



**MGH INSTITUTE**

OF HEALTH PROFESSIONS

Department of Occupational Therapy

# **ENTRY-LEVEL DOCTOR OF OCCUPATIONAL THERAPY PROGRAM**



## **Program Manual**

**2016-2017**

**Please keep this manual as a reference  
The policies in this manual are subject to revision.**

# PROGRAM MANUAL

## ENTRY-LEVEL DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

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# **Part I: Program Philosophy & Curriculum**

## **MGH Institute of Health Professions - Occupational Therapy Program Philosophy**

### ***1. Occupational Therapist Roles and Responsibilities***

The faculty of the MGH Institute of Health Professions believe it is the responsibility of occupational therapists and other health professionals to work together to contribute to the health and wellness of individuals, communities, and society through engagement in meaningful occupations that support participation in daily life. Engagement in occupation to promote individual, group, community, and population health and well-being is the core of occupational therapy practice, education, research, and advocacy.

Occupational therapists practice in an evidence-based practice framework to deliver ethical, effective, efficient, and quality client-centered care. Professional responsibilities include functioning in multidimensional and interprofessional roles that anticipate and respond to the changing needs of the individual and society. These roles include practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant, and entrepreneur.

### ***2. Occupational Therapy Education at MGH Institute of Health Professions***

At the MGH Institute of Health Professions, occupational therapy education is conducted in an interprofessional graduate academic setting where innovative educational methods and contemporary technology are incorporated within an environment that encourages integrity, creativity, independent thinking, intellectual curiosity, collaboration, respect, and self-reflection.

Occupational therapy education is grounded in the belief that humans are complex beings and that through active engagement with their environments, humans evolve, change and adapt. Occupational therapy education is a dynamic process, within which students and faculty share responsibility for the teaching-learning interaction that fosters a commitment to lifelong learning. This dynamic is facilitated by faculty leaders, master clinicians, scholars, and researchers who are major contributors to the professional and academic communities.

The MGH Institute of Health Professions curriculum provides early and consistent exposure to clients using the large and diverse practice community of metropolitan Boston and on-site clinics. We value interprofessional and collaborative practice as essential to high quality, client centered care. As the first occupational therapy program in Boston to educate students at the doctoral level for entry into practice, we are committed to the growth and development of scholarly clinicians who will lead in today's ever-changing care delivery system and advance the practice and profession of occupational therapy. We believe that OTD education at the entry-level is in keeping with the future of health professions education and that it aligns with AOTA's centennial vision which states "by 2017 occupational therapy is a powerful, widely recognized, science driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs".

### ***3. Entry-Level Doctor of Occupational Therapy Curriculum and Learning Outcomes***

## Curriculum

The Institute OTD curriculum is designed to take the student from a generalist skill level to an area of advanced practice, with a concluding capstone / scholarly project in this area of specialty. Curricular threads include occupation, professional reasoning, interprofessional collaboration and evidence-based practice. Through progression in the curriculum, OTD students will be prepared as clinicians who are occupation-based, client-centered, evidence-based and interprofessional collaborators.

## Learning Outcomes

General principles of adult and active learning guide the teaching and learning methods for the OTD program. These principles embrace experiential and reflective learning in the natural context of professional practice.

Students who successfully complete the Institute's OTD program will:

1. Analyze, articulate, and apply therapeutic use of everyday life activities (occupations) to support the health and participation of individuals and populations across the lifespan.
2. Acquire a critical foundation of evidence based professional knowledge, skills, and attitudes to effectively communicate and contribute to the practice of occupational therapy.
3. Collaborate interprofessionally to provide ethical, effective, efficient, and quality client-centered care.
4. Critically reflect on one's own skills, judgments, and actions to reason professionally and develop habits of mind to practice in a variety of care delivery systems.
5. Engage in scholarly activities to promote the translation of policy and research to practice to advance the knowledge base of occupational therapy.
6. Integrate theory into practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral experience and scholarly project.
7. Appreciate and respect diverse perspectives gained from curricular and field experiences to understand and effectively serve individuals, groups, and populations.
8. Demonstrate active involvement in professional development, leadership, and advocacy within health care and the profession of occupational therapy.

## Part II: Technical Standards

Becoming an occupational therapist requires the completion of a professional education program that is intellectually, emotionally, and physically challenging. Students must be able to take part fully in the academic and clinical life of the program to benefit from the educational activities and to succeed in fulfilling requirements for the Doctor of Occupational Therapy (OTD) degree.

In accordance with the provisions and philosophy of the Americans with Disabilities Act (ADA), faculty are committed to providing appropriate learning experiences that maximize every student's potential, and working with students with disabilities to determine if there are ways to assist them in performing essential functions and skills to meet educational standards. This process involves students taking initiative to identify and request reasonable accommodations as appropriate to their disability status. The MGH Institute of Health Professions will consider any applicant who meets its academic criteria and demonstrates the ability to perform or to learn to perform the skills listed in the policy with or without reasonable accommodations consistent with the Americans with Disabilities Act. Prospective students are sent the Technical Standards list at the time of acceptance to the program. Any applicant with questions about these technical standards is strongly encouraged to contact [Student and Disabilities Services](#) at (617) 726-3140 or [ihpds@mghihp.edu](mailto:ihpds@mghihp.edu).

All students will be held to the same standards and must be able to perform the technical standards of their positions with or without reasonable accommodations. Upon request, reasonable accommodations will receive consideration for classroom, lab, examinations, and participation in fieldwork placements. The purpose of the standards is to designate the various cognitive/intellectual, psychomotor (physical and sensory), and professional attitudes, communication, and behavioral skills that are essential for matriculation into, participation in and completion of the educational program.

### ***4. Technical Standards***

The following technical standards are considered necessary for full participation:

#### **Sensory/Observation:**

- Sufficient visual field and acuity to be able to observe and interpret patients/clients accurately, including responding to emergency situations that emerge as a result of changes in appearance, vital signs, verbal or non-verbal communication of distress, and/or environmental circumstances.
- Functional tactile (feel vibrations, detect temperatures, feel differences in surface characteristics) and proprioceptive abilities necessary to perceive and synthesize inputs during patient/client evaluation/assessments, interventions, and interactions
- Sufficient auditory capacity to receive instructions and to evaluate and provide interventions for patients/clients, involving abilities to hear normal speaking levels, faint body sounds, and auditory alarms
- Olfactory abilities to detect odors and smoke

#### **Communication:**

- Ability to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient/client-therapist relationships
- Articulate and speak with volume that is understandable to the listener or audience
- Verbal and non-verbal interpersonal and communication skills that are consistent with productive classroom participation, respectful interactions with faculty, students, staff, fieldwork supervisors, and development of appropriate client-centered therapeutic relationships with patients/clients, family

members/caregivers, and members of the healthcare team and others, in one-to-one, small group and large group settings

- Demonstrate sensitivity in appropriate communication with all individuals, regardless of lifestyle, of various ages, genders, ethnic/racial and religious/spiritual backgrounds, educational levels, and socioeconomic status, with various physical, cognitive, emotional disabilities
- Uphold privacy and confidentiality policies
- Complete required medical records, documentation, and intervention plans according to fieldwork policies and procedures in a timely and accurate manner

### **Intellectual/Judgment:**

- Participate in intellectual activities that require critical thinking, judgment, analysis, conceptualization of spatial relationships, calculation of arithmetic data, problem-solving, abstract and professional reasoning, and organizing and planning within reasonable time frames and within a multitask setting
- Make timely decisions and take timely action in anticipation of or in response to patient/client circumstances that reflect actual patient/client-care conditions including time and resource constraints, including 'on the spot' situations and under pressure situations from high workload demands
- Ability to interpret information from multiple sources, including observation, written, verbal, interpersonal, environment, etc.
- Comprehend and follow written instructions, such as policies and procedures
- Adhere to safety precautions
- Demonstrate self-reflection and ability to apply feedback in order to develop proactive strategies for professional growth and development

### **Professional Behavior/Social Skills:**

- Possess the emotional health required for full use of one's intellectual abilities, adaptation to change, exercise of good judgment, adherence to ethics, and safe and timely completion of all responsibilities
- Relate to others with respect, courtesy, maturity, and compassion to honor their dignity by using a tone and attitude that is the appropriate level and type of language for the person, group, and/or situation
- Demonstrate ability and willingness to modify behavior/ performance after feedback from faculty or fieldwork/clinical supervisor
- Initiate completion of responsibilities without waiting for direction or reminders from others
- Deal appropriately with situations involving pain, grief, death, stress, communicable diseases, blood and body fluids, and toxic substances
- Maintain personal appearance appropriate to the classroom and follow dress code and personal hygiene guidelines of fieldwork facilities
- Demonstrate flexibility and coping skills in response to stressful circumstances, changing environments and/or client factors, and uncertainties that occur in fieldwork/clinical practice
- Participate in fieldwork/clinical and lab experiences that require exposure of body parts and palpation of body structures by faculty, students, and supervisors of both sexes.

### **Physical/Motor:**

- Demonstrate the alertness and endurance to attend classes 30 hours or more each week, including active participation in combinations of lectures, discussion, lab, and fieldwork/clinical activities. Preparation for class typically requires an additional 20-30 hours per week. The curriculum may also require occasional scheduled classes or lab experiences at local facilities in the early morning, evening, or weekends. Fieldwork/clinical experiences often require 40 hours or more per week on a schedule that corresponds to the operating hours of the facility and the fieldwork educator's/supervisor's schedule.



- Be able to independently perform cardiopulmonary resuscitation (CPR) and qualify for CPR certification
- Demonstrate capacity for:
  - Mobility/Gross-Motor skills:
  - Sitting for long periods
  - Standing and maintaining balance for up to 6-8 hours per day in fieldwork/clinical settings
  - Walking
  - Climbing stairs
  - Twisting
  - Bending/squatting
  - Carrying equipment and supplies
  - Reaching above shoulders and to floor
  - Lifting/supporting 25 lbs.
  - Exertion of push-pull forces of a minimum of 25 lbs.
  - Coordination of verbal, manual, and gross-motor activities
  - Movement from place to place and position to position with safe speed, strength, coordination, and endurance for handling equipment and classmates or patients/clients, sometimes within confined spaces
  - Standing and walking while supporting a classmate who is simulating a disability or a client/patient with a disability
  - Fine-Motor/Manual Dexterity:
  - Continuous use of hands with firm grasp and manual dexterity
  - Pinch/pick-up objects with both hands
  - Grasp small objects with hands/fingers
  - Twist with hands
  - Write with a pen or pencil
  - Manipulate computer touch screens and keyboards
- Motor planning sufficient to manipulate and position evaluation and intervention equipment

#### ***4.1. Accommodations for Disability***

Upon request of students unable to meet the Technical Standards requirements for participation in the Doctor of Occupational Therapy program, the MGH Institute of Health Professions will provide reasonable accommodations that allow individuals to fulfill the essential requirements and skills within the program. However, the Occupational Therapy program is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alters the nature of the curriculum including didactic/classroom components, lab sessions, and fieldwork/clinical experiences.

## Part III: Academic Policies and Procedures

### 5. Advising

#### 5.1. Faculty Advisor

Each student will be assigned an academic advisor upon matriculation at the Institute. The academic advisor may change to align with the student's area of focus for the Advanced Doctoral Experience. Academic advising is a collaborative planning process through which students plan and organize their study in a meaningful way. The advisor will:

1. Clear students, as appropriate, to allow students to register online each semester.
2. Advise students about relevant Institute and Program academic policies when petitioning for waivers or unusual circumstances and bring petitions to the Committee on Academic Policies and Procedures for action.
3. Review the student's curriculum and academic record regularly throughout each semester, and provide academic counseling when necessary.

Students should meet with individual faculty in specific courses to discuss challenges related to course content. Students are encouraged to meet with their academic advisors to discuss issues regarding personal concerns that may impact learning and professional development. Students should also feel free to approach the Department Chair or Program Director at any time to talk about issues related to the program.

#### 5.2. Academic Support Services

The School of Health and Rehabilitation Sciences (SHRS) offers free academic support via an Academic Support Counselor. The primary role of the Academic Support Counselor is to support students who have academic, personal, behavioral, or cultural needs or concerns that impact their academic or clinical success. The SHRS Academic Support Counselor is Mike Boutin, MA, MDiv. Mike's office is located in Shouse – 267. He can be contacted via phone: (617) 726-8021 or email: [eboutin@mghihp.edu](mailto:eboutin@mghihp.edu).

The Office of Student and Alumni Affairs provides writing consultant services. Please refer to the [Academic Support Services](#) in the [Institute Catalog](#). Additional information about [academic support resources](#) can be found on the Institute website.

#### 5.3. Employee Assistance Program

The Employee Assistance Program (EAP) offers programs, short-term counseling, and referral programs to help Institute students and their families. EAP is a free and confidential service. Please [visit their website](#) or stop by Office of Student and Alumni Services for more information. Phone: 1-866-724-4EAP (4327)

## **6. GRADING POLICIES**

### **6.1. Institute Grading Policies**

The Institute Grading Policies, including Academic Progress and Standing, Pass/Fail Options, and Incompletes can be found in the Institute Catalog under [Grading Policy](#).

### **6.2. Program Academic Performance**

#### *6.2.1. Competencies*

Students must obtain an 80 or better on all course and lab *competency components* of a course. Failure to attain the required 80 or better in a competency assessment will necessitate that the student repeat this competency in order to progress in the curriculum. Failure to attain the required 80 or better during the remedial competency will result in a Notification of Concern (See Appendix D) and the student will be reviewed by the Committee on Academic Policies and Procedures. The Committee may require remedial action, may place the student on probation, or may recommend dismissal to the program faculty for repeated poor performance.

#### *6.2.2. Minimum Course Grades*

Students must achieve a grade of B- or better to progress in the program.

#### *6.2.3. Grade Penalty for Breaches of Professional Behavior*

Students are expected to adhere to the professional behavior standards outline in the Technical Standards (see Part II.) A student may receive a lowered grade or a failing grade in an academic or fieldwork course at the discretion of the instructor with documentation of inappropriate professional behaviors or violations of professional conduct.

#### *6.2.3 Prerequisites*

Course prerequisites and co-requisites are specified in the course syllabus. If no prerequisites or co-requisites are identified in the syllabus, see [Course Descriptions](#) in the Institute's Catalog.

#### *6.2.4 Grade Point Average*

At the conclusion of each semester of the program, all students' records will be reviewed. Per Institute policy, students must maintain a minimum cumulative GPA of 3.0. Per Program policy, students must achieve an individual course grade of B- (2.7) or better. If these standards are not met, students will be placed on academic probation and are at risk of losing their financial aid and/or scholarships. Students on academic probation must regain a cumulative 3.0 GPA within the next semester in which full time study is resumed or they will be subject to dismissal from the program.

Students must have a cumulative 3.0 GPA at the completion of academic study, prior to entering Level II Fieldwork. If a student has not achieved this standard, a recommendation may be made for dismissal from the program or the student may be required to fulfill certain remedial activities. Remedial activities may include,

but are not limited to, repetition of professional courses or taking additional electives, additional fieldwork experiences, or an independent study. Such remediation may result in a delay in starting fieldwork and progression toward completion of the degree.

#### 6.2.5. *Incompletes*

The Institute policy regarding Incompletes can be found in the catalog under [Grading Policy](#).

If an incomplete grade is posted for a course, continuing into the next semester with an Incomplete requires approval of the Committee on Academic Policies and Procedures by petition. After the student consults with the faculty member assigning the Incomplete grade, the petition should include not only a request to continue into the next semester but also the strategy for clearing the incomplete and a proposed date by which the Incomplete will be cleared. If the requirements for the Incomplete are not made up within the stipulated time period, the “I” grade will automatically convert to an “F” grade. Under these circumstances, students will not be permitted to continue on with subsequent courses and will be asked to drop courses for which the failed course is a prerequisite.

If the student has received an incomplete grade in a fieldwork experience and has not completed the required fieldwork education course within the stipulated time period, he/she must petition to continue into the next academic semester.

#### 6.2.6. *Course Withdrawal*

The OTD curriculum is lock-step, so course withdrawal may not be a feasible option to continue progression in the program and still meet the original timetable for graduation established at matriculation. If a student feels they need to withdraw from a course, they should discuss their options with their academic advisor. The [Add/Drop Policy](#) can be found in the Institute Catalog.5.2.7. Course Failures.

***Repeating Courses:*** Students who fail to achieve a grade of B- or better may repeat the course only once. A student will be dismissed from the program if a grade of B- or better is not achieved the second time. Withdrawing from a course with a grade of “W” constitutes having taken the course once.

If a student fails a course, the course must be repeated the next time it is offered, usually the following year. A student may file for a Leave of Absence until the semester in which the failed course is repeated.

***Continuing Study:*** Depending on which course is failed and the corresponding course pre-requisites and co-requisites, the student may be allowed to continue in the program, taking some courses the following semester. To do so, the student must petition for a part-time modified program of study. This petition must be approved by the Committee on Academic Policies and Procedures and will be considered only in extenuating circumstances. Students who elect this option will be on academic probation while they are on part-time status (see 5.2.8.).

No adjustments in courses or course schedules will be made to accommodate part-time schedules. Students are responsible for any expenses incurred because of the extended program.

***Unsatisfactory completion*** of two or more courses, including fieldwork experiences, will result in a recommendation for dismissal from the program.

### 6.2.7 Disputing a Final Course Grade

Students may dispute a final course grade by following the [procedure outlined in the Institute catalog](#).

### 6.2.8. Academic Probation

Students on academic probation must achieve a semester GPA of 3.0 for each semester while on probation. If a student is on a part-time schedule, a cumulative GPA of 3.0 must be achieved within the first semester that full-time study is resumed.

### 6.3. Pass/Fail Option

The following courses are offered ONLY on a Pass/Fail basis:

- OT 660 Level I Fieldwork 1
- OT 661 Level I Fieldwork 2
- OT 662 Level I Fieldwork 3
- OT 663 Level I Fieldwork 4
- OT 664 Level I Fieldwork 5
- OT 760 Fieldwork Seminar
- OT 761 Level II Fieldwork 1
- OT 762 Level II Fieldwork 2
- OT 880 Professional Competencies
- OT 885 Advanced Doctoral Experience
- HP 818 IMPACT I: Interprofessional Practice
- HP 819 IMPACT II: Interprofessional Projects

Students wishing to take an elective course Pass/Fail must inform and obtain approval from their Advisor at the time of registration. *Note: Pass/fail courses are not included in computation of the GPA.*

***All other courses (not listed above) must be taken for a grade.***

### 6.4. Audit Option

Students have a total of six elective credits included in the OTD curriculum. Students wishing to audit an additional elective course must petition the program to do so. This petition must be approved by the student's academic advisor and include a rationale for the audit, including but not limited to how the proposed course audit contributes to the students OT course of study (See section 18 on Petitions). Students may not audit OT 899 OT Independent Study or 898 OT Directed Research. Additional details regarding the registration process for auditing courses can be found in the [Institute Catalog](#). *Note: Audited courses are not included in computation of the GPA.*

## 7. ASSIGNMENTS AND EXAMS

### 7.1. Written Assignments

#### 7.1.1. Written Work

All written assignments must be submitted in APA format, double-spaced and 12 font (unless otherwise specified by professor).

### 7.1.2 Style Standards

The [\*Publication Manual of the American Psychological Association\*](#), (6<sup>th</sup> ed., 2<sup>nd</sup> printing) will be used as the standard for all written work. Copies can be found in Treadwell Library. Style guides are also available online at the [Purdue Online Writing Lab](#) and [APA Style website](#).

### 7.1.3 Late Assignments

Assignments are due at the beginning of class on the due date unless otherwise specified. Students who anticipate being late with an assignment must communicate with the course faculty ahead of time. The student must contact the course faculty to establish deadlines for turning in late work. Course assignments turned in after the established deadline will be subject to a penalty on the grade for that work. Grades may be lowered by one-half grade per day or at the discretion of the instructor. Refer to individual course syllabi.

## 7.2. Exams

### 7.2.1. Schedules

Instructors will schedule exams at the start of each semester and will list exam dates in the course syllabus. Exam dates may be changed under extenuating circumstances.

### 7.2.2. Attendance at Examinations

**Attendance at Examinations:** If a student is unable to attend a written, oral, or practical examination, the student must notify the instructor *prior* to the exam. The student must be able to substantiate and document a valid reason for missing the exam, such as medical emergency, religious holiday, or death in the family. There are times when other extenuating circumstances may prevent exam attendance (e.g., court appearance, conflict due to an obligation requiring the student to represent the Institute at a professional conference). *Personal travel arrangements are not considered an acceptable extenuating circumstance.* All exams rescheduled for extenuating circumstances will be subject to a 10% grade penalty.

If, after proper notification the student is approved for a makeup examination, he or she must schedule the exam with the instructor. The format of the exam will be determined by the course faculty. The makeup exam day, time and place are scheduled at the discretion of the course faculty.

### 7.2.3. In-Class Exams

During in-class examinations, all book bags will be closed with all other personal belongings, including any electronics with the exception of laptops for online exams. Students must remove all items they will need from their book bags prior to the start of the exam. Students must refrain from talking during the test. Students should inform faculty if they need to leave the room during the exam to use the rest room. **Only one student will be allowed to leave the room at a time.** Faculty will inform students if they prefer to answer questions at the front of the room or at the student's seat. No additional papers should be on the table, desk arm, or chair unless authorized by the instructor. Faculty may impose additional guidelines as needed for a given exam.

#### *7.2.4. Take-Home or Distance Learning Exams*

Faculty will provide instructions for the degree of interaction permitted for take-home exams. If students are expected to work independently, discussion or questions should be directed to the course faculty only. Discussion should not take place outside of class unless instructions specify otherwise.

#### *7.2.6. Dispute of Exam or Assignment Grades*

A student who wishes to question a grade on an exam or assignment must do so within 3 business days of instructor's review of the exam in class or from the day the assignment is returned. In the case of final examinations, students will have 3 business days from the date of notification of their grade by the course instructor. Requests for review of a grade must be submitted to the instructor in writing, with documentation supporting the request. The instructor is responsible for responding to the student within 5 school days from receipt of the complaint. Extenuating circumstances such as semester breaks or temporary unavailability of faculty may necessitate a longer interval between request and resolution. The faculty decision will be final.

#### *7.2.7. Accommodations During Exams, Required Class Activities, and Fieldwork*

The MGH Institute of Health Professions is committed to providing equal access for students with disabilities. Students who feel they may need accommodations for exams, course activities, and fieldwork due to a documented disability should contact the Office of Student and Disability Services at (617) 726-3140 or [ihpds@mghihp.edu](mailto:ihpds@mghihp.edu) to set up an appointment. Detailed information about [Disability Services](#) can be found in the Institute Catalog.

Please review section 34.2 Professional Behavior/Technical Standards in the Fieldwork section for additional information regarding accommodations during fieldwork placements.

## **8. ATTENDANCE**

### **8.1. Attendance Requirements**

Students must attend all classes, laboratories, and fieldwork, and are expected to arrive on time. Because of the interactive and collaborative nature of professional education, especially in laboratory sessions and fieldwork, and the rigor of this academic program, class attendance is essential for successful learning. Faculty expects continuous participation to maintain the proper flow of course material. In addition, as a model of professional practice, consistent attendance and punctuality is considered part of one's professional commitment.

### **8.2. Notification of Absences**

**For all academic courses, students must notify course faculty as far in advance as possible if they are unable to attend class.** In cases of an unplanned absence, messages can be left for faculty using voice mail, email, or in the program office at (617) 643-2764 or [otdel@mghihp.edu](mailto:otdel@mghihp.edu). Messages should indicate the length of and reasons for the absence. Absences are only acceptable for reasons such as emergencies, religious observance, illness, or attendance at a professional conference.

Students are responsible for all material covered on days that are missed for personal reasons.

### **8.3. Professional Behavior**

Consistent attendance is considered one element of professional behavior, and chronic or unexcused absences or lateness will be addressed within that context with appropriate action taken by faculty when necessary (see Section 10.4.). Students are encouraged to speak with their academic advisor if they are experiencing difficulty getting to class.

## **9. FACULTY-STUDENT COMMUNICATION**

### **9.1. Professional Communication**

Respectful interactions with faculty, students, staff, fieldwork supervisors, and affiliates of the OTD program and the Institute are expected in all modes of communication, including electronic communication.

### **9.2. Electronic Mail (Email)**

Each student will receive an Institute email address. Email will be the primary mechanism for communication between faculty and students and for all Institute communication. The Institute address will be the **only** email address used by faculty and administration to communicate with the student. Students are encouraged to check their Institute email daily. Students may expect a faculty member to respond within 72 business hours of an email communication, except in circumstances when the faculty member is out of the office. The faculty member will then identify a contact person for inquiries that require an immediate response.

Students should be advised that non-verbal communication is missing in email. It is important to consider the impact of the written word on the receiver. Below are some guidelines for professional behavior regarding composing and sending email:

- Don't overuse the "flag"
- Don't write when you are angry (wait 24 hours)
- Proofread
- Know when and when NOT to reply all, cc, bcc
- Remember that non-verbal communication is missing
- Be careful with sarcasm & jokes
- DON'T SHOUT!
- When unsure about an email, entering the email address should be your last step so that you can't accidentally send it too early
- When replying "all," please be aware who is on the distribution list. Your message may not be intended for all.
- Be aware of timing and importance. Don't expect immediate replies.
- Don't overwhelm anyone with 20 questions or major requests. Could they reply in 5 minutes or less? If not, you may not get a reply.

### **9.2. Written Communication with Faculty**

Students who wish to leave written communications with faculty should place them in the box outside the faculty member's office door.



### ***9.3. Office Hours***

Each faculty member will identify office hours on their course syllabi. Students must sign up for office hours appointments via email communication or posted office hours schedules. Students should contact faculty directly to schedule alternative meeting times if office hours are not feasible.

### ***9.4. Voicemail***

All faculty have voice mail. Phone numbers for voice mail have been distributed to all students. Students can also leave messages for faculty with the program office (617) 643-2764.

### ***9.5. Student Representatives***

All students are encouraged to speak with faculty and/or the Department Chair or Program Director to discuss any issues related to the Occupational Therapy Program. Student representatives will be selected by each class to meet with the program faculty on a regular basis to discuss class issues and to organize class activities outside of regularly scheduled classes. Student representatives will also serve on the Institute Student Government Association. The student representative positions are outlined below.

#### ***9.5.1. SGA OT Class Representative***

Each class elects one - two student representatives to the SGA. The purpose of the SGA is to represent and serve the needs and interest of the members of the student body Institute-wide. More information can be obtained at <http://www.mghihp.edu/current-students/student-life/clubs/default.aspx#sga>

#### ***9.5.2. OT Student Class Representatives to the Faculty***

Each year the OT student body elects a class representative to the faculty. This individual serves one year in his or her term and is expected to:

- Fulfill a leadership role by representing the OT student body in a professional manner and contributing ideas to the OTD program
- Provide constructive feedback to the faculty and OT program administration regarding curriculum and fieldwork
- Provide updates to the faculty regarding student run activities
- Attend faculty meeting once a month, and communicate items from that meeting back to the student body.

#### ***9.5.3. AOTA Assembly of Student Delegates (ASD) Program Representative***

The ASD representative is appointed by the OT faculty to represent the Institute OTD program at AOTA. He or she attends national conference representing the Institute at the ASD meetings. More information regarding the ASD can be found at <http://www.aota.org/students.aspx>

## ***10. COURSE EVALUATIONS***

Student input is a valuable component of course and curriculum evaluation. Throughout your career as a health professional, you will be asked to participate responsibly in peer and program evaluation. That process starts

during student life. Professional, constructive feedback assists the faculty's ongoing development of individual courses and the curriculum as a whole. In addition to completing course evaluations at the end of the semester, students are encouraged to provide ongoing, constructive feedback to their student representative, academic advisors, and/or the Department Chair and Program Director.

### ***10.1. Formal Course Evaluations***

Student input is sought anonymously on a formal basis at the end of each term for evaluation of courses, course faculty, and teaching assistants. A standard online format is used for each evaluation. It is a student's responsibility to complete appropriate evaluations for the course and instructors. All standardized responses are anonymous and will be tallied into percent response. This information is forwarded to the Department Chair, Program Director, and course faculty.

Course evaluations are a key component of program evaluation, and are required reporting for ACOTE accreditation. Responses are also used by program faculty as part of curriculum evaluation, to assess course effectiveness, and to guide revisions to courses and the overall program. Additionally, course evaluations are part of faculty assessment and included in faculty portfolios for reappointment and promotion. Course evaluations are only seen by course faculty once all grades are submitted and the semester is complete. Your feedback is anonymous, and your professional, constructive feedback will help guide improvements in the curriculum.

## ***11. COURSE BOOKS AND SUPPLIES***

### ***11.1. Purchasing Books***

Students are responsible for purchasing textbooks and acquiring those texts in advance of the beginning of course instruction for the semester. Textbooks can be purchased through the Institute's School Store: [TextbookX](#). Students can find textbooks by searching for the class name or code (example: Clinical Anatomy or OT-601) from the home page or navigating by clicking "Courses," the current semester (example "Summer 2015,") "Occupational Therapy." Please note that some semesters may contain a list of additional supplies needed which are not associated with a specific course.

### ***11.2. Supplemental Readings***

#### *11.2.1. Course Packets*

In accordance with United States copyright laws, faculty may compile supplemental readings, lecture outlines, and worksheets into a course packet. If a course packet is available, students are required to purchase the packet. Any copying of the supplemental course packet is a violation of the copyright law and will be considered a serious breach of professional behavior. Mechanisms for purchase of these materials will be announced.

#### *11.2.2. Reserved Readings*

Faculty may elect to place copyrighted readings on reserve. In this case, a copy of each reading will be on reserve in the student study space located in Building 38.

### ***11.3. Supplies***

#### *11.3.1. Required course supplies*

In addition to textbooks, students may be required to purchase additional supplies. Required supplies will be listed on course syllabi.

#### *11.3.2. Course and Project-Related Supplies*

Faculty may permit students to be reimbursed for the purchase of course or project-related supplies. A budget and other restrictions will be outlined in either the syllabus and/or project description. Students are expected to adhere to the budget and other restrictions in order to be reimbursed for the expenses incurred.

- Students will only be reimbursed for expenses up to the budget allocated by faculty. *Any amount that exceeds the budget will be the responsibility of the student.*
- Students are not permitted to purchase office, medical, or rehabilitative supplies without prior approval from the department.
- Faculty may deny or approve only partial reimbursement if the expenses do not adhere to the restrictions outlined in the syllabus and/or project description.
- Faculty may deny or approve only partial reimbursement for expenses if the expenses are deemed unreasonable or excessive.

Students are expected to adhere to the reimbursement process outlined in the class D2L site.

## ***12. PROFESSIONAL DEVELOPMENT***

The Faculty of the Entry Level OTD are committed to a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. We believe that professional behaviors, attitudes, and abilities are essential for success as an occupational therapist and that academic and fieldwork faculty serve as mentors and role models within the professional education environment.

Professional development activities, including a professional development self-assessment, will be required of students as part of their program curriculum. The purpose of such activities is to facilitate an understanding of professional responsibility and to recognize opportunities for enrichment, development, and improvement along the professional continuum.

## ***13. PROFESSIONAL BEHAVIOR***

Professional behavior is consistently expected of all students in all program-related activities, as well as when the students are acting as representatives of their program and Institute. Professional behaviors will be assessed as part of all courses and fieldwork experiences.

### ***13.1. Code of Ethics***

Students are expected to adhere to the principles delineated in *The Occupational Therapy Code of Ethics and Ethics Standards* of the American Occupational Therapy Association (AOTA) (<http://www.aota.org/en/Practice/Ethics/EC.aspx>).

### ***13.2. Professional Dress***

Students are expected to dress appropriately for both fieldwork and classroom work and in any other situation or setting in which they are on Institute business. In the fieldwork site, students must adhere to the dress code of the specific institution to which they are assigned. For laboratory classes, the student must wear clothing that allows free movement and access to the body parts being studied. When guest patients are brought into class, students must be in business casual dress when specified. Students who are dressed inappropriately will be asked to leave. When representing the Institute in another setting or when interacting with patients/guests at the Institute, professional attire is required. Shirts/blouses that expose the midriff and pants that do not adequately cover the body when bending/stooping over are not acceptable.

### ***13.3 Academic Integrity***

**Academic integrity** is rooted in ethical integrity. According to the Center for Academic Integrity, academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. It is individual, organizational, institutional, and societal. Academic integrity focuses on conduct that expresses itself in the classroom and other areas of professional practice.

All OTD students will be held accountable to the [Academic Integrity policies](#) detailed in the Institute Catalog. As an institution preparing future health care professionals, the highest standards of ethical behavior are expected of all members of the Institute's community. Students have the obligation and responsibility to understand what is acceptable and not acceptable conduct relative to academic integrity.

Violations of academic integrity include cheating, plagiarism, distortion of materials related to a student's performance and collusion. Any violations of academic integrity that result in a grading penalty or any other formal recommendation for academic or disciplinary action are reported by the faculty member to the Chair or Director of the student's program. In the instance of an egregious violation or more than one offense, disciplinary action up to and including dismissal is at the discretion of the department. Violations of academic integrity are reported to the Dean of Students. Students should refer to [the full policy on Academic Integrity](#) in the Institute Catalog or discuss the matter with the appropriate faculty member or advisor.

Each year the Institute compiles and publically shares an Institute-wide report of violations related to academic integrity. The [full report](#) can be found on the Institute website.

All new students must attest that they have read and understand this policy before the start of classes. This is done by logging onto your [IOnline](#) account. After you have logged in, go to the student menu then look for the section labeled "Conditions of Enrollment". In this section, you will see the link to the Academic Integrity Policy. Read through the policy in detail and then check the box at the bottom indicating that you have read and understood the policy.

### ***13.4. Professional Behavior Actions***

When professional behaviors do not meet acceptable standards, depending on the nature and severity of the problem and the setting within which it occurs, one or more of the following actions may be taken at the discretion of the faculty of the Entry Level OTD or the staff of the department:

#### *13.4.1. Notification of Concern*

A Notification of Concern is considered an [“oral warning”](#) as defined in the Institute catalog. An NOC may be written by any faculty, staff, or administrator who witnesses inappropriate behavior. Copies of the NOC will be sent to the student’s academic or ADE advisor, Department Chair, Program Director, and Registrar’s Office. The student will also be referred to the Committee on Academic Policies and Procedures (CAPP).

#### *13.4.3. Committee on Academic Policies and Procedures*

If inappropriate behaviors are identified through **two or more** Notifications of Concern, the student will be reviewed by the Committee on Academic Policies and Procedures. The Committee may require remedial action, may place the student on probation, or may recommend dismissal to the program faculty for repeated or egregious professional behavior incidents. Dismissal of a student for professional behavior issues will follow due process, including written notification and documentation of the infraction(s).

#### *13.4.4. Institute Student Grievance Procedure*

Students have the right to initiate grievance procedures for any disciplinary action, according to the processes delineated in the [Student Grievance Procedure](#) in the Institute Catalog.

Further information on guidelines for conduct and procedures related to disciplinary action are delineated in the [Institute catalog](#).

## ***14. USE OF TECHNOLOGY IN CLASSROOM***

Effective use of technology is encouraged to enrich the learning experience at the Institute. Students should bring laptop computers to the classroom to take notes, to refer to PowerPoint presentations, to refer to websites relevant to the class discussion, or to take online exams. **All use of laptops during class periods should be related to the in-class course activities. Use of laptops while in class for activities such as reading e-mail, or accessing Internet sites such as Facebook that are unrelated to class activities is considered a violation of professional behavior standards, and may be subject to disciplinary action by the program.**

## ***15. INFORMED CONSENT***

### ***15.1. Classroom and Laboratory Experiences***

Students in the Entry-level Doctor of Occupational Therapy Program are informed of potential risks involved with participation in classroom and laboratory activities via the “Consent Form for Classroom and Laboratory

Experiences” (see Appendix B). This form is given to students at the start of the program and should be signed by the student and Academic Advisor. Students are expected to remain cognizant of potential risks to their health and safety as they progress through the program and to take responsibility for preventing harm to themselves and others.

If students feel they have conditions that may increase risks, they must notify course faculty **minimally 48 hours in advance** so that preventive or adaptive measures can be taken.

## ***15.2. Research Projects***

All students are required to complete the Collaborative IRB Training Initiative ([www.citiiprogram.org](http://www.citiiprogram.org)) required of Spaulding Rehabilitation Hospital personnel prior to engaging in any research activities. All studies that involve the participation of human subjects must be reviewed and approved by an institutional review board during the proposal stage to assure compliance with ethical standards for conducting human studies research. Proposals for projects done at the Institute are reviewed by the appropriate IRB. Regulations, standards, and guidelines for submission of proposals can be found on the Partners website [mghra.partners.org](http://mghra.partners.org). No research may be conducted prior to proper IRB approval. If research will be conducted at other facilities, IRB approval may be required by other entities. Please consult with your faculty advisor and the facility where you are proposing to conduct the research study prior to submitting an IRB application.

## ***16. Functional Living Lab***

### ***16.1. Infection Control and Standard Precautions***

#### **PROCEDURE:**

It is the responsibility of all individuals to comply with Standard Precautions. An alcohol-based disinfectant will be used after all client and equipment contact.

1. **Hand Disinfection/Hand washing.** An alcohol-based disinfectant will be used after all client and equipment contact. If contaminated with blood or body fluids, hands should be washed under running water, using soap and friction for at least 15 seconds. Faucets will be turned off using paper towels, and the alcohol-based disinfectant must be reapplied.

#### Hand Disinfection Procedure:

- Release enough hand gel into the palm to rub over both hands and up to ½ inch above the wrists (Generally this is one “pump” from the dispenser)
- Rub hands together briskly until dry, ensuring coverage of all surfaces of hands, fingers and wrist
- No rinsing required
- No towels required

#### Hand washing Procedure:

- Turn on faucet using warm (not hot) water
- Wet hands
- Keeping hand lower than elbows, apply soap
- Scrub vigorously for at least 15 seconds, using friction over all surfaces of the hands and wrist, with attention to fingertips and nails

- Rinse thoroughly in a downward position
  - Turn off faucet with paper towel
  - Dry hands with paper towels
  - Re-apply hand disinfectant
2. **Cleaning Schedule.** The Functional Living Lab is cleaned daily by cleaning staff contracted by the building managers of 2CC. The FLL kitchen refrigerator is on a regular cleaning schedule, which is a service also provided by the cleaning staff. A graduate assistant, hired by the department, is responsible for neatening and spot cleaning of the lab. All faculty and staff are responsible for reporting to Institute Facilities instances of the FLL not being cleaned through the help ticket system.
  3. **Equipment and Supplies.** Student clinicians and faculty provide services to clients using adaptive equipment and supplies, general reusable clinical supplies, and other equipment as needed. All reusable supplies and adaptive equipment are inspected and maintained by the OT Functional Living Lab graduate assistant and OT Program Coordinator. The larger equipment is inspected on an annual basis by an outside vendor, which is arranged by the Institute Facilities Department.
  4. **Linens.** Clean linen will be covered at all times. Linens will be changed after each patient use. Dirty linen must be deposited in designated laundry bins after use.
  5. **Cleaning between clients.** All equipment will be wiped down with germicidal disposal wipes after each client use. If equipment is known to be soiled or is visibly soiled the surface must be cleaned using an approved disinfectant (Virex.) All reusable supplies are disinfected with Virex 256 for 10 minutes contact time and rinsed with water prior to drying.

## ***16.2 Health and Safety***

Students are responsible for maintaining their own safety and the safety of others in all laboratory activities. They are expected to dress appropriately for class and lab activities. They are responsible for identifying health conditions which they may have for which precautions or contraindications may be considered and for developing appropriate adaptations or requesting necessary accommodations.

### *16.2.1. Emergencies*

The Functional Living Lab is located in 2 Constitution Center (2CC). A fire extinguisher is located under the kitchen sink in the Functional Living Lab. A small first aid kit is located in the kitchen in a labeled drawer closest to the window.

In case of an emergency, contact MGH Police & Security at 2CC at (617) 643-9970. If necessary, students may also contact MGH Police & Security in the Shouse Building (Building 36) at (617) 726-0528. Notify security of your location in 2CC and ask for appropriate assistance.

### *16.2.2. Use of Physical Agents*

All physical agents may be used **ONLY** in the presence of an authorized lab instructor who is a licensed occupational therapist.

### *16.2.3. Body Mechanics*

Students are responsible for adhering to appropriate body mechanics at all times.

## ***16.3 Functional Living Lab Usage***

The Functional Living Lab contains classroom space that is utilized by all programs at the Institute. The FLL is reserved for the Occupational Therapy Department during Clinical Center and Open Lab hours.

### *16.3.1. Equipment and Supplies*

It is the expectation that all students who use the FLL during clinic and open lab hours restore the area upon completion of use. This includes following departmental protocols for proper sterilization and cleaning (see section 17.1.)

Supplies and equipment may not be removed from the FLL without explicit permission of OT faculty or staff.

Students are responsible to adhering to the protocols and restrictions for use of FLL equipment. A binder with owner's manuals to most of the FLL equipment, including the kitchen appliances, is located next to the microwave.

### *16.3.2. FLL Lab Use Restrictions*

- Students are not permitted to store personal food (including lunches,) in the FLL refrigerator or cabinets.
- Students are not permitted to utilize the FLL kitchen unless supervised by OT Faculty as part of a class or clinical activity.
- The FLL can only be utilized by students for class, open lab, and clinical activities.

### *16.3.3. Lab Dress Code*

Students must dress appropriately for lab in clean attire. Long hair must be pinned back and dangling jewelry must be removed. Fingernails must be short. Shoes should be closed at the toe. Shirts that expose the midriff or breasts, and pants that do not adequately cover the body when bending/stooping are not acceptable. Some lab sessions may require that students wear clothing, such as a tank top, that allows free movement and access to the body parts being studied.

## ***16.4. HIPAA and OSHA Training***

The Health Insurance Portability and Accountability Act (HIPAA) is legislation that mandates the standards and requirements for the electronic transmission of certain health information. Occupational Safety and Health Administration (OSHA) training instructs students about general infection control principles and their management.

You will complete these trainings in HealthStream either before or during New Student Orientation. Information regarding these trainings will be included in the Institute's prematriculation information and requirements.



## **17. FERPA**

FERPA is the Family Education Right to Privacy Act. FERPA is a federal law that protects the privacy of educational records and all students at the Institute are protected under FERPA. Please visit [the Institute website](#) for more information.

## **18. Title IX**

Title IX of the Education Amendments of 1972 is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees of educational institutions which receive federal financial assistance. The United States Department of Education's Office for Civil Rights (OCR) is in charge of enforcing Title IX. It states:

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.* 20 U.S.C. § 1681

Under Title IX, discrimination on the basis of sex can include sexual harassment, rape, and sexual assault. A college or university that receives federal funds may be held legally responsible when it knows about and ignores sexual harassment or assault in its programs or activities. The United States [Department of Education's Office for Civil Rights \(OCR\)](#) is in charge of enforcing Title IX.

The Title IX compliance overview can be found on the [Institute's website](#). Non-discrimination and Title IX policies can be found in the [Institute Catalog](#).

## **19. GRIEVANCE PROCEDURES**

### **19.1. Program Complaints**

#### *19.1.1. Submission of Program Complaints*

Students who have complaints about any aspect of the Entry-level OTD Program should speak with their faculty advisor, the Program Director, or the Department Chair, as well as their class representative to the faculty, to determine if there is a reasonable solution that can be negotiated. If the student does not get satisfaction through this mechanism, he or she must submit a formal written letter of complaint to the Department Chair with the following information:

1. Identify the person making the complaint
2. Set forth and clearly describe the specific nature of the complaint
3. Provide supporting evidence and/or data for the complaint
4. Specify the changes that are sought by the complainant

#### *19.1.2. Resolution of Program Complaints*

All program complaints will be handled by the Department Chair who will notify the complainant in writing of any action taken.

## ***19.2. Disputes about Final Course Grades***

The Institute has a formal process for students wishing to challenge a final course grade. [The procedure is outlined in the Institute catalog.](#)

## ***19.3. Complaints Related to Institute Policies and Procedures***

Complaints that refer to Institute policies or procedures should be directed to the Office of Student and Alumni Affairs at (617) 726-3140 or [studentlife@mghihp.edu](mailto:studentlife@mghihp.edu).

## ***20. PETITIONS***

Students maintain the right to petition the Committee on Academic Policies and Procedures for any variance from standard policy or procedure.

### ***20.1. Format of Petitions***

Petitions should be submitted to the Committee on Academic Policies and Procedures through the academic advisor. Petitions should be submitted in the form of a letter addressed to the student's academic advisor or the Committee on Academic Policies and Procedures. Petitions should include the specific request, a complete explanation of why the request is being made, and must include supporting documentation to justify why the petition should be granted. Petition letters attached to Institute emails are acceptable.

### ***20.2. Approval of Petitions***

All petitions must be approved by majority vote of the Committee on Academic Policies and Procedures. The Chair of the Committee will inform the student in writing of the outcome of the petition process.

## ***21. CPR and Health History Requirements***

### ***21.1. Cardiopulmonary Resuscitation (CPR) and Health History***

All matriculated students must comply at all times with [the CPR and Health History policy at the Institute](#). All students are required to maintain current certification in **CPR for the Health Care Provider or Basic Life Support for the Healthcare Provider**. Training centers can be found on the [American Heart Association](#) website.

**Students are expected to be mindful of areas in which they may become non-compliant and address them before they fall out of compliance.** Areas in which students may become non-complaint include, but are not limited to:

- Physical exam
- TB test
- Flu vaccination
- CPR certification

**Students must keep copies of all documentation of health history and CPR certification.**

### *21.1.1 Out of Compliance Procedures*

The School of Health and Rehabilitation Sciences and the Occupational Therapy Department regularly monitor the status of each student's compliance with the CPR and Health History policy. Neither the School nor the Program directly receive or manage student compliance paperwork.

If a student falls out of compliance, they will be notified by School or Program staff. Students are expected to respond to compliance emails from school or program staff, ***even if they believe they are in compliance or have already addressed the area of non-compliance.***

A student will have 10 days to become compliant, have a documented plan in place to become compliant within a reasonable amount of time, or confirm compliance. ***If no action is taken by the 10th day, the student will lose access to D2L and will not be permitted to attend fieldwork experiences.*** (Please see Part IV, Section 36.2.) ***These privileges will not be restored until the issues are addressed.***

## ***22. COURSE EXEMPTIONS AND CREDIT BY EXAMINATION***

Students may petition for exemption of courses based on previous study or life experience. The [Course Exemption or Credit for Life Experience](#) policy and form can be found in the Institute catalog. Before an exemption can be granted, the OT Curriculum Committee will review all petitions to ensure that the content requirements of the appropriate doctoral standards have been met per ACOTE standard A.3.4.

The [Credit by Examination](#) policy and form can be found in the Institute catalog.

Students may be exempted from or test out of a maximum of two courses or six credits. If an exemption is granted, students are responsible for enrolling in an equivalent credit-bearing course to meet the total credit requirements for the entry-level OTD degree.

## ***23. MEDICAL/HEALTHCARE TERMINOLOGY***

Students are required to demonstrate competency in medical terminology and medical abbreviations by passing with a minimum grade of 80% on a Healthcare Terminology Competency Exam by the beginning of the Fall semester, Year 1. Students may re-take the exam within a week if a failing grade is obtained. If the exam is not passed on the second try, the student will be required to participate in a remedial program.

Students are expected to study the material for this exam on their own. Appropriate references and self-study texts will be recommended.

**Students who provide proof of having taken a course on medical terminology are exempt from this requirement.**

## ***24. AWARDS AND FELLOWSHIPS***

Students engaged in their last year of study in the Entry-level OTD are eligible to be nominated for select awards and fellowships. Award recipients are honored during graduation ceremonies. Award criteria will be distributed in advance to all students.

## **25. PROFESSIONAL ASSOCIATIONS**

### **25.1. American Occupational Therapy Association (AOTA) Membership**

Students are expected to become student members of the American Occupational Therapy Association (AOTA). The AOTA is the professional association for occupational therapists, representing approximately 50,000 occupational therapists, occupational therapist assistants, and occupational therapy students across the United States. The AOTA's goal is "to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services." The AOTA and AOTA resources can be accessed via their website at <http://www.aota.org>. Many of these resources are only available to dues-paying members. The national office is located at 4720 Montgomery Ln Ste 200, Bethesda, MD 20814-3449. Membership services can be reached at 1-800-SAY-AOTA (729-2682). Non-members may call 301-652-6611.

When applying for membership, students should use their local mailing address or email address so that AOTA related materials are received in a timely manner.

### **25.2. Massachusetts Association for Occupational Therapy (MAOT)**

The Massachusetts Association of Occupational Therapy (MAOT) represents more than 2200 therapists in the Commonwealth of Massachusetts. The chapter homepage can be accessed at <http://www.maot.org/default.asp>. Student memberships are also available.

### **25.3. Meetings and Conferences**

Information on AOTA and MAOT conferences is generally published in *OT Practice*, listed on the AOTA/MAOT websites, and is mailed or emailed to all members. In general, the AOTA Annual Conference occurs in the Spring (April), and MAOT conferences occur in the Fall (November) and in the Spring (March).

Students are encouraged to participate in AOTA and MAOT meetings and conferences. Students are encouraged to meet with course faculty or their advisor to plan for make-up of missed work. If conferences overlap with fieldwork experiences, the student must obtain permission in advance from the Director of Clinical Education and the fieldwork facility.

AOTA also sponsors a Student Conclave in the Fall of each year (usually November), providing programming for students from occupational therapy and occupational therapy assistant programs. The Conclave usually includes educational sessions, mock interview sessions, resume critiques, and opportunities to speak with leaders and experts.

### **25.4. Student Occupational Therapy Association (SOTA)**

The Student Occupational Therapy Association (SOTA) is a non-profit organization, founded at MGH Institute by the inaugural OTD class of 2017. The purpose of SOTA is to enhance knowledge about occupational therapy

as a powerful, widely recognized, science-driven, and evidence-based profession (AOTA, 2006). SOTA is a student-run organization that promotes occupational therapy through community service, public relations, fundraising, and campus activities. SOTA's mission is to serve the community in areas related to occupational therapy, while simultaneously advancing members skills in areas such as professional development. SOTA provides its members the opportunity to connect with each other, faculty, and the community at large. SOTA meets once a month.

During AY2015-2016, 100% of OTD students are current members of the American Occupational Therapy Association (AOTA), earning the Institute [Gold Level recognition](#) in the AOTA's Student Membership Circle.

AY2016-2017 Board:

Katie Shnideman, President

Katie Dabdoub, Vice President

Kelsey Hardiman, Secretary

Samantha Kirshner, Treasurer

## ***26. AWARDING OF THE DOCTOR OF OCCUPATIONAL THERAPY DEGREE***

### ***26.1. Degree Requirements***

Granting of the Doctor of Occupational Therapy degree is contingent upon successful completion of all required courses (100 credits) with grades of "B-" or better and a cumulative GPA of at least 3.0.

All fieldwork experiences, including Level II and the Advanced Doctoral Experience, must be successfully completed prior to awarding of the degree.

### ***26.2. Time Limits***

Students have a maximum of five years from the date of initial matriculation to complete all degree requirements, including Level I and Level II Fieldwork experiences and the Advanced Doctoral Experience.

### ***26.3. Graduation***

Commencement events are held in May for all students graduating in January, May, or September of a given calendar year. To be considered for graduation, students must submit the required application for graduation. Reminders about this process will be sent from the Registrar's Office prior to the application period. For more information, visit [the Registrar's Commencement website](#).

## ***27. CERTIFICATION & LICENSURE***

All degree requirements must be completed within five years from initial matriculation into the professional program. Once a student has completed all course work and fieldwork requirements, the student will be cleared for graduation.

### ***27.1. The National Certification Examination***

The National Board for Certification in Occupational Therapy (NBCOT) certification exam for the Occupational Therapy Registered OTR is offered “on demand” in a computerized format at Prometric computer centers worldwide. Students are eligible to take the certification exam upon graduation from an accredited program. Students will need to submit a request to the Registrar to send a Final Transcript (showing the OTD Degree awarded) to NBCOT. More information about the NBCOT can be found on their website at <http://www.nbcot.org/>.

Passing this examination qualifies the student to enter professional practice as an Occupational Therapist, Registered (OTR) and satisfies the requirements for licensure in most states that require a license to practice the profession. Each state has different laws and regulations for occupational therapy licensure. Graduates are responsible to independently investigate procedures and follow each State’s documentation requirements for application for licensure. The AOTA provides information about State OT Statutes and Regulations on their website: <http://www.aota.org/Practice/Manage/HowTo.aspx>, <http://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

## **PART IV: FIELDWORK EDUCATION POLICIES AND PROCEDURES**

### ***28. INTRODUCTION TO TYPES OF FIELDWORK***

Supervised fieldwork experiences are an integral part of the educational program. The Accreditation Standards (ACOTE) of the American Occupational Therapy Association (AOTA) requires two levels of experience. Level I Fieldwork is designed to provide experiences that complement professional courses in the entry-level portion of the curriculum. Level II Fieldwork is designed to provide in depth experience in providing occupational therapy services to clients after successful completion of prerequisite academic course work. This Manual contains fieldwork policies related to: advising, grades, sequence, professional behavior and disciplinary action, technical standards, and certification and licensure. Students will be administratively enrolled in the D2L OT Fieldwork Program site throughout the OTD program until completion of the degree. Each of the individual fieldwork courses in the curriculum have a D2L site that contains: a course syllabus, evaluation forms, resources, and additional relevant policies and procedures.

### ***29. ADVISING***

Frequently, issues that impact a student's performance and participation in academic and laboratory courses will also impact fieldwork experiences. Students are encouraged to use their academic advisors for consultation and assistance with any matters that may impact the fieldwork education component of their professional education.

In addition to the academic advisor, the Director of Clinical Education (DCE,) Associate Director of Clinical Education (ADCE,) and Academic Fieldwork Coordinator play roles in advising all students in matters related to the planning and implementation of the fieldwork education component of the curriculum.

The DCE, ADCE, and/or Fieldwork Coordinator will:

- Orient students to the OTD fieldwork program policies and procedures
- Organize and update D2L OT Fieldwork Program and individual fieldwork course sites
- Schedule and conduct information sessions about planning for fieldwork
- Instruct fieldwork courses in the curriculum
- Advise students about available fieldwork education sites and assist in planning their fieldwork education experiences across the curriculum
- Make all final decisions regarding matching students to fieldwork education facilities for specific fieldwork courses
- Monitor each student's fieldwork placements across the curriculum assuring variety and depth of fieldwork exposure
- Monitor student's performance in the fieldwork setting, providing counseling and arranging remedial fieldwork experiences as needed
- Provide resources for students and fieldwork site educators.

**Any matters that may impact a student's ability to participate fully in a fieldwork education experience should be brought to the attention of the DCE, ADCE, and/or Fieldwork Coordinator in advance of the start of the fieldwork experience. If the fieldwork experience is in progress, the student should notify the DCE, ADCE, and/or Fieldwork Coordinator immediately of any change or potential change in status.**

## ***29.1 International Students***

International students must work with the [International Student Services Office](#) regarding visa implications for coursework and clinical placements.

## ***30. GRADES AND PERFORMANCE EVALUATION***

### ***30.1. Grades***

**All Fieldwork Education courses required as part of the OTD degree are offered on a Pass/Fail basis ONLY.** These courses are:

- OT 660 Level I Fieldwork 1 (Fall 1)
- OT 661 Level I Fieldwork 2 (Spring 1)
- OT 662 Level I Fieldwork 3 (Summer 2)
- OT 663 Level I Fieldwork 4 (Fall 2)
- OT 664 Level I Fieldwork 5 (Spring 2)
- OT 760 Fieldwork Seminar (Spring 2)
- OT 761 Level II Fieldwork 1 (Summer 3)
- OT 762 Level II Fieldwork 2 (Fall 3)

### ***30.2. Evaluations of Student Performance***

Criteria for grading of all fieldwork courses are noted on the individual course syllabus. Please refer to the course syllabus for specific instructions on assignments and course requirements, including the completion of designated evaluation forms for each type of fieldwork. The Institute is using the E\*Value software platform for online evaluations to be completed by students and fieldwork educators for all fieldwork placements.

**Assessment of Level II Fieldwork Experience:** Grades are based on the *AOTA Fieldwork Performance Evaluation (FWPE)* passing score criteria, filled out by the student's supervisor(s), to measure students' demonstration of entry-level competence.

**In all fieldwork education courses, the DCE makes the final determination of course grade based on written and verbal performance feedback and assessment provided by fieldwork faculty and student. Expectations for passing each fieldwork education course are contained in the course syllabus.**

### ***30.3. Completion of Fieldwork Experiences***

All fieldwork experiences are considered professional courses and must be successfully completed to continue with full-time study into the next semester.

Fieldwork education courses will occur at the facility assigned by the DCE, ADCE, and/or Fieldwork Coordinator. It is not the student's prerogative to decline a fieldwork education placement; such action will be considered refusal to take a required course. Likewise, a student who decides to discontinue participation in a fieldwork experience prior to its scheduled end date, without successful petition for a grade of Incomplete (see section 27.5), will receive a grade of "F" for that course.



### ***30.4. Early Dismissal or Failure of Fieldwork Experiences***

The fieldwork facility may temporarily suspend, and/or may request the Program to withdraw, any student whose conduct or health status may have a detrimental effect on the fieldwork facility's professional staff or its patients or clients. In such cases, the fieldwork facility shall notify the Institute of such temporary suspension as soon as possible. The DCE may withdraw any student from the fieldwork program whose progress, achievement or adjustment does not appear to justify the student continuing with the placement. Wherever possible, such suspension or withdrawal shall be planned cooperatively by the fieldwork facility and the academic program, and any grievance against any student shall be discussed with the student and the DCE.

#### ***30.4.1. Fieldwork Site Policies and Procedures***

Students are expected to adhere to all safety guidelines and policies and procedures of the fieldwork site in which the fieldwork education experience takes place. Failure to do so may result in dismissal of the fieldwork experience and a grade of "F" for that fieldwork course.

Failure of a fieldwork experience is considered failure in a professional course and is associated with all actions and penalties that may occur with any failure of a professional course.

If a student fails any fieldwork experience, the DCE will make a recommendation to the Committee on Academic Policies and Procedures regarding continued enrollment in the program. Depending on the reasons for the failure, the DCE may recommend continued enrollment or dismissal from the program.

If the student is continuing in the program, the DCE may recommend to the Committee on Academic Policies and Procedures that the student completes remedial work prior to repeating the failed fieldwork experience. Remedial activities may include, but are not limited to, repetition of professional courses, additional focused fieldwork experience, or independent study. The process of making up a failed fieldwork experience will most often disrupt the flow of progression in the academic curriculum.

Failure to successfully complete any two fieldwork experiences will result in a recommendation for dismissal from the program.

### ***30.5. Incompletes***

When extenuating circumstances interfere with successful completion of a fieldwork experience, students may petition for an Incomplete, which must be approved by the DCE. Guidelines for completing the experience and the time period within which it must be completed will be specified by the DCE and handled on an individual case-by-case basis.

If a student receives a grade of Incomplete in an academic course that is prerequisite to a course or additional fieldwork experience in the curriculum, the student should make every effort to complete the academic course prior to the scheduled start of the fieldwork experience. If the course has not been completed, the student must petition to be permitted to begin the fieldwork experience as scheduled. Based on the amount and scope of the incomplete coursework, the DCE will make a recommendation to the Committee on Academic Policies and Procedures regarding all such petitions.

## ***31. SEQUENCE OF FIELDWORK EDUCATION COURSES***

### ***31.1. Eligibility to Begin a Fieldwork Experience***

To be eligible to begin any full-time fieldwork education course, students must satisfactorily complete all pre-requisite coursework and demonstrate professional behavior in prior academic and fieldwork learning experiences. To enter OT 761, students must also have a cumulative grade point average of 3.0 or above (see section 5.2.4).

Students must also meet all additional program, Institute, and fieldwork facility requirements for entering a specific fieldwork experience. These requirements include, but are not limited to:

- Registering for the fieldwork education course and paying all tuition and fees.
- Submitting a completed Student Profile Form for Level I fieldwork and Personal Data Sheet Form for Level II fieldwork to the assigned facility in a timely manner.
- Complying with Institute health history, CPR certification, and HIPAA and OSHA training requirements.
- Complying with the site's health history requirements, CPR certification, HIPAA and OSHA training, and any other requirements, some of which may differ from Institute requirements, and submitting all required documentation prior to the placement start date, meeting designated deadlines.
- Submitting to and passing a criminal background check as required by the fieldwork site.
- Being available to participate in the experience during dates and times designated by the fieldwork site.
- Meeting and adhering to the site's policies and procedures regarding personnel requirements, such as dress code, safety, etc.

### ***31.2. Completing Fieldwork Experience(s) out of Sequence***

If for any reason a student in the program fails to complete a fieldwork experience within the standard sequence and time-frame (e.g. student is ineligible or unable to begin the fieldwork experience as scheduled or fails to successfully complete the experience within the specified time frame), all subsequent fieldwork experience(s) will be completed at the time(s) and place(s) determined by the DCE, ADCE, and/or Fieldwork Coordinator and based on fieldwork site availability.

Falling out of sequence in completing fieldwork education courses will often result in a disruption of the flow of the program, as the fieldwork experience may be pre-requisite to continued matriculation and/or there may be a delay in placing the student in subsequent fieldwork experiences. A student may file for a leave of absence until the term in which academic or fieldwork coursework is resumed, based on fieldwork site availability.

Need for a fieldwork placement outside of the pre-established sequence and time frame may also result in a change in format and/or duration of the fieldwork experience(s) and coursework that follows, especially OT 885 Advanced Doctoral Experience and OT 894 Research IV: Dissemination and Capstone, as these courses cannot be taken until Level II Fieldwork courses are successfully completed.

## ***32. ASSIGNMENTS DURING FIELDWORK EXPERIENCES***

Students should expect to receive assignments from fieldwork educators including, but not limited to, literature search, background reading, case presentations, in-service presentations, and written assignments, including draft documentation for the medical or educational record, intervention plans, evaluation results, summaries, home programs, etc.

All assignments must be completed according to the criteria specified by the fieldwork education supervisor. Assignments not completed by the established deadline or according to standards will be reflected in the student's performance evaluation.

**Students should not interpret the above as replacing the responsibility they hold to take initiative in their own learning in the fieldwork setting. Students are expected to identify areas in which they need review, practice, or additional information; take the initiative to seek out appropriate resources; and act to address these learning needs.**

In the event that students are asked to initiate or complete an assignment for an academic course based on an experience in fieldwork (e.g. a case study), students should discuss the assignment with the Fieldwork Education Supervisor, and work within facility policies including, but not limited to, policies protecting confidentiality of patient information. Students should notify the academic course faculty of any issues that may limit completion of the assignment; and take responsibility for problem-solving with the academic course faculty to find an appropriate solution.

### ***33. ATTENDANCE AND FIELDWORK SCHEDULES***

#### ***33.1. Expectations for Specific Fieldwork Courses***

##### *33.1.1. Logging Fieldwork Hours*

Students are responsible use the E\*Value software platform to log-in their "duty hours" for each type of fieldwork placement in the curriculum. Students are obligated to be on site from the start through the end date of the placement as assigned.

##### *33.1.2. Level I and Level II Fieldwork Attendance*

**Attendance is mandatory for all fieldwork experiences, and students are not permitted to request time-off for personal reasons. Absence from the fieldwork site, except in the case of illness, emergency situations, or religious observances, will be considered unexcused and may result in a grade of "F" for that course.**

Students are expected to be in attendance at all fieldwork experiences during the hours specified by the fieldwork facility, including evening, weekend and holiday work schedules, rather than the Institute's academic calendar. In the case of illness or other unanticipated absence, students must contact the fieldwork site and speak with the fieldwork education supervisor before the start of the scheduled fieldwork hours to report the absence. In the case of an anticipated absence, as for religious observance, the student is expected to discuss the absence with the Fieldwork Education Supervisor in advance of the scheduled session. In addition, all absences must be simultaneously reported by the student to the Director of Clinical Education (DCE) via email, [mevenson@mghihp.edu](mailto:mevenson@mghihp.edu), or by phone, (617)724-4089.

##### *33.1.3. Make-Up Time for Level I and Level II Fieldwork Experiences*

For Level I Fieldwork, make-up of 1 session in any placement, missed due to illness or other justifiable cause, will be at the discretion of the fieldwork faculty (Supervisor and/or Student Program Coordinator). Absence from two or more sessions in any fieldwork experience will require that all missed time be made up.

For Level II Fieldwork, make-up of up to 3 sessions in any placement, missed due to illness or other justifiable cause, will be at the discretion of the fieldwork faculty (Supervisor and/or Student Program Coordinator). Absence from greater than three sessions in any Level II Fieldwork experience will require that all missed time be made up.

Plans for make-up of any missed time in the clinic will be determined by the fieldwork facility's Student Program Coordinator and/or Fieldwork Education Supervisor, in conjunction with the DCE, based on the clinic's ability to schedule such time. Missed time may be made up following the experience or during it by adding additional hours. Students are expected to be flexible in making up time and must keep fieldwork a priority in their schedules. Missed time not able to be made up within the academic term may result in a grade of Incomplete.

#### *33.1.4. Inclement Weather/Snow Policy*

All classes will be canceled when the Institute is closed for inclement weather. **For Level I Fieldwork, students must still call the fieldwork facility** prior to the start of the scheduled fieldwork session to report their absence due to school closing.

In the case of full-time Level II fieldwork experiences, **students are expected to make every reasonable effort to report to the fieldwork site for all scheduled fieldwork hours unless instructed otherwise by fieldwork facility's personnel.** This policy applies even if the Institute has canceled classes for the day. If travel to the facility is impossible, or if tardiness is unavoidable, the student is expected to contact his/her fieldwork site before the start of the scheduled fieldwork hours to report the absence or delayed arrival. The student must also report such absences to the DCE via email at, [mevenson@mghihp.edu](mailto:mevenson@mghihp.edu), or (617) 724-4089.

### **33.2. Schedule for Full-time Fieldwork Courses**

#### *34.2.1. Minimum Requirements (Schedule) For Full-Time Level II Fieldwork*

A minimum of 24 weeks of occupational therapy fieldwork, which are typically completed in two 12-week full-time placements, is required for graduation from the program. Full-time fieldwork for a majority of Level II Fieldworks entails students being on-site for a minimum of 40 hours per week for 12 weeks duration. Therefore, Level II Fieldwork involves a schedule that is commensurate to full-time work.

#### *34.2.2. Part-Time Level II Fieldwork Policy*

For fieldwork settings with part-time schedules that involve less than 40 hours per week, the Program recommends extending the duration of the placement in order to meet the equivalent of 480 total hours. For examples of how to calculate the required number of weeks, refer to the following table:

<b>Fieldwork weekly schedule (hours/week)</b>	<b>Duration of Level II placement</b>
35-36 hours/week	14 weeks
32 hours/week	15 weeks

### **33.3. Punctuality**

Students are expected to be punctual for all fieldwork education experiences. If a student is going to be late, he/she must call the fieldwork education facility and notify the Fieldwork Education Supervisor/Clinical Instructor of his/her estimated time of arrival.

Tardiness is a serious matter which will be reflected in a student's performance evaluation and may result in a failing grade. At the discretion of the DCE, a student may be required to make up time missed due to tardiness.

### ***33.4. Medical Clearance***

Students who experience temporary illness, such as the flu or common cold, should exercise judgment in deciding when to return to the fieldwork site – taking into account the site's policies, kinds of clients, and fieldwork responsibilities. Students may find it helpful to contact the Fieldwork Supervisor for advice on when to return to work. Students may also contact the DCE for guidance related to determining appropriate health related conditions for missing fieldwork days and appropriate health status for returning to the placement. When the illness is contagious or the student has a physical disorder that restricts his/her physical activity in any way, the student must receive medical clearance from a health care provider and present it in writing to the fieldwork facility and the DCE. In such instances the health status requirements of both the fieldwork facility and the program must be met in order for the student to return to the fieldwork education experience.

## ***34. ASSIGNING STUDENTS TO FIELDWORK SITES***

### ***34.1. Introduction***

Each student creates and updates his/her *Student Profile for Fieldwork Experience* form that includes content related to on-going assessment of his/her progress and goals in developing the professional behaviors, knowledge, and skills needed for fieldwork practice.

Ultimately, the DCE, ADCE, and/or Fieldwork Coordinator make all fieldwork education assignments. Factors will include site availability, current and prior academic and fieldwork performance, and characteristics of the learning environment at the fieldwork site. Students may not decline a fieldwork placement; such action will be considered refusal to take a required course.

**The Program cannot guarantee placements at specific facilities or geographic locations during specific time frames. Fieldwork placements are subject to site availability at locations that have contracts with the Program. The availability of any particular fieldwork facility varies from semester to semester.**

Students are advised that not all facilities are available for all fieldwork education experiences. Availability is based on resource constraints of the fieldwork sites and on the DCE's decisions regarding appropriateness of the facility to specific fieldwork experiences in the curriculum and/or to a specific student's learning needs.

### ***34.2. Timing and Schedule of Fieldwork Experiences***

The specific timing (including start and end dates, day(s) of week, and hours) of any given fieldwork education experience may vary from facility to facility and year to year based on resource availability. The DCE will include **anticipated** timing of fieldwork placements in information provided to students as part of the fieldwork education assignment process. In the event that the timing of a fieldwork education experience is changed by a fieldwork site, the DCE will communicate the change to the student(s) immediately upon notification by the facility.

**Students are expected to comply with the site's timing of fieldwork education experiences and must flex their personal schedules to accommodate specific time constraints of the facility.** It is the responsibility of

each student to confirm the start and end date of a fieldwork placement, as well as the work schedule (days and hours).

### ***34.3. Expenses***

**Students are responsible for all expenses associated with fieldwork education.** Fieldwork education, especially a full-time fieldwork experience, typically involves some expense to the student. The cost associated with a given fieldwork education experience will depend on many variables including, but not limited to, the cost of transportation, housing, and meals. **Students are advised to plan and budget for such expenses, as students can expect to be assigned to fieldwork facilities requiring temporary relocation and travel outside of the Boston area or outside the public transportation system.**

Because participation in Level II fieldwork is a non-paid, full-time commitment, it is important that students plan ahead and share information about prospective plans (timing and geography) with family or significant others (parents, spouses, etc.) who may be helping with finances during the time they will be on fieldwork. In general, it is not recommended, and is not feasible, for students to work during their participation in Level II Fieldwork and Doctoral Experience without disrupting the flow of progression in the academic curriculum. Therefore, outlining a long-term budget that includes completion of Level II fieldwork is advisable in order to determine where you might live (housing), as well as other resources (transportation, social support, etc.).

### ***34.4. Housing***

**All housing arrangements associated with fieldwork education are the student's responsibility.**

In rare instances, some fieldwork facilities provide assistance to students in need of housing. Examples of assistance might include a list of housing options in the community (at a cost), or a willingness to post a notice in the facility that a student is in need of housing. Any information regarding housing assistance that is communicated to the DCE will be posted to the Site affiliation information on E\*Value. Students should direct questions to the facility's Student Program Coordinator once the fieldwork education assignment has been confirmed.

### ***34.5. Travel***

**Students are responsible for all travel to and from fieldwork education experiences.** This includes long distance travel (e.g. to an out-of-state facility for a full-time fieldwork experience) and/or local travel (e.g. daily or weekly travel for a Level I (part-time) or Level II (full-time) experience). Many fieldwork education facilities are not accessible by public transportation. **Every student should anticipate needing access to a car for some portion of the fieldwork education component of the curriculum.**

Students assigned to the same site for a fieldwork experience are encouraged to share travel resources when possible. Arranging travel and negotiating ride sharing are student responsibilities.

Students are responsible for contacting the facility and/or using the Internet to seek information regarding directions and transportation to the facility. The MBTA has a Trip Planner tool for public transportation routes in greater Boston, [www.mbta.com](http://www.mbta.com).

### ***34.6. Dress***

Students are expected to comply with the dress requirements of the fieldwork site to which they are assigned. There may be some expense associated with dress code compliance (e.g. rental or purchase of scrubs/lab coat, purchase of a specific type of footwear, etc.). All students must be prepared with an official school nametag at the start of each fieldwork experience. One nametag is provided to each student at the beginning of the

program. If lost, students are responsible for costs associated with replacing the nametag. To arrange for replacement of a lost nametag, students should contact Program staff.

### ***34.7. Procedures for the Assignment Process***

#### *35.7.1. For Specific Types Of Fieldwork Experiences*

**The process of assigning students with fieldwork facilities involves the DCE, the fieldwork sites, and program faculty.**

#### **a. Level I Fieldwork Experiences**

The DCE, ADCE, and/or Fieldwork Coordinator complete all Level I Fieldwork assignments taking into consideration the sequence and content of the curriculum as well as the scope of each student's prior fieldwork experience.

#### **b. Level II Fieldwork Experience**

The DCE, ADCE, and/or Fieldwork Coordinator meet with each student upon matriculation into the program during the first Summer Session to begin the fieldwork advising process. Students who are seeking out-of-state placement opportunities are strongly encouraged to begin exploration during the first Summer session because many facilities are booking at least two years in advance of placement start dates.

All students complete a Level II Fieldwork Application form early in the Spring semester of their first year of the academic program. Students rank their preferences for type of setting/population and list preferred geographies. Fieldwork Application forms must be returned to the designated individual by the specified date. The DCE, ADCE, and/or Fieldwork Coordinator considers this student input in the assignment process, along with site availability. **However, there is no guarantee that a student will receive an assignment from his/her listed preferences.**

#### *34.7.2. Fieldwork Site Information*

Information on all fieldwork sites is maintained by the program using the E\*Value software platform.

#### *34.7.3. Fieldwork Site Information Form*

Each fieldwork education site is responsible for completing and submitting to the program the ***Fieldwork Data Form (FWDF)*** that provides extensive information about the facility including health status requirements, descriptions of the practice environment, types of clients/patients served, etc. Additional site-specific information such as learning objectives, dress code, and required forms are posted to the individual site in the E\*Value system.

### ***34.8. Variety of Fieldwork Education Experiences***

**For Level I fieldwork**, students are assigned to practice settings that are integral to the curricular content and courses for that semester-sequence in the program. For example, a focus on mental health and psychiatry aligns with the first Spring semester with placements and assignments that incorporate analysis of psychological and social factors that influence engagement in occupation.

**For Level II fieldwork**, the Accreditation Council for Occupational Therapy Education (ACOTE) requires that students be "...exposed to a variety of clients across the lifespan and to a variety of settings." Students begin the Level II Fieldwork component of the program during Summer and Fall of the third year of the program after completing the six semesters of academic course work,. Students can complete Level II fieldwork in a

minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

### ***34.9. Contacting Fieldwork Sites and Fieldwork Interviews***

The DCE, ADCE, and/or Fieldwork Coordinator are responsible for establishing relationships with fieldwork sites and developing the program's fieldwork educators. In keeping with the program's philosophy that fieldwork education is an extension of the academic program, efforts will be directed at developing a network of fieldwork facilities and fieldwork educators committed to working with this program to provide quality professional education.

#### *34.9.1. CONTACTING FIELDWORK SITES*

Students are instructed to contact their assigned fieldwork education facilities only after being authorized by the DCE, ADCE, and/or Fieldwork Coordinator to do so. This will occur after the assignment process for any given fieldwork experience has been completed and fieldwork sites have been notified of the student(s) name(s) by the DCE. Please contact the site when instructed to do so as this contact serves to confirm the timing and logistics of the placement.

#### *34.9.2. NEW SITE DEVELOPMENT*

In order to meet the needs of students, it is possible to develop new fieldwork sites under a limited set of circumstances. Students occasionally ask if they might locate their own fieldwork placements. Guidelines and procedures for exploring new site development will be discussed during fieldwork orientation meetings conducted by the DCE and posted on D2L.

**Please do not make such contacts with fieldwork facilities until you have checked with the DCE, ADCE, and/or Fieldwork Coordinator to understand if the Institute has a history of working with the site.** For facilities for which the Institute has contracts, **NO STUDENT MAY CONTACT THE CENTER REQUESTING INFORMATION OR FIELDWORK RESERVATIONS** (as outlined in our contractual agreements).

*NOTE: Students who initiate new site development will be obligated to proceed with fieldwork placement arrangements once the DCE, ADCE, and/or Fieldwork Coordinator have initiated communication with the fieldwork facility and the contract affiliation process is underway.*

#### *34.9.3. FIELDWORK INTERVIEWS*

Most fieldwork facilities in the New England and mid-Atlantic regions require a pre-placement interview to insure that students understand the fieldwork expectations and the type of experience offered. For a majority of circumstances, this interview is completed *after* the student has been assigned to the fieldwork site. In some instances, fieldwork sites may require an interview to consider the student as a candidate for future placement. The interview serves as a means to determine if proceeding with the placement is mutually acceptable and to confirm the fieldwork arrangements.

The interview may or may not be competitive in making a determination about selecting students for placement. The general purpose of the interview is for students and the fieldwork facility to clarify expectations, discuss qualifications, and explore the 'match'. Sites have the right to not accept a student based on the interview. Typically, the fieldwork site coordinator notifies the DCE/Academic Fieldwork Coordinator of their intention to accept or decline the student via email or by phone contact.



Likewise, should a student identify significant concerns about proceeding with the fieldwork placement based on the interview, students may submit a formal petition to the Director of Clinical Education (DCE) to consider a request to change the Level II fieldwork assignment.

## ***35. Guidelines for Fieldwork Supervision***

### ***35.1. On-Site Fieldwork Supervision***

The contractual agreement between the Institute and the fieldwork site outlines the responsibility of the fieldwork facility to supervise the students directly during the fieldwork experience.

#### *35.1.2. Level I fieldwork supervision*

For Level I fieldwork, qualified personnel supervisors may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

#### *35.1.3. Level II fieldwork supervision*

For Level II Fieldwork, students must be supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and whom is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

### ***35.2. Direct Supervision***

Additionally, in the OT 760 Fieldwork Seminar, students are made aware that the level and amount of direct supervision will be determined by their immediate supervisor (Fieldwork Educator). There is an expectation that increased indirect supervision will occur in the instance of clients whose condition is stable and with growing competence on the part of the fieldwork student. For example, it is anticipated that direct supervision will be provided until the student has developed the basic competencies to provide safe client care, generally a skill anticipated by the midterm of the Level II placement. As a student's competence grows, supervision can be indirect, based on the needs of the individual clients and severity of their condition. In all instances, licensed/credentialed supervisors are responsible to review, approve, and co-sign or electronically submit all documentation.

The principles of the AOTA Code of Ethics (2015) can serve as a resource for students and fieldwork educators. Students should not complete an unsafe activity/task or a task they do not feel competent to complete. In such a situation, students are advised to first approach the supervisor to resolve the issue. If students are unable to resolve the issue, they are informed to contact the Program immediately. The DCE will then make appropriate arrangements with the fieldwork site. These safety guidelines are reviewed during Level I fieldwork courses and OT 760 Fieldwork Seminar.

### ***35.3. Emerging Practice Settings: Supervision where no Occupational Therapy Services Exist***

Although the Institute does not have any active Level II fieldwork affiliations with facilities where no occupational therapy services exist, such an instance would require creation of a documented plan for provision of occupational therapy services and supervision by a currently licensed or credentialed occupational therapist with at least 3 years of professional experience. This level of supervision must include a minimum of 8 hours

per week, initially being direct and then, decreasing to less direct supervision as is appropriate for the setting, the client's needs, and the ability of the student. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

International Level II Fieldwork: At this time, the Institute does not offer international Level II fieldwork placements for occupational therapy students. Students are encouraged to explore opportunities for global and international health through elective coursework and service activities that may be offered through the Institute or arranged independently by individual students.

### ***35.4. Student Evaluation of Fieldwork Experience and Supervision***

#### *35.4.1. Student Evaluation of the Fieldwork Experience (SEFWE)*

Students are required to fill out both a formal evaluation of their experience at the facility, using the respective *Student Evaluation of the Fieldwork Experience (SEFWE)* forms for Level I fieldwork and for Level II fieldwork – midterm and final. The Student Evaluation forms provide opportunities to rate the facility's orientation, and other aspects of the fieldwork program.

#### *35.4.2. Student Evaluation of Clinical Instructor/Fieldwork Educator*

Students also complete Evaluations of their Fieldwork Educator/Clinical Instructor as a formal mechanism to evaluate the effectiveness of supervision. As part of the formal evaluation process, student must review their feedback for the Fieldwork Educator/Clinical Instructor in-person prior to the completion of the fieldwork experience. The DCE, ADCE, and/or Fieldwork Coordinator review the evaluations to monitor for any concerns to be addressed with individual supervisors in collaboration with the fieldwork site's Student Program Coordinator.

## ***36. HEALTH AND SAFETY REQUIREMENTS***

### ***36.1. Health Insurance***

**It is essential for students to maintain health insurance coverage during all fieldwork education experiences.**

Students are responsible for ensuring that they are covered by health insurance and that the coverage extends throughout the fieldwork experience. The fieldwork education facility may require proof of health insurance coverage prior to the beginning of a fieldwork experience, and students should be prepared to provide such proof upon request.

Students are reminded that health insurance coverage is available through the Institute as described on the Institute's website ([www.mghihp.edu](http://www.mghihp.edu)).

### ***36.2. Institute CPR and Health History Policy***

Students will not be permitted to attend fieldwork experiences if out of compliance with [the Institute CPR and Health History policy](#). Students are responsible for knowing and adhering to the health history requirements of fieldwork sites to which they have been assigned for all fieldwork experiences (please refer to 33.2. Facility Requirements.) These requirements may differ from the Institute's policies.

### ***36.3. Facility Requirements***

**Students must meet all health, safety, and any other requirements of the fieldwork site, in addition to meeting those of the Institute, prior to beginning any fieldwork experience.**

Most fieldwork education facilities require students to meet and submit documentation for specific immunizations and/or health status screening prior to beginning a fieldwork experience; these requirements frequently differ from those of the Institute. For example, a fieldwork site requiring a negative TB test will **also** determine how recent the test must be to be acceptable – the present variation among our fieldwork sites' policies on TB tests is 3 months to 1 year. Many sites also require current certification in Cardiopulmonary Resuscitation (CPR) techniques and completion of mandatory training on Universal Precautions and HIPPA. Students should ascertain whether documentation of participation in Institute training on these topics is acceptable or whether the facility requires its own process.

In addition, certain facilities and agencies require that a criminal background check (CORI or other similar process) and/or finger-printing be completed prior to participating in the provision of client care. In many cases, the CORI performed by the Institute upon admission is not sufficient. In such cases, students must submit to and pay any required fees for a criminal background check, finger-printing, or any other screening required by the fieldwork site and meet facility requirements prior to participation in that fieldwork education placement.

**Any information regarding the specific requirements of a given site that is communicated to the DCE by the site is included in that site's Fieldwork Data Form (FWDF).** However, due to rapidly changing requirements, students should not conclude that the FWDF is up to date. Students are responsible for verifying and complying with the specific requirements of each fieldwork site to which they are assigned. The DCE recommends that students initiate formal communication with the assigned fieldwork site approximately 4 months in advance of the scheduled start date to identify and verify the site's requirements and allow time for necessary completion.

Please note that **students** are responsible for providing the facility with any requested evidence of compliance with health and safety requirements according to the timeline established by the facility. **Students are advised to maintain their own copies of all health history and immunization records, CPR and other certifications, documentation of physical exams, etc.**

### ***37. Professional Behavior***

Professional Behavior is fundamental to fieldwork practice and thus to all fieldwork education experiences within the program. (Refer to Part III, Section 13) for program policies related to Professional Behavior. Students are responsible for assuring that they are complying with standards for professional behavior in all fieldwork education experiences.

Client/patient care provided by occupational therapy students is done so under the license of the supervising occupational therapist or other qualified personnel such as, currently licensed or otherwise regulated occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Any student with questions regarding ethical and/or legal aspects of care being provided is encouraged to discuss such matters with the fieldwork supervisor and/or fieldwork site Student Program Coordinator. Students are also encouraged to include the DCE in discussion of these matters.

The DCE and Fieldwork Faculty will strictly enforce standards for professional behavior across all fieldwork experiences and practice settings.

### ***37.1. Disciplinary Actions***

When student behaviors during fieldwork education courses do not meet acceptable standards, depending on the nature and severity of the infraction, one or more of the following actions may be taken at the discretion of the OTD Faculty:

#### *37.1.1.*

Fieldwork faculty may notify students of inappropriate behavior either orally or in writing. Such notification may take the form of verbal feedback, documentation in a critical incident report, and/or documentation as part of the student's fieldwork performance evaluation. The fieldwork educator will also notify the DCE who may take additional action.

#### *37.1.2.*

The DCE may issue a Notification of Concern (see Appendix D) to the student. If inappropriate behaviors are sufficiently grave or a second Notification of Concern is issued, the DCE will report the incident to the Committee on Academic Policies and Procedures for further action (See Part III, Section 13.4.)

#### *37.1.3.*

Fieldwork and/or Academic Faculty may require certain remedial actions on the part of the student as a contingency to continuing in the program or passing the fieldwork experience.

#### *37.1.4.*

Fieldwork Educators and/or the DCE may choose to terminate a fieldwork experience. At the discretion of the DCE, a grade of "F" may be assigned for any fieldwork education course terminated for reasons of unacceptable behavior.

#### *37.1.5.*

The Committee on Academic Policies and Procedures may terminate a student from the program because of unacceptable conduct in the academic or fieldwork setting, following due process and written notification and documentation of the infraction. Students have the right to initiate grievance procedures for disciplinary action, according to the processes delineated in the *Institute's Online Catalog*.

Further information on guidelines for conduct and procedures related to disciplinary action are delineated in the *Institute Online Catalog*.

## ***37.2. Technical Standards***

**Information, policies, and procedures related to technical standards, accommodations for disability, and handling of medical or physical problems can be found in Part II.**

Students are strongly encouraged to review this information prior to the start of each fieldwork education experience considering the demands of the fieldwork practice setting in which the experience will take place. Individual fieldwork sites may also have a list of essential skills and functions specific to the care delivery setting. If a facility has provided such information to the program, it will be found in the facility site information in E\*Value. It is the student's responsibility to request and review such information if there is any question about one's ability to meet the essential functions of fieldwork practice. Any questions regarding one's ability to meet the essential functions and skills of the fieldwork experience and requests for accommodation should be addressed to the DCE, ADCE, and/or Fieldwork Coordinator several months before the scheduled start date of the experience. Any request for accommodations to a fieldwork site must be individually identified by a student and submitted to the fieldwork site for review and consideration of what is deemed reasonable in that setting. Allowing extra time for negotiation and problem-solving of accommodations is highly recommended to put supports in place to promote successful participation in the fieldwork experience.

## **Part V: Advanced Doctoral Experience (ADE)**

The Advanced Doctoral Experience is unique to the entry-level OTD curriculum. Students are mentored by an individual with expertise consistent with the student's area of focus. The mentor has demonstrated expertise in one or more of the following areas identified as the student's focused area of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

### ***38. Length of the ADE***

The ACOTE standards require that the length of the doctoral experiential component be a minimum of 16 weeks (640 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and ADE project. No more than 20% of the 640 hours can be completed outside of the mentored setting(s). *Prior fieldwork or work experience may not be substituted for this experiential component.*

### ***39. ADE Mentorship***

The process for matching students to ADE sites involves the students, his/her faculty mentor, the content expert mentor and/or fieldwork sites offering ADE placements, and ADE course coordinator. The curriculum's research course series, notably during Fall 2 and Spring 2, serves as the foundation to guide students through the development of their proposals for the ADE.

Students are responsible to communicate with the ADE site regarding their proposed learning contract and objectives, expertise of the site mentor/supervisor, along with any required documents for the Program or ADE site.

### ***40. ADE Manual***

Further details regarding the Advanced Doctoral Experience are outlined in the ADE manual. The manual will be provided in OT-611: Research Process II.

# **PART VI: APPENDICES**

## Appendix A

### Entry-Level OTD Curriculum Grid\*

Summer 1	Fall 1	Spring 1
OT 601 Clinical Anatomy (4 credits includes lab) OT 650 Foundations of Occupational Therapy Practice (3 credits)	OT 630 Human Development and Occupation (3 credits) OT 602 Neuroscience (3 credits) OT 640 Health Conditions: Epidemiology and Pathophysiology (3 credits) OT 603 Movement, Context, and Occupational Performance (4 credits) OT 660 Level I Fieldwork (1 credit) HP 818 IMPACT I: Introduction to Interprofessional Practice (1 credit) OT 621 Professional Reasoning I: Critical Inquiry and Decision Making (1 credits)	OT 610 Research Process I: Foundations and Scholarly Literature (2 credits) OT 770 Occupational Therapy in Mental Health (4 credits) OT 651 Occupation, Community and Culture (2 credits) OT 652 Communication, Collaboration, and Therapeutic Modes (2 credits) OT 622 Professional Reasoning II: Measurement Theory and Application (1 credit) OT 661 Level I Fieldwork (1 credit) HP 819: IMPACT II: Interprofessional Project (1 credit)
<b>Total Summer 1 credits = 7</b>	<b>Total Fall 1 credits = 16</b>	<b>Total Spring 1 credits = 13</b>
Summer 2	Fall 2	Spring 2
OT 771 Occupational Therapy in Physical Dysfunction (4 credits) OT 773 Leadership and Management: Policy, Delivery and Systems (3 credits) OT 662 Level I Fieldwork (1 credit) OT 772 Splinting, Orthotics, and Prosthetics (2 credits) Option #1 for Interprofessional or OT Elective (1 - 3 credits) <sup>†</sup>	OT 611 Research Process II: Methods and Design (3 credits) OT 653 or HP 712 Foundations in Teaching and Learning (2 credits) OT 775 Occupational Therapy in Children and Youth (4 credits) OT 710 Professional Reasoning III: Environment and Participation (1 credit) OT 663 Level I Fieldwork (1 credit) OH 802 Interprofessional Health Promotion: Community and Industry (2 credits) Option #2 for Interprofessional or OT Elective (1 - 3 credits)	OT 763 Participation and Productive Aging (3 credits) OT 612 Research Process III: Implementation and Application (2 credits) OT 870 Cognition, Perception, and Occupation Across the Lifespan (3 credits) HP 821: IMPACT III: Interprofessional Ethics (1 credit) OT 760 Fieldwork Seminar (1 credit) OT 664 Level I Fieldwork (1 credit) Option #3 for Interprofessional or OT Elective (1 -3 credits)
<b>Total Summer 2 credits = 10 – 13</b>	<b>Total Fall 2 credits = 13-16</b>	<b>Total Spring 2 credits = 11-14</b>
Summer 3	Fall 3	Spring 3
OT 761 Level II Fieldwork I (6 credits) OT 810 Professional Reasoning IV: Integrated Seminar and Synthesis – (1 credit) Option #4 for Interprofessional or OT Elective (1 – 3 credits)	OT 762 Level II Fieldwork II (6 credits) OT 880 Professional Competencies (1 credit)	OT 885 Advanced Doctoral Experience (8 credits) OT 894 Research IV: Dissemination and Capstone (2 credits)
<b>Total Summer 3 credits = 7 – 10</b>	<b>Total Fall 3 credits = 7</b>	<b>Total Spring 3 credits = 10</b>

\* Curriculum sequence is subject to change.

<sup>†</sup> Total electives required equals 6 credits over the course of the curriculum.





*Appendix B*

**Department of Occupational Therapy  
Entry-level Doctor of Occupational Therapy Program**

***CONSENT FORM FOR CLASSROOM, LABORATORY AND FIELDWORK EXPERIENCES***

**As an occupational therapy student you must learn to evaluate and treat a variety of conditions as well as participate in health promotion. Techniques involved in this endeavor are largely “hands-on” or involve the use of machinery and thermal agents. To assure your competence, you will be asked to practice various hands-on techniques and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. In addition, your learning entails the dissection of a human cadaver.**

***Types of activities students will be expected to perform:*** Treatment and examination techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching and compressing of anatomical structures, mobilization of joint and soft tissue structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, stair climbing and aerobic exercise. Use of machinery, mechanical devices and thermal agents includes, but is not limited to, the use of mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, and ultrasound. In splinting, you will use boiling water and heat guns to mold thermoplastic orthotics. In human dissection, you will use sharp scalpels and bone saws.

***Potential risks:*** While the laboratory environment will be controlled to minimize risks, the following potential risks are rare but possible: In having the above techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strain, sprains, tearing of connective tissue, syncope or falls, allergic reactions, burns, cuts, infections and their sequelae. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite. In the dissection labs, you may cut yourself with the scalpel or bone saw.

***Potential benefits:*** In practicing the skills required of a licensed occupational therapist in a supportive and educational setting, you will be prepared to effectively, efficiently and safely evaluate and treat patients. In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients.

***Methods used to reduce the potential risks:*** In all *scheduled* learning formats and environments you will have faculty members and lab instructors as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize risks, and faculty will indicate the appropriate use of any protective equipment. Faculty will be aware of and carry out any necessary emergency procedures. At times, students may choose to practice lab techniques outside of scheduled class times without faculty supervision. This situation may increase the chance of the risks outlined. You are not permitted to use electrical or deep thermal modalities without the direct supervision of a licensed occupational therapist.

You will be asked to disclose in confidence any conditions which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

**During fieldwork laboratory sessions, you are not permitted to practice techniques on a fellow student who has a known actual problem or condition for which occupational therapy may be a recommended treatment.**

**Fieldwork Education:** I understand that I will participate in the process of fieldwork assignments, as delineated in the Occupational Therapy Program Manual. Fieldwork education assignments are made with student input, and are based on student learning needs and availability of appropriate fieldwork sites. The Director of Clinical Education will decide final assignments for all fieldwork experiences. I will participate in the experiences to which I am assigned. I understand that I am responsible for reviewing materials from my assigned sites, and for complying with all regulations of that facility, including required health history and certification, in a timely fashion.

The program will attempt to schedule assignments for part-time experiences to be within a reasonable traveling distance from the Institute, but may not be accessible by public transportation. Full-time experiences may require that I relocate for an extended period, 12-16 weeks for full-time experiences. I understand that I am responsible for my own health insurance, housing, transportation, and related costs (uniforms, lab coats, etc.) for all fieldwork education experiences.

**Students' rights:** I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that the faculty member make reasonable modifications that will improve the safety of the environment. I also understand that course-grading requirements may include specific competencies in evaluation and treatment. Assuming that I have no condition which would prevent me from fully participating in the role of a patient or an occupational therapist, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate.

I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I can contact Regina F. Doherty, OTD, OTR/L, FAOTA, FNAP, Program Director of the Department of Occupational Therapy at (617)643-7768 or my academic advisor. I have been given a copy of this consent form as part of my Program Manual in the Entry-Level Program in Occupational Therapy.

**Injury Statement:** I understand that in the event of an injury to me during any school activities, I will be assisted in finding appropriate medical care, which will be covered under the provisions of my health insurance policy. The MGH Institute of Health Professions is not responsible for the costs of health care associated with activities that are part of the educational program.

**Disclosure:** I have the following conditions which I believe may place me at increased risk for performing or receiving the various techniques performed during the student experience.

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I understand my responsibilities and the potential risks, and agree to participate in learning experiences as outlined above. It is my responsibility to address any questions or concerns I have to my advisor or to the appropriate faculty member. I understand that by signing this consent form I am not waiving any of my legal rights.

Signature \_\_\_\_\_

Date \_\_\_\_\_

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



*Appendix C*

***NOTIFICATION OF CONCERN***

TO:

FROM:

COURSE(S):

DATE:

It has come to my attention that there are one or more areas of professional performance on your part that need attention leading to this Notification of Concern. A Notification of Concern is issued when the student is determined to inconsistently meet one or more of the professional performance criteria (or when there have been one or more particular incidents of concern relative to professional performance criteria). A Notification of Concern is intended to assist the student with professional development in such a way that professionalism is enhanced and subsequent similar or more serious problems are avoided as you continue in the academic and fieldwork portions of the program.

The area(s) of concern is/are identified as your ability to:

**RESPONSIBILITY:**

- Be punctual and dependable.
- Complete responsibilities in a timely manner
- Follow through with assigned or accepted responsibilities.
- Know and abide by relevant policies and procedures (e.g. for the Institute and its facilities, the Program and its resources, program-related fieldwork setting).
- Use scheduled meeting times effectively.

Comments/Examples:

**SELF-DIRECTEDNESS:**

- Seek out and make use of a breadth of available and appropriate resources.

- Independently pursue learning without being consistently dependent upon others or over-utilizing any one set of resources in a way that might limit access to others.
- Initiate completion of responsibilities without waiting for direction or reminders from others.

Comments/Examples:

#### COMMUNICATION:

- Use a volume and clarity of speech that is understandable to the listener or audience.
- Utilize an appropriate level and type of language for the person, group and/or situation.
- Utilize a tone and attitude that demonstrates respect for others and their roles (e.g. peers in program-related situations, faculty, staff, clinicians, patients, families, other health professionals).
- Present or discuss one's own views in a way that demonstrates respect for those with opposing viewpoints.
- Maintain appropriate body language and non-verbal cues in a way that demonstrates respect for others.
- Be attentive and respectful when others are speaking.

Comments/Examples:

#### PROFESSIONALISM:

- Be honest and demonstrate integrity in all situations.
- Maintain personal boundaries that are appropriate for the situation.
- Voice criticisms and negative perspectives, when necessary, in an appropriate way and at appropriate times.
- Respect those with opposing opinions
- Respect the role and contribution of others to one's education and to health care delivery.
- Respect confidentiality of others when called for.
- Accept and respond appropriately to criticism.
- Demonstrate sensitivity for interpersonal differences, including cultural, racial, religious and gender.
- Dress and maintain a level of personal cleanliness that is appropriate for a given situation.

Comments/Examples:

**COLLABORATION:**

- Collaborate effectively with others in a way that facilitates achievement of goals or objectives.
- Manage or attempt to manage conflict in constructive ways.

**Comments/Examples:**

Given this Notification of Concern, it is your responsibility to (1) acknowledge receipt of the NOC within 3 days of the date on this memo, and (2) contact and meet with your advisor within the next 10 days. In this meeting, we will discuss the areas of weakness noted here, as well as your strategies for strengthening your performance and minimizing future problems.

A copy of this NOC is being sent to your academic or ADE advisor, the Department Chair, the Program Director, the Registrar's Office, and the OT Committee on Academic Policies and Procedures (CAPP). The Committee will consider whether disciplinary action is warranted (see the section on Disciplinary Action in your Program Manual).

It should be noted that a Notification of Concern in the OT Department is what the IHP Catalog refers to as an "Oral Warning". According to the IHP Catalog, "a note documenting the oral warning will be placed in the student's permanent academic file in the Registrar's Office. In the case of oral warnings, no permanent record is retained after the student leaves the Institute. If expectations related to corrective action are not met in the delineated time, a written warning will be issued."

Please also recognize that the Academic Support Counselor for the School of Health and Rehabilitation Sciences is available as a resource to you. If you have any questions or concerns, please address these to your advisor, the Department Chair, or the Program Director.



*Appendix D*

**Department of Occupational Therapy  
Entry-level Doctor of Occupational Therapy Program**

***Program Manual Attestation***

The students in the Entry Level OTD Program are responsible for reading and understanding the policies and procedures that reflect the purposes and requirements of the academic and fieldwork programs at the MGH Institute of Health Professions, as provided in the [Institute Catalog](#) and the Entry-Level Doctor of Occupational Therapy *Program Manual*.

The statements contained within the OTD Program Manual serve as a supplement to the Institute Catalog, delineating policies and procedures that are specific to the Entry Level OTD Program.

The OTD Program Manual has four parts: Part I contains the Program Philosophy; Part II contains the Technical Standards; Part III contains policies and procedures related to the academic portion of the Professional Program; Part IV contains selected policies and procedures related to the fieldwork education portion of the program; and Part V contains important reference documents that relate to program policies and professional standards. Documents within this last section will be used by the student throughout the program in a variety of courses, fieldwork activities and class projects. Additional policies and documents related to the fieldwork program are available on the D2L OT Fieldwork Program site.

**I understand that I am responsible for knowing and abiding by the policies and procedures contained within the *Institute Catalog* and the *Program Manual* for the Entry Level OTD Program. All questions have been answered to my satisfaction. I understand these policies are subject to revision, and that I will receive due notice of any changes that are relevant to my status in the program.**

\_\_\_\_\_  
*Name (please print)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature*