork rotations and practicum experiences.

Students are expected at all times while enrolled in the Master of Occupational Therapy Program to act in accordance with the legal codes of practice of occupational therapy as stated in the

Idaho State Licensure Regulations for occupational therapy (Appendix B). When students are at a clinical affiliation site out of state they must act in accordance with the legal codes of practice of occupational therapy as stated in that state. Students are responsible to obtain and review the statutes and regulations of each state they may affiliate in.

Students are expected at all times while enrolled in the Department of Physical and Occupational Therapy to act in accordance with the Academic Dishonesty standards of the Division of Health Sciences (Appendix C).

Students are expected at all times while enrolled in the Department of Physical and Occupational Therapy to act in accordance with the Generic Abilities (Appendix D).

Students are expected to follow the rules and regulations of University student behavior as specified in the Student Conduct System located at <http://www.isu.edu/current.shtml> under University Requirements.

## **Rules and Regulations Specific to the Department of Physical and Occupational Therapy:**

### **Academic Setting:**

1. Students will follow the rules for class attendance, participation and completion of requirements stated in the course syllabus for each class. Students will notify the course instructor of anticipated absence from required activities or classes. In the event of emergency absence, notification will be made as soon after the absence as is reasonably possible.
3. Students will dress appropriately for class activities and for weather, with consideration of representing to the public a professional appearance. This means clothing that does not fully cover stomach, back, and/or chest is not allowed and students so attired may not be admitted to the class session.
4. As per departmental requirements, students will make arrangements to meet with their faculty advisors no less than one time each semester for the purposes of program planning, progress review, self-reflection and the development of semiannual self-improvement plans as a part of the professional behavior/generic abilities process.
5. Students are expected to use class time for an open discussion of concepts, opinions and information when discussion time is scheduled. Behavior that represents a lack of respect for the views of faculty, guest lecturers or other students will be grounds for disciplinary action.
7. Students will be screened annually for basic health status. The student is required to update immunizations for measles, mumps, rubella, and receive an annual TB test. All immunizations and health screens required by clinical facilities or practicum sites, will be the responsibility of the student.
8. It is strongly recommended that MOT students carry or otherwise be covered by

general health insurance at all times while enrolled in the program. The insurance is the responsibility of the student.

9. Students will comply with criminal background check procedures as outlined in the MOT Fieldwork Manual.
10. Students will uphold the standards found within the 2015 AOTA Code of Ethics at all times.

#### **Clinical Setting:**

1. Students will follow the rules of the facility for student/employee behavior, dress and attendance.
2. Students will notify the AFWC and the Fieldwork Educator or the Practicum Instructor of anticipated absence from the facility. In the event of emergency absence, notification will be made as soon after the absence as is reasonably possible. Absences from the facility are to be made up before completion of the clinical affiliation on a schedule arranged between the student and the Academic Fieldwork Coordinator and the Fieldwork Educator/Practicum Instructor.
3. Students will be responsible for arranging their own transportation, food, and lodging during the periods of clinical affiliation and the costs incurred during the affiliation.
4. Students are responsible for updating their address, phone number, and email address through their ISU portal, department secretary and AFWC. This includes temporary contact information while they are on fieldwork.
5. Students will abide by the Fieldwork Handbook for further rules and regulations related to fieldwork.
6. Students will uphold the standards found within the 2015 AOTA Code of Ethics at all times.

#### **Skills Commonly Required for Successful Completion of the Idaho State University Occupational Therapy Program**

Following the completion of the academic and clinical fieldwork experience the student will perform at the competency of an entry-level occupational therapist. The following skills are typically required for successful completion of both didactic and clinically oriented coursework within the occupational therapy program. On whole these skills are aspects within the following ISU courses required for matriculation: PTOT 4405, PTOT 4412, PTOT 5512, PTOT 4413, PTOT 5513, BIOL 5574, BIOL 5574L, PTOT 4401, PTOT 5501, PTOT 4402, PTOT 5502, PTOT 5505, PTOT 4421, PTOT 5521, PTOT 4422, PTOT 5522, PTOT 4442, PTOT 5542, PTOT 5514, PTOT 6616, PTOT 5524, PTOT 5544, PTOT 5525, PTOT 5545, PTOT 5515, PTOT 5518, PTOT 5526, PTOT 5546, PTOT 5523, PTOT 5519, PTOT 5527, PTOT 5547, PTOT 5528, PTOT 5548, PTOT 6648.

#### **Skills Commonly Required for Successful Completion of the Idaho State University**

## **Occupational Therapy Program**

### **Motor and Praxis Skills:**

- Squat, crawl, bend/stoop, reach above shoulder level, kneel, and climb stairs
- Lift and carry up to 50 pounds and exert up to 100 pounds of force for push/pull
- Move from room to room and maneuver in small spaces
- Maintain balance while standing, bending, and reaching
- Guard and assist others with ambulation
- Use hands repetitively; use manual dexterity
- Perform CPR for 3 minutes
- In a single day - sit 2-4 hours, stand 6-7 hours, travel 1-3 hours

### **Sensory Skills:**

- See and respond to visual stimuli with acuity for distances ranging from 6 inches to 20 feet
- Hear and respond to auditory stimuli (fire alarm, cry for help, conversations, heart and lung sounds)
- Use tactile stimuli to discern shape, texture, pliability, weight

### **Cognitive Skills:**

- Remain alert and awake for 90 minutes
- Follow verbal and written instructions
- Focus on a task for 90 minutes
- Divide attention between 2 or more things (keep track of time while interviewing a client)
- Self-direct focus back to task as needed
- Remember information
- Use sound judgment and safety precautions to prevent injury to self or others
- Recognize problems or errors
- Generate solutions to problems
- Anticipate problems
- Plan ahead
- Organize space and materials
- Prioritize tasks
- Self-evaluate performance

### **Emotional Regulation Skills:**

- Maintain poise in stressful or emotional situations
- Demonstrate interest in peers, faculty, and clients
- Express emotions appropriately
- Change behavior in response to feedback

### **Communication/Interaction Skills:**

- Communicate effectively through written and spoken English with others

- Adapt communication for intended audience
- Convey respect for others
- Interact and establish rapport with individuals and groups of people with diverse social, emotional, cultural, and intellectual backgrounds
- Work cooperatively with others
- Attend to non-verbal social cues

### **Classroom Accommodations for Students with Documented Disabilities**

The MOT program is committed to all students achieving their potential. If you have a disability or think you have a disability which may need a reasonable accommodation, please contact the ISU Disability Services office located in Rendezvous Room 125, (208) 282-3599 as early as possible. It is the responsibility of the student to disclose a disability prior to requesting a reasonable accommodation. If a reasonable accommodation is needed, the student must request that accommodation in writing with documentation provided via Disability Services before each course in the curriculum. Accommodations will not be given retroactively. Instructors and students must adhere to the policy and procedure regarding accommodated testing referenced here: [isu.edu/disabilityservices](http://isu.edu/disabilityservices)

### **Accommodations for Students with Documented Disabilities on Fieldwork**

Steps to establishing an effective learning environment for fieldwork education are outlined below. It is strongly encouraged that persons with a known disability adhere to this structure to maximize their success during fieldwork. Discovery of a direct threat to the safety of others may result in a delay or termination of a fieldwork experience. Direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services as provided in §35.139 of the US Title II regulations.

- 1) Student is advised of her/his right to disclose disability to ADA office and may subsequently request accommodations of MOT program with ADA office consultation.
- 2) Student, MOT program and ADA office may establish reasonable accommodations based upon the essential functions of the fieldwork site.
- 3) Student, or the AFWC with written student consent, discloses disability to and requests accommodations of Clinical Fieldwork (CF) site prior to placement.\*
- 4) Student, AFWC, CF site, and ADA office negotiate reasonable accommodations based upon essential functions of the fieldwork site prior to placement.

\* Placement refers to an agreement between the AFWC (ISU) and fieldwork site that the fieldwork site accept a student for an MOT fieldwork education experience.

## **SECTION IX**

### **DISMISSAL, WITHDRAWAL, LEAVE OF ABSENCE, AND GRIEVANCE**

## **Dismissal:**

The following are grounds for dismissal from the graduate entry-level program in Occupational Therapy:

- ⇒ The defined level of competency in the MOT program is a grade of B. This includes all courses in the graduate MOT program. A **B-** is permitted for BIOL 5574.
- ⇒ Academic or clinical performance at less than the stated and defined level of competency for 6 credits or more/or for more than 1 required course in the program.
- ⇒ Failure to pass the final oral case examination.
- ⇒ An annual cumulative grade point average of less than B (3.0) in all graduate course work.
- ⇒ Behavior which is not in accordance with any of the published regulations of the Department of Physical and Occupational Therapy or the University, or which does not meet the published ethical or legal standards or rules and regulations of the profession of occupational therapy. Such behavior must be documented. A decision to dismiss a student for cause of behavior requires a two-thirds majority vote of the faculty of the Department of Physical and Occupational Therapy.

The student will be notified in writing by certified mail, return receipt requested of dismissal within five (5) working days of the decision. A copy of the notice will be placed in the student's permanent file and will be copied to the Associate Dean, School of Health Professions and Dean of Graduate Studies. The notice will include:

- Date of dismissal
- Statement of cause for dismissal
- Notification of student's right to file for appeal of dismissal decision according to guidelines published in the Student Handbook of the Department of Physical and Occupational Therapy and in the Graduate Bulletin.

Students who are successful in dismissal appeals will be reviewed on a semester basis to ensure appropriate progression in meeting clinical and academic standards in the MOT program as outlined under the conditions of readmission. Readmitted students not meeting standards in one course will be dismissed from the program a second time with the due process of appeal.

## **Withdrawal:**

A student may voluntarily withdraw from the graduate entry-level program in Occupational Therapy at any time. A student withdrawing from the program will notify the department in writing within five (5) working days of making the decision. The notice will be included in the student's permanent file. The notice will include:

- Date of withdrawal
- Statement of reason for withdrawal

A student who has withdrawn from the graduate entry-level program in Occupational Therapy

may apply for readmission to the program during the next regular admission cycle following withdrawal. Applications for readmission will be considered by the admissions committee on an individual basis.

### **Leave of Absence:**

A student may, for good cause, request a leave of absence from the program, such leave to last no longer than 12 consecutive months. A leave of absence request citing the reason for the request and starting date of the leave must be submitted to the Department Chairperson who will act on the request within ten working days. If a leave is granted, the student may return to the program without going through a readmission process. Students requesting a leave during a regular semester or summer session will withdraw from courses according to procedures specified by the Registrar's Office. If the student does not register to continue course work in the normal sequence within one year of the start of the leave, the student will be dismissed from the MOT program.

The occupational therapy program is a three year "lock step" progressive program in curriculum and fieldwork affiliations. Students who are granted a leave of absence or are dismissed and then reinstated through the outlined appeals process must complete the program in no more than four years from the time of initial admission into the program. This ensures that the student will maintain a reasonable progression of training in occupational therapy and not be hindered in retaining both academic and clinical knowledge due to his or her absence from the program over an extended period of time.

Since the curriculum design is a "lock-step" model, any student must have the written approval of the AFWC and the program director to deviate from the general progression of the program in order to meet the Level I and II clinical fieldwork requirements. Only requests that do not significantly alter the course sequence and relationship between academic and fieldwork education will be considered. Students not meeting these requirements will not be eligible for graduation from the occupational therapy program.

### **Appeal of a Grade:**

NOTE: The Graduate Catalog should be reviewed for the specific policies regarding appeals of grades and/or dismissal. Appeals forms can be found in Appendix E.

### **Grievance Policies and Procedures**

Situations involving any type of discrimination or harassment of students by any member of the faculty or staff of the University should be pursued according to the grievance policies and procedures set forth in Appendix A of the Faculty/Staff Handbook. A copy of this Handbook is available in the department office during regular business hours.

## **OT Program Management of Student Complaints**

**Policy:** It is the policy of the ISU MOT program that students bearing a complaint against faculty have their complaint addressed in a fair and direct manner. The intention of this policy is to assure consistent and reasonable resolution of student complaints.

**Procedure:** The management and redress of student complaints should proceed in a manner consistent with the organization of the MOT program and its parent Department (Physical and Occupational Therapy). Specifically, a student should initially discuss and attempt to resolve the perceived cause for complaint with the faculty/staff with whom that student has issue. Should an amenable resolution not be achieved, then the student should address the complaint to her/his faculty advisor (verbally and in writing), who will serve a mediating role in incident investigation and resolution. Should an amenable resolution not be achieved through this process then the student should address her/his concern to the Occupational Therapy program Director in writing. The Occupational Therapy program Director will work with both the student and faculty/staff to resolve the issue in a fair and reasonable manner. Should an amenable resolution not be achieved, then the student should proceed with filing a formal grievance according to the policies and procedures set forth in the Graduate Catalog.

## **SECTION X**

### **SAFETY AND SECURITY**

Department of Physical and Occupational Therapy building security procedures will follow those described in the Idaho State University Emergency Response Manual. Faculty and departmental offices and clinical areas are not accessible after hours or on weekends unless faculty members have been contacted as to the need for access. The labs will be open on a scheduled basis for specific functions being conducted for class or laboratory activity and research. When students are treating clients or conducting research, a faculty member must be on site for appropriate consultation and supervision. Only in extreme emergencies should students call security to gain access to laboratories during non- business hours.

#### **Clinical Equipment and Supplies**

In order to promote safety throughout the clinical procedures therapeutic equipment must be cleaned and maintained on a regular schedule. Clinical facilities, instructional, research spaces, supplies and equipment must be maintained to ensure an acceptable level of safety and quality for use as part of coursework, laboratories, routine clinical care and research activities.

- A. Manufacturer recommended maintenance frequency is required for all equipment critical to patient health and safety.
- B. Clinical equipment and supplies are to be cleaned on a routine basis in preparation to, during or after activities related to instruction, clinical care or research.

- C. It is the responsibility of all faculty, staff, and students to know the proper cleaning of equipment and to comply with routine cleaning.
- D. Faculty and students who check out equipment and supplies must ensure that it is returned in the same working order, includes all its parts/items and has been thoroughly cleaned (appropriate for future client use).
- E. Contact the director of the Physical and Occupational Therapy Associates and/or the program director with specific questions related the above.

### **Specific Department Precautions for FIRE EMERGENCY:**

Fire Alarm Stations are located on both the east and west entrances of Garrison 2<sup>nd</sup> Floor.

Telephones are located in:

- Faculty and staff offices

Fire emergency procedures and building exit routes are posted by the telephone in:

- Departmental secretary's office

ABC building extinguishers and fire hose are located in:

- Copy room
- West entrance Garrison 2<sup>nd</sup> Floor, across from Room 202 Clinic Reception area (ABC building extinguishers and fire hose)
- West entrance Garrison 3<sup>rd</sup> Floor, across from Room 301 Class Room area (ABC building extinguishers and fire hose)
- East hallway in Garrison 2<sup>nd</sup> Floor across from room 211
- East entrance Garrison 3<sup>rd</sup> Floor, across from Room 313A (ABC building extinguishers and fire hose)

Emergency exit routes for Garrison Hall, Building 63 are posted in the following areas:

- Outside 2<sup>nd</sup> and 3<sup>rd</sup> Floor Elevators

Building security procedures are reviewed with department faculty, staff and students annually.

Unannounced building evacuation drills are held for Garrison Hall Building 63 from laboratory and office spaces no less than one time per year.

### **Fire Emergency Directions:**

Emergency instructions for fire are posted by the telephones in each laboratory and in the departmental office. Students are expected to familiarize themselves with appropriate emergency procedures and building evacuation routes.

### **Sample Emergency Directions**

ROOM 215 ADL LABORATORY, BUILDING 63 2<sup>nd</sup> FLOOR GARRISON HALL

## **IN CASE OF FIRE**

Order evacuation of laboratory through WEST stair and building door  
(If these exits are blocked use EAST stair)

Call Fire Department 8-911 and give:

**STATE YOUR NAME:**

**LOCATION OF FIRE: Room 215, Building 63**

Call Campus Security 2514 and give:

**STATE YOUR NAME**

**LOCATION OF FIRE: Room 215, Building 63**

Send ONE person to activate building fire alarm on east or west entrance to 2<sup>nd</sup> Floor:

## **IF ACCESSIBLE**

Use fire extinguisher or fire hose from hallway IF FIRE APPEARS EASILY MANAGEABLE

## **Medical Emergency**

The Department of Physical and Occupation therapy medical emergency procedures will follow those described in the Idaho State University Emergency Response Manual.

Specific Department Precautions for MEDICAL EMERGENCY:

All faculty and students are certified annually in basic cardiac life support according to American Heart Association or Red Cross Standards.

Telephones are located in:

- Faculty and staff offices

Medical emergency procedures are posted by the telephones in:

- Departmental secretarial office

Emergency telephone numbers are posted on (and programmed into) each telephone in offices.

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## **Medical Emergency Directions**

### **Minor Injury or Illness**

- Apply first aid as appropriate
- If needed, transport person to:

STUDENT: Student Health Service

OTHER: Portneuf Medical Center Emergency Room

### **Serious Injury or Illness**

- Apply first aid as appropriate
- Initiate CPR if appropriate
- If AMBULANCE is needed call 8 - 911 and give:
  - YOUR NAME
  - YOUR LOCATION ( \_\_\_\_\_ )
- Nature of Illness or Injury
- Notify Campus Security 2515 and give:
  - YOUR NAME
  - YOUR LOCATION ( \_\_\_\_\_ )
- Nature of Illness or Injury

### **Active Shooter on Campus**

If you see an armed individual or a shooter on campus at any time, immediately call 8-911 and ISU Public Safety at 208-282-2515 with your location, if possible.

If you cannot get through by phone and have email or text capability, contact Public Safety through [pubsafe@isu.edu](mailto:pubsafe@isu.edu) providing our dispatcher with the following information:

- Your name
- Nature of the incident
- Location of the incident
- Description of person(s) involved
- Number of persons who may be involved
- If shots have been fired
- Injuries to anyone, if known

### **Run, Hide, Fight Training, Active Shooter Education and Information**

The Idaho State University Public Safety Department would like to remind the campus community that active shooter events are unpredictable and evolve quickly.

Individuals who survive an active shooter event generally have a "survival mentality." Here are some tips to help you develop survival skills:

#### **RUN! (Avoid)**

- When you hear gun shots, don't second guess the situation
- Always know multiple exit points in any building or business you enter
- Get out if an escape route is available
- Leave regardless of whether others agree to follow
- Leave your belongings behind

- Help others to escape if possible
- Keep your hands visible to law enforcement

### **HIDE! (Deny)**

- If leaving is not possible, find a location to hide or remain where you are
- Lock or barricade the door, turn off the lights, stay out of the shooter's view
- Hide behind large items
- Silence your cell phone and keep quiet
- Start making a plan for getting out or fighting it out

### **FIGHT! (Defend)**

- As a last resort when avoiding and denying are not safe options, you will need to disrupt and incapacitate the shooter.
- Use improvised weapons such as a fire extinguisher - discharge or throw
- Make a plan and assign roles (some yell & scream, others throw backpacks/books, someone discharge fire extinguisher, several grab for the weapon, etc
- Be intentional and use aggression
- Fully commit to your actions and surviving

Faculty and staff must be cognizant that students are likely to follow their lead in an active shooter event.

"Run, Hide, Fight" is a trademark of the Houston Police Department.

DO NOT re-enter the area unless directed to do so by Public Safety or other first responder agencies.

## **APPENDICES**

## **APPENDIX A**

### **2015 AOTA CODE OF ETHICS**

#### **AOTA Occupational Therapy Code of Ethics (2015)**

##### **Preamble**

The 2015 *Occupational Therapy Code of Ethics (Code)* of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

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

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, Page 2 of 10 ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

## **Core Values**

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

## **Principles and Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

### **Beneficence**

**Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

## **Nonmaleficence**

**Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.**

*Nonmaleficence* “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

## **Autonomy**

**Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

**Related Standards of Conduct**

**Occupational therapy personnel shall**

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.

J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

## **Justice**

### **Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.**

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.

J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.

L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.

M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.

O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

## **Veracity**

### **Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

## **Fidelity**

### **Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work.

Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

### **Related Standards of Conduct**

#### **Occupational therapy personnel shall**

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to

organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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*Note.* This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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**Occupational Therapy Program**  
**Adherence to the AOTA Code of Ethics and Ethical Standards**  
**by Occupational Therapy Students**

The AOTA *Occupational Therapy Code of Ethics* (2015) is a public statement of principles used to promote and maintain high standards of conduct within the profession and is supported by the *Core Values and Attitudes of Occupational Therapy Practice*. The AOTA *Occupational Therapy Code of Ethics* is an aspirational guide to professional conduct when ethical issues surface. Ethical decision making is a process that includes awareness regarding how the outcome will impact occupational therapy clients in all spheres. Applications of Code principles are considered situation-specific and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. The core ethical principles to which the ISU OT program faculty aspire are: beneficence, nonmaleficence, autonomy, confidentiality, duty, procedural justice, veracity and fidelity.

I have read, understand and agree to abide by The AOTA *Occupational Therapy Code of Ethics and Ethical Standards* (2015):

\_\_\_\_\_  
Student Name (Print)

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

\_\_\_\_\_  
Date

## APPENDIX B

### OCCUPATIONAL THERAPY LICENSURE

#### Idaho Statutes

#### TITLE 54 PROFESSIONS, VOCATIONS, AND BUSINESSES

#### CHAPTER 37 OCCUPATIONAL THERAPY PRACTICE ACT

[Download Entire Chapter \(PDF\)](#)

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54-3701. LEGISLATIVE INTENT. In order to promote the public health, safety, and welfare; to promote the highest degree of professional conduct on the part of occupational therapists and occupational therapy assistants; and to assure the availability of occupational therapy services of high quality to persons in need of such services, it is the purpose of this chapter to provide for the regulation of persons offering occupational therapy services to the public.

History:

[54-3701, added 1987, ch. 69, sec. 1, p. 123; am. 2009, ch. 222, sec. 1, p. 691.]

54-3702. DEFINITIONS. As used in this chapter:

(1) "Association" means the Idaho occupational therapy association.

(2) "Board" means the occupational therapy licensure board of Idaho as set out in section

54-3717, Idaho Code.

(3) "Bureau" means the bureau of occupational licenses.

(4) "Department" means the department of self-governing agencies.

(5) "Good standing" means the individual's license is not currently suspended or revoked by any state regulatory entity.

(6) "Graduate occupational therapist" means a person who holds a certificate of graduation from an approved occupational therapy curriculum, who has submitted a completed application for certification by examination, and who may practice occupational therapy in association with and under the supervision of an occupational therapist and under authority of a limited permit.

(7) "Graduate occupational therapy assistant" means a person who holds a certificate of graduation from an approved occupational therapy assistant curriculum, who has submitted a completed application for licensure by examination under this chapter and is performing the duties of occupational therapy assistant in association with and under the supervision of an occupational therapist and under the authority of a limited permit.

(8) "License" means a document issued by the board to a person under this chapter authorizing the person to practice as an occupational therapist or occupational therapy assistant.

(9) "Occupational therapist" means a person licensed under this chapter to practice occupational therapy.

(10) "Occupational therapy" means the care and services provided by or under the direction and supervision of an occupational therapist.

(11) "Aide in the delivery of occupational therapy services" means a person who is not licensed by the board and who provides supportive services to occupational therapists and occupational therapy assistants. An aide shall function only under the guidance, responsibility and line of sight supervision of the licensed occupational therapist or an occupational therapy assistant who is appropriately supervised by an occupational therapist. The aide provides only specifically selected client-related or nonclient-related tasks for which the aide has been trained and has demonstrated competence.

(12) "Occupational therapy assistant" means a person licensed under this chapter to practice occupational therapy and who works under the supervision of an occupational therapist.

(13) "Practice of occupational therapy" means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being and quality of life. The practice of occupational therapy includes:

(a) Development of occupation-based plans, methods or strategies selected to direct the process of interventions such as:

(i) Establishment, remediation, or restoration of a skill or ability that has not yet developed or is impaired.

(ii) Compensation, modification, or adaptation of activity or environment to enhance performance.

- (iii) Maintenance and enhancement of capabilities without which performance in everyday life activities would decline.
- (iv) Health promotion and wellness to enable or enhance performance in everyday life activities.
- (v) Prevention of barriers to performance, including disability prevention.
- (b) Evaluation of factors affecting a client's occupational performance areas of activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation, including:
  - (i) Client factors, including body functions (such as neuromuscular, sensory, visual, perceptual, cognitive), values, beliefs, and spirituality, and body structures (such as cardiovascular, digestive, integumentary, genitourinary systems).
  - (ii) Performance patterns, including habits, routines, roles, and behavior patterns.
  - (iii) Contexts and activity demands that affect performance, including cultural, physical, environmental, social, virtual and temporal.
  - (iv) Performance skills, including sensory perceptual skills, motor and praxis skills, emotional regulation skills, cognitive skills, communication and social skills.
- (c) Interventions and procedures to promote or enhance safety and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, rest and sleep, including:
  - (i) Therapeutic use of occupations, exercises, and activities.
  - (ii) Training in self-care, self-management, home management, and community/work reintegration.
  - (iii) Development, remediation, or compensation of physical, cognitive, neuromuscular, sensory functions and behavioral skills.
  - (iv) Therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process.
  - (v) Education and training of individuals, including family members, caregivers, and others.
  - (vi) Care coordination, case management, and transition services.
  - (vii) Consultative services to groups, programs, organizations, or communities.
  - (viii) Modification of environments (home, work, school, or community) and adaptation of processes, including the application of ergonomic principles.
  - (ix) Assessment, design, fabrication, application, fitting, and training in assistive technology, adaptive devices, orthotic devices, and prosthetic devices.
  - (x) Assessment, recommendation, and training in techniques to enhance functional mobility, including wheelchair management.
  - (xi) Driver rehabilitation and community mobility.
  - (xii) Management of feeding, eating, and swallowing to enable eating and feeding performance.
  - (xiii) Application of superficial, thermal and mechanical physical agent modalities, and use of a range of specific therapeutic procedures (such as basic wound management; techniques to enhance sensory, perceptual, and cognitive processing; therapeutic exercise techniques to facilitate participation in occupations) to enhance performance skills.
  - (xiv) Use of specialized knowledge and skills as attained through continuing education and experience for the application of deep thermal and electrotherapeutic modalities, therapeutic procedures specific to occupational therapy and wound care management for treatment to enhance participation in occupations as defined by rules adopted by the board.

(d) Engaging in administration, consultation, testing, education and research as related to paragraphs (a), (b) and (c) of this subsection and further established in rule.

History:

[54-3702, added 1987, ch. 69, sec. 1, p. 124; am. 1998, ch. 153, sec. 1, p. 527; am. 2009, ch. 222, sec. 2, p. 691; am. 2018, ch. 51, sec. 1, p. 131.]

54-3703. LICENSE REQUIRED. It shall be unlawful for any person to practice or to offer to practice occupational therapy, or to represent such person to be an occupational therapist or occupational therapy assistant unless such person is licensed under the provisions of this chapter. Only an individual may be licensed under this chapter.

History:

[54-3703, added 1987, ch. 69, sec. 1, p. 124; am. 2009, ch. 222, sec. 3, p. 694.]

54-3704. EXEMPTIONS. Nothing in this chapter shall be construed as preventing or restricting the practice, services or activities or requiring licensure pursuant to this chapter of:

(1) Any person licensed or regulated by the state of Idaho from engaging in the profession or practice for which they are licensed or regulated, including, but not limited to, any athletic trainer, chiropractor, dentist, nurse, physician, podiatrist, physical therapist, optometrist, osteopath, surgeon or any other licensed or regulated practitioner of the healing arts, nor restrict employees working under the direct supervision of those persons referred to in this subsection, as long as such person does not hold himself or herself out as an occupational therapist, occupational therapy assistant or a person engaged in the practice of occupational therapy; or

(2) Any person employed as an occupational therapist or occupational therapy assistant by the government of the United States or any agency thereof, if such person provides occupational therapy solely under the direction or control of the organization by which such person is employed; or

(3) Any person pursuing a supervised course of study leading to a degree or certificate in occupational therapy in an accredited or approved educational program, if the person is designated by a title which clearly indicates a student or trainee status; or

(4) Any person fulfilling the supervised fieldwork experience requirements of section 54-3706, Idaho Code, if the experience constitutes a part of the experience necessary to meet the requirement of that section; or

(5) Any person who, for purposes of continuing education, consulting, and/or training, is performing occupational therapy services in this state for no more than sixty (60) days in a calendar year in association with an occupational therapist licensed under this chapter, if the person is a licensed occupational therapist or occupational therapy assistant in good standing in another state.

History:

[54-3704, added 1987, ch. 69, sec. 1, p. 124; am. 2009, ch. 222, sec. 4, p. 694; am. 2018, ch. 51, sec. 2, p. 134.]

54-3705. LIMITED PERMIT — TEMPORARY LICENSE. (1) A limited permit may be granted to a graduate occupational therapist or a graduate occupational therapy assistant who has completed the education and experience requirements of this chapter for an occupational therapist or an occupational therapy assistant. The permit shall allow a person to practice

occupational therapy under supervision as defined in section 54-3715, Idaho Code. This permit shall be valid for a period of six (6) months or as extended by the board.

(2) A temporary license may be issued by the board to an applicant who is currently licensed and in good standing to practice in another jurisdiction and meets the requirements for licensure by endorsement of the other jurisdiction while the application is being processed by the board.

History:

[54-3705, added 1987, ch. 69, sec. 1, p. 125; am. 2009, ch. 222, sec. 5, p. 695; am. 2013, ch. 14, sec. 1, p. 24.]

54-3706. REQUIREMENTS FOR LICENSURE. A person applying for a license as an occupational therapist or as an occupational therapy assistant shall file a written application provided by the board showing to the satisfaction of the board that such person meets the following requirements:

(1) Education: Applicant shall present evidence satisfactory to the board of having successfully completed the academic requirements of an educational program in occupational therapy that is accredited by the American occupational therapy association's accreditation council for occupational therapy education (ACOTE) or predecessor or a successor organization as established in rule and approved by the licensure board.

(2) Experience: Applicant shall submit to the licensure board evidence of having successfully completed a period of supervised fieldwork experience acceptable to the board, which period of fieldwork experience shall be:

(a) For an occupational therapist, a minimum of six (6) months of supervised fieldwork experience; or

(b) For an occupational therapy assistant, a minimum of four (4) months of supervised fieldwork experience.

(3) Examination: An applicant for licensure as an occupational therapist or as an occupational therapy assistant shall pass an examination as provided for in section 54-3708, Idaho Code.

(4) Is in good standing.

History:

[54-3706, added 1987, ch. 69, sec. 1, p. 125; am. 2009, ch. 222, sec. 6, p. 695.]

54-3707. APPLICATION FOR LICENSURE. Each applicant for licensure shall submit a completed written application to the board, on forms prescribed by the board, together with the application fee. The application shall be verified under oath and shall require the following information:

(1) A certificate of graduation from an approved occupational therapy curriculum, or an approved occupational therapy assistants curriculum accredited by the American occupational therapy association's accreditation council for occupational therapy education, or predecessor or a successor organization as established in rule and approved by the licensure board.

(2) The disclosure of any criminal conviction or charges against the applicant other than minor traffic offenses;

(3) The disclosure of any disciplinary action against the applicant by any state

professional regulatory agency or professional organization;

(4) A person trained as an occupational therapist outside of the United States and its territories shall satisfy the examination requirements as provided in section 54-3708, Idaho Code. The board shall require such applicants to meet examination eligibility requirements as established by the credentialing body recognized by the board and which are substantially equal to those found in section 54-3708, Idaho Code.

History:

[54-3707, added 2009, ch. 222, sec. 7, p. 695.]

54-3708. EXAMINATION FOR LICENSURE OF OCCUPATIONAL THERAPISTS AND OCCUPATIONAL THERAPY ASSISTANTS. (1) Each applicant for licensure shall be examined by written examination to test the person's knowledge of the basic and clinical sciences relating to occupational therapy, occupational therapy techniques and methods, and such other subjects as the licensure board may require in rule to determine the applicant's fitness to practice. The written examination shall be the examination established and conducted by the national board for certification in occupational therapy and the passing score shall be the passing score established by the national board for certification in occupational therapy or its successor organization as established in rule.

(2) An application upon which the applicant takes no further action will be held for no longer than one (1) year.

History:

[(54-3708) 54-3707, added 1987, ch. 69, sec. 1, p. 126; am. and redesign. 2009, ch. 222, sec. 8, p. 696; am. 2019, ch. 40, sec. 1, p. 107.]

54-3709. WAIVER OF REQUIREMENTS — LICENSE ENDORSEMENT. The licensure board may waive the examination, education, or experience requirements and grant a license to any applicant who shall present proof of current licensure as an occupational therapist or occupational therapy assistant in another state, the District of Columbia, or territory of the United States which requires standards for licensure considered by the board to be equivalent to the requirements for licensure pursuant to this chapter.

History:

[(54-3709) 54-3708, added 1987, ch. 69, sec. 1, p. 126; am. and redesign. 2009, ch. 222, sec. 9, p. 696; am. 2018, ch. 51, sec. 3, p. 134.]

54-3710. ISSUANCE OF LICENSE. The board shall issue a license to any person who meets the requirements of this chapter upon payment of the prescribed license fees.

History:

[(54-3710) 54-3709, added 1987, ch. 69, sec. 1, p. 126; am. and redesign. 2009, ch. 222, sec. 10, p. 697.]

54-3711. RENEWAL AND REINSTATEMENT OF LICENSE. (1) All licenses issued under the provisions of this chapter shall be for a term of one (1) year and shall expire on the birthday of the licensee unless renewed in the manner prescribed by rule. License renewal and reinstatement shall be in accordance with section 67-2614, Idaho Code.

(2) The board may issue an inactive license to a licensee pursuant to rules adopted by the board that may specify the terms, procedures, and fees necessary to maintain an inactive license. The holder of an inactive license shall not engage in any practice requiring a license under this chapter. An occupational therapist or occupational therapy assistant wishing to convert an inactive license to an active license must account to the board for that period of time in which the license was inactive and must fulfill requirements that demonstrate competency to resume practice. Those requirements may include, but are not limited to, education, supervised practice, and examination. The board may consider practice in another jurisdiction in determining competency.

History:

[54-3711, added 2019, ch. 40, sec. 3, p. 107.]

54-3712. FEES. The licensure board shall adopt rules establishing fees for the following:

- (a) Initial license fee;
- (b) Renewal of license fee;
- (c) Inactive license fee;
- (d) Limited permit and temporary license fee; and
- (e) Reinstatement fee.

History:

[(54-3712) 54-3711, added 1987, ch. 69, sec. 1, p. 127; am. and redesisg. 2009, ch. 222, sec. 12, p. 697.]

54-3713. SUSPENSION AND REVOCATION OF LICENSE — REFUSAL TO RENEW. (1) Subject to the provisions of chapter 52, title 67, Idaho Code, the board may deny a license or refuse to renew a license, or may suspend or revoke a license or may impose probationary conditions or disciplinary actions set out in section 54-3720, Idaho Code, if the licensee or applicant for license has been found guilty of unprofessional conduct as set forth in section 54-3718, Idaho Code, which has endangered or is likely to endanger the health, welfare, or safety of the public.

(2) A denial, refusal to renew, suspension, revocation, or imposition of probationary conditions upon a license may be ordered by the board after a hearing in the manner provided by chapter 52, title 67, Idaho Code. An application for reinstatement may be made to the board one (1) year from the date of the revocation of a license. The board shall (a) accept or reject an application for reinstatement; and (b) hold a hearing to consider such reinstatement.

(3) A suspended license is subject to expiration and may be renewed as provided in this chapter, but such renewal shall not entitle the licensee, while the license remains suspended and until it is reinstated, to engage in the licensed activity, or in any other conduct or activity in violation of the order of judgment by which the license was suspended.

(4) A license revoked on disciplinary grounds is subject to expiration as provided in this chapter, but it may not be renewed. The licensee, as a condition of reinstatement, shall meet license requirements for new licensees and shall pay a reinstatement fee set by the board.

History:

[(54-3713) 54-3712, added 1987, ch. 69, sec. 1, p. 127; am. and redesisg. 2009, ch. 222, sec. 13, p. 697.]

54-3714. LICENSURE BOARD. (1) The occupational therapy licensure board of Idaho shall consist of five (5) members who shall be appointed by and serve at the pleasure of the governor, three (3) of whom shall be occupational therapists, one (1) of whom shall be an occupational therapy assistant, and one (1) of whom shall be a member of the public with an interest in the rights of consumers of occupational therapy services. All members of the board shall be residents of Idaho. The governor may consider recommendations for appointment to the board from the association and from any individual residing in this state. The persons appointed to the licensure board who are required to be licensed under this chapter shall have been engaged in rendering occupational therapy services to the public, teaching, or research in occupational therapy for at least five (5) years immediately preceding their appointments and shall at all times be holders of a valid license and be in good standing without restriction upon such license.

(2) Appointments shall be for three (3) year terms, but no person shall be appointed to serve more than two (2) consecutive terms. Terms shall begin on the first day of the calendar year and end on the last day of the calendar year or until successors are appointed.

(3) The licensure board shall annually hold a meeting and elect a chairman who shall preside at meetings of the licensure board. In the event the chairman is not present at any licensure board meeting, the licensure board may by majority vote of the members present appoint a temporary chairman. A majority of the members of the licensure board shall constitute a quorum. Other meetings may be convened at the call of the chairman or the written request of any two (2) licensure board members.

(4) Each member of the licensure board shall be compensated as provided in section 59-509(n), Idaho Code.

History:

[(54-3714) 54-3713, added 1987, ch. 69, sec. 1, p. 127; am. and redesign. 2009, ch. 222, sec. 14, p. 698; am. 2010, ch. 106, sec. 1, p. 216; am. 2016, ch. 340, sec. 39, p. 958; am. 2018, ch. 51, sec. 4, p. 135.]

54-3715. SUPERVISION. Within the scope of occupational therapy practice, supervision is aimed at ensuring the safe and effective delivery of occupational therapy services and the fostering of professional competence and development. Practices and procedures governing the supervision of occupational therapy assistants, a limited permit holder and an aide in the delivery of occupational therapy services shall be established in rule and be adopted by the board.

History:

[54-3715, added 2009, ch. 222, sec. 15, p. 699; am. 2019, ch. 40, sec. 4, p. 108.]

54-3716. COMPLAINTS. (1) Any person may file a complaint with the board against any licensed occupational therapist or licensed occupational therapy assistant in the state charging that person with having violated the provisions of this chapter.

(2) The complaint shall specify charges in sufficient detail so as to disclose to the accused fully and completely the alleged acts of misconduct for which he or she is charged.

(3) Upon receiving a complaint, the board shall notify the licensee of the complaint and request a written response from the licensee.

(4) The board shall keep an information file about each complaint filed with the board. The information in each complaint file shall contain complete, current and accurate information including, but not limited to:

- (a) All persons contacted in relation to the complaint;
- (b) A summary of findings made at each step of the complaint process;
- (c) An explanation of the legal basis and reason for a complaint that is dismissed; and
- (d) Other relevant information.

History:

[54-3716, added 2009, ch. 222, sec. 16, p. 699.]

54-3717. OCCUPATIONAL THERAPY LICENSURE BOARD OF IDAHO — POWERS AND DUTIES. (1) The licensure board shall administer, coordinate, and enforce the provisions of this chapter, evaluate the qualifications, and approve the examinations for licensure under this chapter, and may issue subpoenas, examine witnesses, and administer oaths, and may investigate practices that are alleged to violate the provisions of this chapter.

(2) The licensure board shall adopt rules and regulations, pursuant to chapter 52, title 67, Idaho Code, relating to professional conduct to carry out the policy of this chapter including, but not limited to, regulations relating to professional licensure and to the establishment of ethical standards of practice, disciplinary proceedings, license suspension proceedings, or license revocation proceedings for persons holding a license to practice occupational therapy in this state.

(3) The licensure board shall hold meetings, conduct hearings and keep records and minutes as are necessary to carry out its functions.

(4) Authorize, by written agreement, the bureau of occupational licenses to act as its agent in its interests as set out in the written agreement.

(5) Communicate disciplinary actions to relevant state and federal authorities, the national board for certification in occupational therapy (NBCOT), the American occupational therapy association (AOTA) and to other state occupational licensing authorities.

(6) Adopt rules requiring continuing education for the renewal of a license.

History:

[(54-3717) 54-3714, added 1987, ch. 69, sec. 1, p. 128; am. and redesisg. 2009, ch. 222, sec. 17, p. 700; am. 2019, ch. 40, sec. 5, p. 108.]

54-3718. GROUNDS FOR UNPROFESSIONAL CONDUCT. The board may take disciplinary action against a licensee for unprofessional conduct including:

(1) Obtaining a license by means of fraud, misrepresentation, or concealment of material facts;

(2) Being guilty of unprofessional conduct as defined by the rules established by the board, or violating the code of ethics adopted and published by the board;

(3) Being convicted of a crime in any court except for minor offenses;

(4) Violating any lawful order, rule or regulation rendered or adopted by the board;

(5) Violating any provision of this chapter or rules promulgated pursuant to this chapter;

(6) Practicing beyond the scope of the practice of occupational therapy;

(7) Providing substandard care as an occupational therapist due to a deliberate or negligent act or failure to act regardless of whether actual injury to the client is established;

(8) Providing substandard care as an occupational therapy assistant, including exceeding the authority to perform components of intervention selected and delegated by the supervising occupational therapist regardless of whether actual injury to the client is established;

(9) Failing to provide appropriate supervision to an occupational therapy assistant or aide in accordance with this chapter and board rules;

(10) Practicing as an occupational therapist or occupational therapy assistant when competent services to recipients may not be provided due to the therapist's own physical or mental impairment;

(11) Having an occupational therapist or occupational therapy assistant license revoked or suspended, other disciplinary action taken, or an application for licensure refused, revoked or suspended by the proper authorities of another state, territory or country, irrespective of intervening appeals and stays;

(12) Engaging in sexual misconduct. For the purposes of this subsection, sexual misconduct includes:

(a) Engaging in or soliciting sexual relationships, whether consensual or non-consensual, while an occupational therapist or occupational therapy assistant/client relationship exists with that person;

(b) Making sexual advances, requesting sexual favors or engaging in physical contact of a sexual nature with a client or clients;

(13) Aiding or abetting a person who is not licensed as an occupational therapist or occupational therapy assistant in this state and who directly or indirectly performs activities requiring a license;

(14) Abandoning or neglecting a client or clients under and in need of immediate professional care, without making reasonable arrangements for the continuation of such care.

History:

[54-3718, added 2009, ch. 222, sec. 18, p. 700.]

54-3719. DISPOSITION OF RECEIPTS — EXPENSES. (1) All fees received under the provisions of this chapter shall be paid to the bureau of occupational licenses and deposited in the state treasury to the credit of the occupational licenses account and all costs and expenses incurred under the provisions of this chapter shall be a charge against and paid from said fund.

History:

[(54-3719) 54-3715, added 1987, ch. 69, sec. 1, p. 123; am. and redesign. 2009, ch. 222, sec. 19, p. 701; am. 2010, ch. 106, sec. 2, p. 217.]

54-3720. PENALTIES AND DISCIPLINARY ACTIONS. (1) Any person who violates any provision of this chapter shall, upon conviction, be guilty of a misdemeanor.

(2) In addition to the penalties provided for in subsection (1) of this section, the board may impose separately, or in combination, any of the following disciplinary actions on a licensee as provided in this chapter:

(a) Refuse to issue or renew a license;

- (b) Suspend or revoke a license;
- (c) Impose probationary conditions;
- (d) Issue a letter of reprimand or concern;
- (e) Require restitution of fees;
- (f) Impose a fine as provided for by rule that deprives the licensee of any economic advantage gained by the violation;
- (g) Impose practice and/or supervision requirements;
- (h) Require licensees to participate in continuing competence activities specified by the board;
- (i) Accept a voluntary surrendering of license; or
- (j) Take other appropriate corrective actions, including advising other parties, as needed, to protect their legitimate interests and to protect the public.

(3) The assessment of costs and attorney's fees incurred in an investigation and prosecution or defense in an administrative proceeding against a licensee shall be governed by the provisions of section 12-117(5), Idaho Code.

(4) If the board imposes suspension or revocation of license, application may be made to the board for reinstatement, subject to the limits of this chapter. The board shall have discretion to accept or reject an application for reinstatement and may require an examination or other satisfactory proof of eligibility for reinstatement.

(5) If a licensee is placed on probation, the board may require the license holder to:

- (a) Report regularly to the board on matters that are the basis of probation;
- (b) Limit practice to the areas prescribed by the board;
- (c) Continue to review continuing competence activities until the license holder attains a degree of skill satisfactory to the board in those areas that are the basis of the probation; or
- (d) Provide other relevant information to the board.

(6) (a) The board is empowered to apply for relief by injunction, without bond, to restrain any person, partnership, or corporation from any threatened or actual act or practice that constitutes an offense under the provisions of this chapter. It shall not be necessary for the board to allege and prove that there is no adequate remedy at law in order to obtain the relief requested. The members of the board shall not be individually liable for applying for such relief.

(b) If a person other than a licensed occupational therapist or occupational therapy assistant threatens to engage in or has engaged in any act or practice that constitutes an offense under the provisions of this chapter, a district court of any county on application of the board may issue an injunction or other appropriate order restraining such conduct.

History:

[(54-3720) 54-3716, added 1987, ch. 69, sec. 1, p. 123; am. and redesign. 2009, ch. 222, sec. 20, p. 702; am. 2018, ch. 348, sec. 18, p. 814.]

54-3722. SEVERABILITY. The provisions of this chapter are hereby declared to be severable and if any provision of this chapter or the application of such provision to any person or circumstance is declared invalid for any reason, such declaration shall not affect the validity of remaining portions of this chapter.

History:

[(54-3722) 54-3717, added 1987, ch. 69, sec. 1, p. 129; am. and redesign. 2009, ch. 222, sec. 22, p. 703.]

## **STATE OCCUPATIONAL THERAPY LICENSURE BOARD**

### **Idaho**

Idaho Bureau of Occupational Licenses  
1109 Main Street, Suite 220  
Boise, ID  
83702-5642  
Phone: 208-327-7000  
Fax: 208-334-3945  
Email: [oct@ibol.idaho.gov](mailto:oct@ibol.idaho.gov)  
Website: <https://www.ibol.idaho.gov/IBOL/>

### **Licensure Application Process**

Idaho law requires the licensure of all persons who practice or offer to practice occupational therapy in the State of Idaho unless otherwise exempt per Idaho Code 54-3704. Licensure is available through both endorsement and examination.

Each applicant for licensure shall submit a completed written application to the board, on forms prescribed by the board together with the application fee and:

- A certificate of graduation from an approved occupational therapy curriculum or an approved occupational therapy assistants curriculum

and

- Passage of the national board for certification in occupational therapy's written exam

Each applicant for endorsement shall submit a completed written application to the board, on forms prescribed by the board together with the application fee and:

- Verification of licensure sent directly from each state the applicant holds a license in

and

- Certification by the National Board of Certification in Occupational Therapy

Idaho does not have reciprocity with any state.

A limited permit may be granted to a graduate occupational therapist or a graduate occupational therapy assistant who has completed the education and experience requirements

of this chapter for an occupational therapist or an occupational therapy assistant. The permit shall allow a person to practice occupational therapy under supervision and shall be valid until the person is either issued a license by the Board, or denied licensure by the board. The board may renew a limited permit once.

A temporary license may be issued to an applicant who is currently licensed and in good standing to practice in another jurisdiction and meets the requirements for licensure by endorsement of the other jurisdiction while the application is being processed by the board.

You may download Application Forms [here](#) or request an application by writing:

Occupational Therapy Licensure Board of Idaho  
Division of Occupational and Professional Licenses  
700 West State Street, PO Box 83720  
Boise, ID 83720-0063

Please include your name, address, & daytime phone number with your request.

## APPENDIX C

### ACADEMIC DISHONESTY

#### DIVISION OF HEALTH SCIENCES RELATED PROFESSIONS GUIDELINES, PROCEDURES AND POLICIES ON ACADEMIC DISHONESTY

Academic integrity is expected of all individuals in academia. Behavior beyond reproach must be the norm. Academic dishonesty in any form is unacceptable.

Academic dishonesty includes, but is not limited to, cheating and plagiarism.

CHEATING is defined as the act of using or attempting to use, in examination(s) or other academic work, material, information, or study aids which are not permitted by the instructor.

Examples of cheating include, but are not limited to:

1. Obtaining, providing or using unauthorized information during an examination, either verbally, or visually, or by notes, books, or other materials.
2. Acquiring, possessing, or providing to others, examinations or other course materials without authorization of the instructor. This is understood to include providing information about an examination in advance of the scheduled administration of that examination.
3. Taking an examination for another person or arranging for someone else to take an examination for you.
4. Submitting for course credit, the same work or substantial portions of the same work more than once.
5. Fabricating information without the permission of the instructor for any report or other academic exercise.

#### PLAGIARISM

1. Definition: representing another person's works, ideas, data of work as one's own.
2. Plagiarism includes, but is not limited to the exact duplication of another's work, and/or the incorporation of a substantial or essential portion thereof.

The guiding principle is that all work submitted in this program must be properly credited to the original source(s) of the information. In written work, direct quotations, statements which are **paraphrases, summarizations** of the work of another or other information which is not considered common knowledge must be cited or acknowledged and properly referenced.

Quotation marks or a proper form of identification shall be used to indicate direct quotations.

Sources of information must be properly referenced according to APA Style Manual. Inappropriate or lack of acknowledgment/referencing may affect the student's grade. In **All** instances where students make use of another author's writings, students must properly acknowledge the source(s).

Although individual course requirements may vary, generally speaking, acceptable references do

NOT include course lecture notes, textbooks or course syllabi. Or, if they are used, they should comprise a minor portion of the entire references listed.

3. Ethical considerations and expectations of graduate level works: Copying information from one source onto a student's paper is a lower level skill. This is true even if a few words are changed, or phrases are rearranged, and/or proper reference is given.

At the graduate level, students are expected to obtain information mainly from primary sources, assimilate that information, and integrate the information into their paper in their own words. Thus, while some quotations and paraphrasing are expected, the majority (>75%) of the referenced material will be presented in the student's own words and writing style. Failure to demonstrate this level of skill may result in a paper not being accepted and/or a penalty in the grade assigned.

### **GENERAL GUIDELINES IN SUSPECTED INCIDENTS OF ACADEMIC DISHONESTY**

1. Instructor of the course is responsible for initiating investigation of each suspected incident of academic dishonesty. Each incident for which sanctions are to be imposed is to be reported, in writing, to the chairperson (or designee) of both the student's major, and the faculty member's department. A written copy of the incident will be prepared by the faculty member, and sent to the department chairpersons (or designee), and the student. In addition a copy is to be placed in the student's permanent file in the department and/or college in which the student is a major. The permanent file is to be maintained in accordance with the Family Educational Rights and Privacy Act (i.e., Buckley Amendment).

2. The severity of the offense shall be determined by the circumstances and the nature of the dishonest act. Any sanction applied shall be in proportion to the severity of the offense.

3. The instructor shall obtain appropriate consultation from Chairperson of the Department of Physical and Occupational Therapy (or Dean, College of Health professions, if the instructor is the Chairperson).

4. Every effort should be made to resolve questions of academic dishonesty as expeditiously as possible.

5. Students have the right to appeal processes as outlined in this document and the Graduate School Bulletin.

### **Penalties for Academic Dishonesty**

The following is a listing of the penalties which may be imposed for academic dishonesty. Each penalty is separate. In no way is it intended that these penalties be imposed in a sequential order. Combinations of penalties may be imposed, however. Any penalty imposed shall be in proportion to the severity of the offense.

#### **A. Penalties within a course**

A.1 Warning - The faculty member indicates to the student that further academic dishonesty will result in other sanctions being imposed.

A.2 Re-submission of work - The faculty member may require that the endeavor in question be rewritten in conformance with proper academic standards and requirements or that a new project be developed. The instructor may specify additional requirements.

A.3 Grade reduction - The student's grade may be lowered or a grade of an F, may be assigned for a test, project, or other academic endeavor.

A.4 Failing - A grade of an F, is assigned for the course.

A.5 Failing with notation.

Records of any act of academic dishonesty will be placed in the student's permanent file. This information may be made available to prospective employers or other educational institutions. Thus, any student committing an act of academic dishonesty may be jeopardizing his or her future educational or employment opportunities.

#### **Penalties at the University level**

A.1 Suspension from the University - A Suspension for Academic Dishonesty, is defined as administrative withdrawal of the offending student from the institution for reasons of academic dishonesty. The student is suspended from

the entire institution for a length of time to be specified by the university administration. The length of the suspension may vary, depending upon the circumstances contributing to the imposition of this sanction. The suspension will be recorded on the student's permanent transcript.

- A.2 Academic expulsion from the University - Expulsion is the most severe penalty for academic dishonesty and may be imposed for extreme or multiple acts of academic dishonesty. Once expelled, the student will not be eligible for readmission to the University. The academic expulsion will be recorded on the student's permanent transcript.
- B. Restitution of scholarship funds - If the student is a recipient of any ASISU scholarship during the semester in which the dishonesty occurs, and the student is suspended or expelled from the institution, repayment in full of the scholarship amount for that semester will be required. Restitution of funds may also apply to other scholarship or financial aid, at the discretion of the donor.

#### **PROCEDURES FOR DETERMINATION OF ACADEMIC DISHONESTY AND IMPOSITION OF SANCTIONS**

- A. Determination of Academic Dishonesty  
The faculty or professional staff member who suspects academic dishonesty shall follow the procedure below:
  - A.1 The instructor of the course is responsible for initiating investigation of any incident of academic dishonesty. Any student wishing to report an incident of academic dishonesty should notify the instructor of the course in which the incident occurred.
  - A.2 The faculty or professional staff member who suspects academic dishonesty shall notify the individual involved of the faculty member's suspicions, receive and consider the student's response, and collect any available evidence and testimony from any witnesses. In cases of suspected plagiarism, the student may be asked to supply the reference(s) used. The student must comply with any such request.

If the instructor concludes that academic dishonesty has occurred, and that further action is warranted, the incident is to be reported in writing to the chair of the department (or dean of the college, or designee) in which the course is taught and also to the chair of the department (or dean of the college, or designee) in which the student is a major. The written report should include the student's name, the date of the

incident, a description of the incident, a description of any available evidence, and an indication of any action taken by the faculty member up to that time.

## B. Imposition of Sanctions

Any sanction imposed shall be in proportion to the severity of the offense. The instructor shall consider the circumstances and nature of the dishonest act in assessing the severity of the offense and a preliminary determination of the sanction to be imposed shall be made.

### B.1 Penalties imposed by the instructor within a course

1.A For penalties of warning, resubmitting work, or grade reduction, the instructor shall proceed by notifying the student of the sanction, and imposing the penalty. The penalty imposed shall be included in the report of academic dishonesty filed with the Chairperson of the Department of Physical and Occupational Therapy. This report is to be placed in the student's permanent file.

1.B Prior to imposing a failing grade in a course, the instructor shall first engage in consultation with the Chairperson of the Department of Physical and Occupational Therapy (or Dean of the College of Health Related Professions if the instructor is the chairperson). The chair (or dean or designee) should meet jointly with the student and faculty member to review the incident.

If a failing grade in a course is to be imposed, the faculty member will notify the student, record the grade, and immediately notify the registrar in writing of the failing grade. The incident and sanction imposed shall be noted in the report of academic dishonesty which is placed in the student's permanent file.

### Penalties at the University level

1.A The decision to impose the penalties of suspension or expulsion shall be made by an ad hoc committee formed for the purpose of evaluating the incident and determining the penalty to be imposed. This committee shall consist of three members: the Chairperson (or designee) of the Department of Physical and Occupational Therapy, the Associate Dean (or designee) of the College of Health Professions, and the Dean of Student Affairs (or designee). The decision of this committee shall be by a majority vote. A written report of the committee's proceedings,

conclusions, and recommendations shall be submitted to the Vice President for Academic Affairs. The sanction shall be imposed by the Vice President for Academic Affairs, who will notify, in writing, the student, the registrar, the dean (or designee) of the college in which the student is a major. A copy of this notification will be placed in the student's permanent file.

- 1.B Suspension - If suspension is to be imposed, the ad hoc committee will specify the length of the period of suspension. The Vice President for Academic Affairs will notify the student, the registrar and the dean (or designee) of the college in which the student was registered. A copy of this notice will be placed in the student's permanent file.

The Registrar will record A Suspension for Academic Dishonesty, on the student's permanent transcript. After suspension, if the student wishes to be readmitted, the student's application must be approved by the Scholarship Requirements committee.

- 1.C Expulsion - If the student is to be expelled, the Vice President for Academic Affairs will notify the student, dean (or designee) of the college in which the student was registered and the Registrar of the imposition of this sanction.

The Registrar will then record Expulsion for Academic Dishonesty, on the student's permanent transcript. A copy of the notification will be placed in the student's permanent file. Once expelled for academic dishonesty, the student is not eligible for readmission to the university under any circumstances.

- 1.D Notification of Scholarship Donor - In each instance of academic suspension or expulsion, the Associate Dean of Students for Scholarship shall be consulted to determine whether the student is currently receiving scholarship for the semester in which the academic dishonesty occurs, the Associate Dean of students for Scholarship will notify the authority responsible for administering the scholarship, award, or financial aid. The

Associate Dean of Students for Scholarship will inform the student in writing of the amount of the scholarship, award, or financial aid to be returned. Scholarship donors may decide the amount of restitution, if any, and the method of instituting the restitution.

## Students Rights

The student has the right of procedural fairness and appellate processes in all situation involving academic dishonesty. Any student suspected of academic dishonesty will be notified in writing by the suspecting instructor. The student will also be notified in writing as to the findings of any investigation of academic dishonesty and the penalty, if any, to be imposed. Decisions, except that of the Scholastic Appeals Board and those resulting in suspension or expulsion may be appealed by the student.

### **PROCEDURE FOR STUDENT APPEALS**

- C. Efforts shall be made to resolve any question(s) of suspected academic dishonesty at the earliest possible stage of the appeals process.
- D. The route of appeals is as follows:
  - D.1 Faculty member - The student should first attempt to resolve any disagreement with the instructor of the course in which the allegation of academic dishonesty occurred.
  - D.2 If a mutually agreeable settlement cannot be reached, the student should proceed to the chairperson (or designee) of the Department of Physical and Occupational Therapy.
  - D.3 If a settlement still cannot be reached, the student should proceed to the Dean (or designee) of the College of Health Professions. The dean of the college (or designee) is the final level of appeal for penalties of warning, re-submission of work, or grade reduction within a course.
  - D.4 If the student wished to appeal further, except as designated above, the next level of appeal is the Scholastic Appeals Board. Only appeals affecting the student's final grade will be heard by the Scholastic Appeals Board.
- E. Any appeal by the student must be filed with the appropriate next higher authority within five (5) calendar days of the date of receipt of notification that academic dishonesty has occurred, or that a previous appeal was denied.
- F. The existing policies and procedures of the Scholastic Appeals Board will be followed in the conduct of an appeal based upon academic dishonesty.

## APPENDIX D

### GENERIC ABILITIES

#### Section 1: Commitment to Learning

<b>Beginning Level Behavioral Criteria</b> (By the end of your 1 <sup>st</sup> year)	<b>Developing Level Behavioral Criteria</b> (By the end of your 2 <sup>nd</sup> year)	<b>Emerging Level Behavioral Criteria</b> (By completion of FW III)	<b>Entry Level Behavioral Criteria</b> (By the end of your 3 <sup>rd</sup> year)
Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities	<b>Occasionally</b> applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking	<b>Routinely</b> applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 2: Interpersonal Skills

<p><b>Beginning Level Behavioral Criteria</b> (By the end of your 1<sup>st</sup> year)</p>	<p><b>Developing Level Behavioral Criteria</b> (By the end of your 2<sup>nd</sup> year)</p>	<p><b>Emerging Level Behavioral Criteria</b> (By completion of FW III)</p>	<p><b>Entry Level Behavioral Criteria</b> (By the end of your 3<sup>rd</sup> year)</p>
<p>Maintains professional demeanor in all clinical interactions; demonstrates interest in clients as individuals; respects cultural and personal differences of others; is non-judgmental about clients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of clients and others, maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience</p>	<p>Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff</p>	<p><b>Occasionally</b> listens to client but reflects back to original concern; works effectively with challenging clients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles</p>	<p><b>Routinely</b> listens to client but reflects back to original concern; works effectively with challenging clients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles</p>

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 3: Communication Skills

<p><b>Beginning Level Behavioral Criteria</b> (By the end of your 1<sup>st</sup> year)</p>	<p><b>Developing Level Behavioral Criteria</b> (By the end of your 2<sup>nd</sup> year)</p>	<p><b>Emerging Level Behavioral Criteria</b> (By completion of FW III)</p>	<p><b>Entry Level Behavioral Criteria</b> (By the end of your 3<sup>rd</sup> year)</p>
<p>Demonstrates understanding of basic English (verbal and written), uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication; listens actively; maintains eye contact</p>	<p>Utilizes non-verbal communication to augment verbal message, restates, reflects and clarifies message, collects necessary information from the patient interview</p>	<p><b>Occasionally</b> modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely</p>	<p><b>Routinely</b> modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely</p>

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 4: Effective Use of Time and Resources

<p><b>Beginning Level Behavioral Criteria</b></p> <p>(By the end of your 1<sup>st</sup> year)</p>	<p><b>Developing Level Behavioral Criteria</b></p> <p>(By the end of your 2<sup>nd</sup> year)</p>	<p><b>Emerging Level Behavioral Criteria</b></p> <p>(By completion of FW III)</p>	<p><b>Entry Level Behavioral Criteria</b></p> <p>(By the end of your 3<sup>rd</sup> year)</p>
<p>Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion</p>	<p>Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead</p>	<p><b>Occasionally</b> sets priorities and reorganizes when needed; considers client’s goals in context of client, clinic and third party resources; has ability to say “No”; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each client efficiently</p>	<p><b>Routinely</b> sets priorities and reorganizes when needed; considers client’s goals in context of client, clinic and third party resources; has ability to say “No”; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each client efficiently</p>

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 5: Use of Constructive Feedback

<p><b>Beginning Level Behavioral Criteria</b></p> <p>(By the end of your 1<sup>st</sup> year)</p>	<p><b>Developing Level Behavioral Criteria</b></p> <p>(By the end of your 2<sup>nd</sup> year)</p>	<p><b>Emerging Level Behavioral Criteria</b></p> <p>(By completion of FW III)</p>	<p><b>Entry Level Behavioral Criteria</b></p> <p>(By the end of your 3<sup>rd</sup> year)</p>
<p>Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information</p>	<p>Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback</p>	<p><b>Occasionally</b> seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback</p>	<p><b>Routinely</b> seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback</p>

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 6: Problem Solving

<p><b>Beginning Level Behavioral Criteria</b></p> <p>(By the end of your 1<sup>st</sup> year)</p>	<p><b>Developing Level Behavioral Criteria</b></p> <p>(By the end of your 2<sup>nd</sup> year)</p>	<p><b>Emerging Level Behavioral Criteria</b></p> <p>(By completion of FW III)</p>	<p><b>Entry Level Behavioral Criteria</b></p> <p>(By the end of your 3<sup>rd</sup> year)</p>
<p>Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems</p>	<p>Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem</p>	<p><b>Occasionally</b> demonstrates the ability to implement solutions; reassess solutions; evaluate outcomes; update solutions to problems based on current research; accept responsibility for implementing of solutions</p>	<p><b>Routinely</b> implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions</p>

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 7: Professionalism

<p><b>Beginning Level Behavioral Criteria</b> (By the end of your 1<sup>st</sup> year)</p>	<p><b>Developing Level Behavioral Criteria</b> (By the end of your 2<sup>nd</sup> year)</p>	<p><b>Emerging Level Behavioral Criteria</b> (By completion of FW III)</p>	<p><b>Entry Level Behavioral Criteria</b> (By the end of your 3<sup>rd</sup> year)</p>
<p>Abides by AOTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all</p>	<p>Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from clients</p>	<p><b>Occasionally</b> demonstrates accountability for professional decisions; treats clients within scope of expertise; discusses role of occupational therapy in health care; keeps client as priority</p>	<p><b>Routinely</b> demonstrates accountability for professional decisions; treats clients within scope of expertise; discusses role of occupational therapy in health care; keeps client as priority</p>

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 8: Responsibility

<b>Beginning Level Behavioral Criteria</b> (By the end of your 1 <sup>st</sup> year)	<b>Developing Level Behavioral Criteria</b> (By the end of your 2 <sup>nd</sup> year)	<b>Emerging Level Behavioral Criteria</b> (By completion of FW III)	<b>Entry Level Behavioral Criteria</b> (By the end of your 3 <sup>rd</sup> year)
Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for clients; offers and accepts help; completes projects without prompting	<i><b>Occasionally</b></i> demonstrates the ability to direct clients to other health care professionals when needed; delegates as needed; encourages client accountability	<i><b>Routinely</b></i> directs clients to other health care professionals when needed; delegates as needed; encourages client accountability

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

Section 9: Critical Thinking

<b>Beginning Level Behavioral Criteria</b> (By the end of your 1 <sup>st</sup> year)	<b>Developing Level Behavioral Criteria</b> (By the end of your 2 <sup>nd</sup> year)	<b>Emerging Level Behavioral Criteria</b> (By completion of FW III)	<b>Entry Level Behavioral Criteria</b> (By the end of your 3 <sup>rd</sup> year)
Raises relevant questions; considers all available information; states the results of scientific literature; recognizes “holes” in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas	<i><b>Occasionally</b></i> demonstrates an openness to contradictory ideas; the ability to assess issues raised by contradictory ideas, justify solutions selected; and determine the effectiveness of applied solutions	<i><b>Routinely</b></i> exhibits openness to contradictory ideas; ability to assess issues raised by contradictory ideas, justify solutions selected; and determine the effectiveness of applied solutions

Section 10: Stress Management

<b>Beginning Level Behavioral Criteria</b> (By the end of your 1 <sup>st</sup> year)	<b>Developing Level Behavioral Criteria</b> (By the end of your 2 <sup>nd</sup> year)	<b>Emerging Level Behavioral Criteria</b> (By completion of FW III)	<b>Entry Level Behavioral Criteria</b> (By the end of your 3 <sup>rd</sup> year)
Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations	Maintains balance between professional and personal life; demonstrates effective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors	<i><b>Occasionally</b></i> demonstrates the ability to prioritize multiple commitments; respond calmly to urgent situations; tolerate inconsistencies in health care environment	<i><b>Routinely</b></i> prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment

Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9(1), 3-6.

## APPENDIX E

### APPEALS FORMS

#### PROTOCOL FOR APPEALING A GRADE

Name\_\_\_\_\_Department\_\_\_\_\_.

Date of this Appeal\_\_\_\_\_Class\_\_\_\_\_.

Instructor\_\_\_\_\_Grade Received in the Class\_\_\_\_\_.

**Rationale: (State as succinctly as possible your reasons for making this appeal. You may use the back of this page and/or additional pages if necessary.)**

**Solution: (State the solution that would satisfy this appeal from your perspective.)**

**PROTOCOL FOR APPEALING DISMISSAL**

**Name** \_\_\_\_\_ **Department** \_\_\_\_\_.

**Date of this Appeal** \_\_\_\_\_.

**Rationale: (State as succinctly as possible your reasons for making this appeal. You may use the back of this sheet and/or additional pages if necessary.)**

## APPENDIX F

### REMEDIAL COURSEWORK POLICY

#### REMEDIAL COURSE WORK POLICY

Routine opportunities for remedial work are to be stated explicitly in the course syllabus. Availability of routine remediation is at the discretion of the major instructor or course coordinator. Examples would include:

- Making the laboratory available for unscheduled practice
- Being available for unscheduled laboratory practice or consultation (similar to having office hours)
- Making re-examinations available (written or practical)

Students may request remedial work in a course at any time during the course.

- Students are encouraged to seek remedial assistance as soon as any difficulties with course material are identified.

Provision of remedial instruction of any type other than that stated explicitly in the course syllabus is at the discretion of the individual instructor at the time the request is made.

- Faculty may provide any remedial assistance which they feel is appropriate under the circumstances pertaining to each individual student.
- Faculty may, but are not required to, provide remedial assistance under the following circumstances:
  - There is limited time available prior to the next relevant examination or the end of the course.
  - Remediation is requested after a significant delay in notifying the student of unacceptable performance.
  - Any other circumstances exist which would severely limit opportunities for remedial work.
- Remediation is an option when course material has been attempted and performed at a level which is unsatisfactory to either the instructor or the student.
- A grade of Incomplete is an option when course material has not been attempted, or performance has not been evaluated or documented, for good cause.
- A grade of Incomplete is not an option under circumstances when remediation is either being sought or required.

#### ACADEMIC PROBATION POLICY

A student will be placed on academic probation for a period to last no longer than one semester or summer session if his/her cumulative grade point average in graduate level courses in the entry-level occupational therapy curriculum falls below 3.0 or he or she has received a "B-" or lower letter grade in any course. If at the end of the next semester or summer session the cumulative grade point average is still less than 3.0 the student will be dismissed from the program.

## **APPENDIX G**

### **ADA INFORMATION**

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities in matters which include transportation, public accommodations, accessibility, services provided by state and local government, telecommunication relay services, and employment in the private sector.

Instructors and students must adhere to the policy and procedure regarding accommodated testing referenced here: [http://www.isu.edu/disabilityservices/testing\\_procedures.shtml](http://www.isu.edu/disabilityservices/testing_procedures.shtml)

Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. ISU will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities. Students who believe they qualify for services under the Act should contact ISU Disability Services:

Phone: (208) 282-3599

Fax: (208) 282-4617

Email [ada@isu.edu](mailto:ada@isu.edu)

Rendezvous Complex, Room 125

921 South 8th Avenue

Stop 8121

Pocatello, ID 83209-8121

## **APPENDIX H**

### **SEXUAL HARASSMENT STATEMENT**

#### Sexual Harassment

The sexual harassment of any student is absolutely forbidden. Sexual harassment of a student is defined as the use of an employee's authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full employment of educational benefits, climate, or opportunities. It includes faculty behavior that covertly or overtly uses the power inherent in the status of a professor to affect negatively a student's educational experience or career opportunities on the basis of sexual identity and/or to threaten, coerce, or intimidate a student to accept sexual advances or risk reprisal in terms of a grade, a recommendation, a professional growth opportunity, or a job.

The University has designated the Center for Health and Counseling Services, the Dean of the Student Affairs Office and the Affirmative Action Office for receiving complaints of sexual harassment. The investigation of these complaints will be handled by the Affirmative Action Officer, or in his/her absence, an appointed hearing officer designated by the Affirmative Action Grievance Committee.

The sexual harassment prohibitions and grievance procedures may be found in their entirety in the Idaho State University Equal Opportunity, Affirmative Action and Diversity Policy #3100. <http://www2.isu.edu/policy/3000/3100-NonDiscrim-AntiHarass.pdf>

## **APPENDIX I**

### **SEXUAL ORIENTATION STATEMENT**

#### Sexual Orientation Policy

Idaho State University strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities or services are based on bona fide occupational or educational criteria such as merit or performance. Irrelevant factors or personal characteristics that have no connection with such bona fide criteria have no place in the University's decision making. Accordingly, to the extent that it does not conflict with a contractual obligation or state, federal or local law or regulation, it is the policy of Idaho State University that an individual's sexual orientation\* is an irrelevant factor and shall not be a basis for institutional decisions relating to education, employment, or access to programs, facilities or services.

This policy is not intended to nor shall in any way be interpreted to infringe upon rights guaranteed by state and federal law. For complete details refer to Idaho State University Equal Opportunity, Affirmative Action and Diversity Policy #3060.

<http://www2.isu.edu/policy/3000/3060-Sexual-Orientation-and-Gender-Identity-Policy.pdf>

\*Defined as heterosexuality, homosexuality and bisexuality.

## **APPENDIX J**

### **MISCELLANEOUS INFORMATION**

#### **Miscellaneous Information**

1. Copies are made for you by the department secretary when they are needed for:  
Presentations  
Professional projects

Please don't ask for exceptions to be made. There are copiers/printers in the basement of Turner, the library, and the student union.

2. There are computers for student use in:  
Room 208 Student Prep room of Garrison  
Labs 207, 215, 301, 316, and 321  
Turner Hall  
Library  
Business Building  
Rendezvous Center  
Pond Student Union
3. Access to Garrison Hall and labs of the department are available on a 24/7 basis to students through use of their Bengal card and card-readers. Students should inform department administration of their intention to use these facilities after hours when possible.
4. There are lockers for student use in Room 303 (women's locker room) or Room 304 (men's locker room). Select a locker, and put your name on it. You will need to furnish your own lock.
5. Student mail will be placed in the file cabinet in Garrison 301. Treat this as any other mailbox and only access your own folder.
6. If you have a problem with registration, financial aid, etc., contact the department secretaries first and they will help you, or direct you to someone who can help.

## **APPENDIX K**

### **MOTSA BYLAWS (revised 2020)**

**IDAHO STATE UNIVERSITY  
MASTER OF OCCUPATIONAL THERAPY  
STUDENT ASSOCIATION BYLAWS**

Developed 2018, Revised 2019, Revised 2020

**ARTICLE I. NAME** -The name of this organization is the Idaho State University Master of Occupational Therapy Student Association (MOTSA).

**ARTICLE II. MISSION** –The MOTSA at Idaho State University is a professional student organization with a mission to educate and advocate for the profession of occupational therapy within the community, providing social and professional interactions among its members and stakeholders (students, faculty, and community occupational therapy professionals).

**ARTICLE III. PURPOSE** - MOTSA serves its members by creating social, educational, professional, and community events by which members have the opportunity to interact with other professionals to learn about current issues and events related to occupational therapy as well as through other state and national organizations (AOTA & IOTA). Additionally, MOTSA facilitates opportunities to educate the campus and area community through occupational therapy related service and events.

MOTSA offers leadership and professional development training by informing students of current events within the Occupational Therapy Professional organizations of AOTA and IOTA, providing opportunities for practice of such training through MOTSA activities, and encouraging MOTSA members to effect positive change through entry-level participation in leadership and service in all varieties of campus, community, state, and national organizations.

#### **ARTICLE IV. GOALS**

1. To increase awareness of current issues and events that directly impact Occupational

Therapy domain and practice.

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

#### **ARTICLE V. MEMBERSHIP**

*Section I: Classes and Qualification of Members.* –The Association’s class of membership shall be composed of all current Idaho State University students with an interest in the objectives and purpose of this Association.

*Section II: Membership:* Any Idaho State University student who is interested in the profession of Occupational Therapy or the interests, objectives, and purpose of the Master of Occupational Therapy Student Association may become a member. Idaho State University students currently enrolled in the MOT and BSHS Pre-OT accelerated program have full membership rights, including voting privileges, ability to hold an Executive Board position, and access to Association funding to attend professional conferences.

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

*Section III: Rights and Privileges of members in good standing.* 1. Only members who are currently enrolled in occupational therapy classes within the MOT or BSHS Pre-OT accelerated program have the right to run for positions within the Association. 2. Only members who are

currently enrolled in occupational therapy classes within the MOT or BSHS Pre-OT accelerated program have a right to vote for candidates within the association. 3. All members have a right to participate in open discussion with the Association. 4. Each member shall be granted access to the current bylaws of the Association and will be responsible to act in accordance with them concerning the Association.

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

*Section V: Good standing in order to be a member:* the member must be currently enrolled in OT classes, and pay the membership fee as applicable, maintain a 3.0 GPA, are in compliance with Idaho State University's Student Conduct Code (ISU PP 5000), and agree to uphold the AOTA Code of Ethics (2015). For non-MOT/BSHS Pre-OT Accelerated members, they must pay the appropriate membership fee and comply with AOTA Code of Ethics (2015).

*Section VI: Good standing in order to run for an elected position:* the member must be currently enrolled in MOT courses, pay the membership fee as applicable, maintain a 3.0 GPA, are in compliance with Idaho State University's Student Conduct Code (ISU PP 5000), have demonstrated compliance to AOTA's Code of Ethics (2015), and evidence of participation of at least 3 association activities and/or a letter of recommendation from a MOT faculty member.

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

*Section VIII: Reinstatement.* -Any former member that has been dropped from the Association can be reinstated if they are enrolled in OT classes, pay the membership fee as applicable, maintain a 3.0 GPA, and verification of complying to the Idaho State University's Student Conduct Code (ISU PP 5000) and the AOTA Code of Ethics (2015).

## **ARTICLE VI. ASSOCIATION MEETINGS**

*Section I: Meetings* - 1. An annual meeting will be held where the MOTSA members will have

the power to adopt and amend the Bylaws with a quorum present by a majority vote. 2. A 15-day notice will be given to all members prior to setting the date for the annual meeting. 3. A quorum majority vote shall consist of 2/3 of the membership, including at least (2) of the officers.

*Section II:* MOTSA shall have at least three meetings per semester scheduled by the President in consensus with MOTSA members, excluding affiliation fieldwork dates.

*Section III:* Special Meetings - Special meetings may be called by the officers, provided that (2) days' notice is given to all members.

## **ARTICLE VII. EXECUTIVE OFFICERS**

*Section I:* Positions - The outgoing Executive officers Board Members will announce positions to be elected at the fall semester's meeting with input from the Association members (see appendix A). The Advisor may also be introduced at this time. Elections will be carried out via electronic ballot of all eligible voting members during a one-week election period determined by the board occurring between the dates of September 15 and October 15 each year. Officers elected at that time will attend meetings of the Executive Council and general membership meetings during the remainder of fall semester as a period of training and transition and will assume their respective offices at the commencement of classes for spring semester each year .

*Section II:* Qualifications 1. Students who are MOTSA members must be in good standing to serve as Executive Board Members. 2. Students who are elected to an executive position have agreed to the roles and responsibility of their stated position. 3. The offices and/or committee chairperson of Vice President, Secretary, Social Media/Publicity Chair, and AOTA ASD Alternate are intended primarily for students in the 1<sup>st</sup> year of the MOT or BSHS Pre-OT accelerated program. 4. The offices and/or committee chairperson of President, Treasurer, Fundraising Chair, Community Service and Events Chair, AOTA ASD Representative, and State Occupational Therapy Association Liaison are intended primarily for 2<sup>nd</sup> year MOT students. 5. The offices and/or committee chairperson of Social Activities Chair, Professional/Career Development

Chair, Alumni Liaison, and State Occupational Therapy Association Liaison Alternate are intended primarily for 3<sup>rd</sup> year MOT students.

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

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

*Section V: Officer Descriptions:*

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

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

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

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

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

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

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

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

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

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

Professional/Career Development Chairperson: The Professional/Career Development Chairperson shall be responsible for 1-2 MOTSA meeting activities per semester. The chairperson shall create activities, arrange for guest speakers, or teach/demonstrate various types of information, knowledge, and advancements regarding the Occupational Therapy

career field that is not already fully taught within the MOT program classes.

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

Alternate IOTA MOT Student Representative: The Alternate IOTA MOT Student Representative assists the IOTA MOT Student Representative with all major duties and will assume the responsibilities of the IOTA MOT Student Representative in the IOTA MOT Student Representative's absence.

MOT Program Faculty Positions:

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

MOT Faculty Alternate Advisor: The MOTSA Faculty Alternate Advisor must be a faculty member in the Idaho State University Master of Occupational Therapy Program. The Alternate Faculty Advisor will fulfil the roles and responsibilities of the Faculty Advisor as delegated and/or when the Faculty Advisor is unable to complete his/her responsibilities.

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

#### **ARTICLE VIII: SPECIAL COMMITTEES**

Special Committee Duties and Purpose:

1. Special Committees will be responsible to MOTSA and be held accountable by the governing MOTSA bylaws.
2. In order to keep the MOTSA members informed, Special Committees will be asked to make informal reports at monthly MOTSA meetings.
3. Special Committees will be overseen by their respective chairpersons. Each committee will be headed by a MOTSA Executive Board Member.
4. Any supplies or monies spent by the Special Committees must be approved by a simple majority of the members.
5. MOTSA will at no time be held responsible for money expenditure without the prior approval (simple majority) of the members or the approval (simple majority) of the Executive Board members.

## **ARTICLE IX: FUNDING OF CONFERENCES**

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

*Section II: AOTA Conference Funding.* The Executive Board may decide by a simple majority vote to reward members for joining AOTA by offering reimbursement scholarships in the amount of the AOTA Student Member Annual Membership fee. The number of awards and the process of how a member will receive an award will also be determined by a simple majority vote of the Executive Board. Funding for the AOTA National Conference will be decided no more than three months prior to the AOTA National Conference. The Executive Board will decide by simple majority vote the amount of money offered to members to support attendance to the AOTA National Conference. Ideas may be proposed from the Association members and the Executive Board about the number of awards and the process by which to award monies to member(s). Decisions will be determined by a majority vote at a meeting of the Executive Board. The AOTA ASD Delegate will be given priority for funding as a representative of ISU MOTSA. Funding stipulations will be determined by a simple majority vote by the Executive Board.

## **ARTICLE X: PRUDENT RESERVE**

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

## **ARTICLE XI: AMENDMENTS**

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

## **APPENDIX L**

### **MOT Program Conference Awards**

#### **Master of Occupational Therapy Professional Development Awards**

The Master of Occupational Therapy (MOT) program offers a number of awards throughout a student's program of study. These awards acknowledge outstanding performance as well as support professional development. Professional development awards include: the Idaho Occupational Therapy Association Conference Award, the American Occupational Therapy Association Student Enclave Award, and the American Occupational Therapy Association Annual Conference Award. Award availability is dependent upon fiscal year funding/budget for the MOT program. Allocation of awards based upon funding resources is determined by the MOT program director on an annual basis.

To apply for an award a student must first meet the eligibility criteria for the respective award. Students must then submit a one page Letter of Application to the Director of Occupational Therapy that addresses three key areas: a) How the award will benefit the applicant's educational process, b) How the award will enhance the student's preparation for clinical practice, and c) How the award will benefit peer ISU MOT program students; an explanation of how the student will disseminate knowledge gained from conference attendance to her/his peers is required. In accepting an MOT program award the student must agree to disseminate her/his knowledge gained from their experiences to class peers within seven calendar days of returning to ISU. Students that do not attend the conference for which they had won an award will not be eligible for other MOT program conference awards. Faculty reserve the right to amend program rules.

#### **Eligibility Criteria:**

##### **Idaho Occupational Therapy Association Annual Conference Award**

Two \$300 Idaho Occupational Therapy Association Annual Conference Awards are offered each fall; one for a second year student and one for a third year student. Only second and third year MOT students may apply for the IOTA Annual Conference Award. A student receiving an IOTA Annual Conference award in their second year of the MOT program is not eligible to apply for this award their third year. Applicants must be members of IOTA (proof of membership must be submitted with the application) and preference will be given to persons either speaking or presenting a poster. Preference will also go to persons who have not received MOT program support to attend an AOTA Annual Conference. The IOTA Student Representative is also eligible for this award, though an application is required for consideration. Applications to the MOT program Director are due the second Friday in September.

##### **American Occupational Therapy Association Assembly of Student Delegates Award**

One \$1000 American Occupational Therapy Association Assembly of Student Delegates Award is provided for the elected ASD representative to attend the ASD annual meeting each spring in

conjunction with the Annual Conference of AOTA. This is not an automatic grant, however. The representative must submit a letter of application to the MOT Program Director by February 1 of each year showing how he/she has fulfilled the duties of the position as specified in the ASD Handbook (available on the AOTA website). These duties include active engagement through social media with ASD leadership and AOTA, communicating information to MOT students and encouraging MOT students toward membership in AOTA and engagement with MOTSA. The program director will approve or deny the application. If the ASD representative is unable to attend or if his/her application is denied, the ASD alternate representative may apply for the award using the same process outlined above.

#### **American Occupational Therapy Association Annual Conference Award**

Two \$1000 American Occupational Therapy Association Annual Conference Awards are offered each spring; one for a first year student and one for a second year student; BSHS Seniors in good academic standing are considered to be first year MOT students. However, third year students who may have research being presented at the conference in question may apply. A student receiving an AOTA Annual Conference Award in their first year of the MOT program is not eligible to apply for this award their second year. Preference will be given to those students who have not received an IOTA award and are members of AOTA (proof of membership must be submitted with the application). A person attending the AOTA Annual Conference as the ISU Student Representative is required to submit a Letter of Application to the OT program director to be considered for this \$1000 award. Applications to the MOT program Director are due the third Friday in January.

## APPENDIX M

### MOT Scholarship Awards

#### Master of Occupational Therapy Program Scholarship Awards

**Master of Occupational Therapy Academic Merit Scholarships:** For each first year MOT class two persons are awarded a \$1,500 Academic Merit Scholarship. These persons must have demonstrated outstanding records in their undergraduate GPA and the Graduate Records Examination or Miller Analogies Test. This award is distributed to students during the first semester of the second year in the Master of Occupational Therapy Program.

**The Arthur “AJ” P. Lloyd, Jr. Endowment Scholarship Fund:** The family of AJ Lloyd Jr. established the Arthur “AJ” P. Lloyd, Jr. Endowment Scholarship Fund in memory of their son, who passed away February 2004. AJ was a 2001 graduate of the ISU Occupational Therapy program. The scholarship is awarded annually to an MOT student who is completing their first year of the Occupational Therapy program.

**The Arthur “AJ”P. Lloyd, Jr. Outstanding Achievement Award:** The Arthur “AJ”P. Lloyd, Jr. Outstanding Achievement Award is given to a third year Master of Occupational Therapy student who has earned the highest grade point average through their course of study within the program.

**Master of Occupational Therapy Community Service and Advocacy Award:** Occupational Therapy Community Service and Advocacy Award is designed to recognize the Master of Occupational Therapy program student who has demonstrated excellence in the clinical setting. The recipient of this award has demonstrated proficient clinical skills including therapeutic use of self, client-centered care and effective communication skills with his/her clinical supervisor and department faculty.

**Master of Occupational Therapy Outstanding Research Award:** This award is given to the Master of Occupational Therapy program student(s) who has complete a project that has the potential to substantially contribute to the body of knowledge in occupational therapy or to the growth and development of occupational therapy’s presence on ISU campus and in the community at large.

**Outstanding Fieldwork Educator Award:** This award is given to the occupational therapy fieldwork instructor for their exemplary teaching and clinical skills; and for going above and beyond the status quo in the clinical education of ISU MOT students. As a program we are grateful for all of the extra time and energy that they have shared on behalf of our students. Their contributions to our program and the occupational therapy profession are invaluable.

## **APPENDIX N**

### **Kasiska Division of Health Sciences Social Media Guidelines**

#### **Kasiska Division of Health Sciences Social Media Guidelines**

Social media play key roles in modern culture. Faculty, students and staff use electronic media including Twitter, Wikis, blogs, social networking sites, online chat rooms and forums, both personally and professionally. Social media are used increasingly on university campuses for teaching applications, marketing and communication with students and fellow professionals. This document is intended to assist Kasiska Division of Health Sciences (KDHS) students, faculty and staff in using electronic media in a manner that maintains appropriate boundaries and professionalism. While the intent is only to address use of social media associated with university related activities, the line between personal postings on social media and as an employee or student at Idaho State University (ISU) is easily blurred. Professionalism dictates that one is always cognizant of the potential impact of one's activities on one's own reputation and that of the KDHS and ISU. The ability of ISU faculty, staff and students to completely separate themselves from the institution is limited. Use of social media can expose an individual to personal legal liability and the University to legal action from third parties.

There are legal responsibilities associated with postings. Care should be taken not to infringe upon copyright laws or intellectual property laws. When posting materials owned by others, one should request permission from publishers, content creators or owners of the material prior to posting. Where the original publisher has included on its website a button permitting one to publish a link to the content on a social media site, it is safe to presume that the publisher has given permission to do so. Otherwise, take care not to violate copyrights. Do not copy and post entire articles. Use only small portions, and give proper attribution. Be aware that it can be extremely difficult and time-consuming to identify the copyright owners and obtain permissions, especially for music and video content. Music and video content that is posted on a social media site is likely to be taken down on request of the copyright owner. If it is posted on a private website, the owner could face a copyright infringement lawsuit and significant liability for monetary damages.

Smart users of social media understand two essential assumptions: Anything that is posted is public, regardless of privacy settings; and everything that is posted can be retrieved forever. Nothing is ever really deleted. KDHS students, faculty and staff are personally responsible for the content they post on social media venues. Given that reality, the following guidelines should be kept in mind for social media postings:

- Use care in the language one uses in postings so as not to put oneself in a position to be accused of libel, defamation of character or other legal violations. Language used should avoid abusive, insulting, attacking or threatening messages toward others.
- Never post information, images, videos, etc. about a person other than oneself without his/her specific permission.

- As nothing that is posted on the Internet is truly private, post only content that one is comfortable in sharing with the general public, including current and future employers.
- If you note a breach of confidentiality or privacy in postings that you have access to, you are obligated to report them to the appropriate authorities.
- Anything that exists on a server is there forever and can be reconstructed later, even after deletion. A photograph can always be recovered and may be discoverable in a court of law.
- Information and data presented should be accurate.
- Family Education Rights and Privacy Act (FERPA) ensure the privacy of educational records of students. At no time should information that is considered part of a student's educational record be submitted, posted or referenced through a social media network.
- The Health Insurance Portability and Accountability Act (HIPAA) requirements, as amended, must be adhered to at all times. References to patients and their health are protected and should remain strictly confidential. At no time should information about a patient be submitted, posted or referenced through a social media network.
- A University email address can be sufficient to identify an individual as associated with the University. Postings on social media which can identify an individual's association with the KDHS or ISU should include a disclaimer that the opinions expressed are not necessarily coming from the KDHS or the University.
- Do not use the name of the University to endorse products, causes, political parties or candidates.
- Any utilization of ISU logos must comply with the marketing and public affairs standards of the University.
- Do not post or otherwise speak on behalf of the KDHS or ISU unless authorized to do so on social media sites. When acting as an ISU or KDHS representative on social media networks, adherence to the guidelines outlined in this policy is expected. Violating these expectations can result in personnel consequences.

## APPENDIX O

### Etiquette for requesting letters of recommendation and personal references from faculty members

#### Etiquette for requesting letters of recommendation and personal references from faculty members

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

1. **Choose a faculty member who knows you well**, preferably in a variety of contexts. Employers read hundreds of reference letters, most of which are filled with generic praise. Specific reference letters are more likely to get noticed and appreciated. The more a professor knows about you, the more specific the letter will be.
2. **Get permission of the faculty member before giving out contact information.** It is not part of faculty members' responsibilities to provide references for students, and they are under no obligation to do so. Never assume that someone will be willing to do this for you, even if that person has done so in the past. A variety of issues may cause a faculty member to decline to provide a reference, such as:
  - Not having the time (which can consist of an hour or more) given other workload demands to do a good job
  - Not knowing the student well enough to make a strong recommendation
  - Not feeling positively enough about the student to be able to make a strong recommendation
  - Feeling that a conflict of interest exists because of a relationship with the student or with the employer that might give the appearance of bias
  - Other reasons, both personal and professional
3. **Make a written request via letter or e-mail message**, and wait for a positive response before giving out contact information. Be sure to let the faculty member know the company and specific position you are applying to and what will be required (e.g. writing a letter, filling out an on-line survey, completing and mailing a form, etc.) as well as the required timeline for completion so that he or she can make an informed decision regarding the request.
4. **Give the faculty member specific permission to discuss your academic record and grades** if you wish for that to be included. FERPA prevents the disclosure of this information without student authorization, so be clear that you are authorizing the faculty member to do that. Just asking him or her to be a reference is not specific enough.

5. **Give the faculty member plenty of advance notice.** Three or four weeks is not too much given faculty's busy schedules.
6. **Don't harass the faculty member** regarding whether or not the reference has been completed. You may ask that you be informed when it has been done, but trust in the professionalism of the faculty member to follow through.
7. **Send a sincere thank-you** to the faculty member after the reference has been made. It would be a nice gesture to mention the result of your application.

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