



**College of Health Professions
Department of
Occupational Science & Therapy**

STUDENT HANDBOOK

**Master of Science
Degree Program
In
Occupational Therapy**

August 2017

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OCCUPATIONAL SCIENCE & THERAPY DEPARTMENT ACCREDITATION STATUS

The Occupational Therapy programs are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Correspondence can be submitted to ACOTE c/o Accreditation Department AOTA, 4720 Montgomery Lane, Ste. 200, Bethesda, MD 20814-3449. The AOTA phone number is (301) 652-2682 and its web address is www.acoteonline.org. Graduates of the program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Rev 8/2016

THE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT) GRAND VALLEY STATE UNIVERSITY

Vision and Mission of the MSOT

Vision: We envision the GVSU Occupational Science & Therapy Department as a leader in developing critical thinking skills and reflective judgment through a transformative approach to education that considers the connection between occupation and health over the lifespan. Through faculty and student scholarship/research and student service in the community, graduates will emerge as professionals prepared to create and lead the future of occupational therapy.

Mission: The mission of the GVSU Occupational Science & Therapy Department is to educate and empower graduates to have a positive impact on the health of individuals and groups in our society through innovation and leadership in occupation-based practice.

The Master of Science in Occupational Therapy will promote and enhance the mission of the University. The Program will provide education consistent with liberal learning.

The MSOT Department Philosophy

The Occupational Science & Therapy Department philosophy is grounded in the American Occupational Therapy Association Philosophical Base of Occupational Therapy (1979), which affirms that:

Occupational Therapy is based upon the premise that occupation, i.e. purposeful activity, physical and mental, provides the primary vehicle for human growth and development. This basic theme is the foundation on which major professional theories are formulated.

Occupation, then, is a vehicle for symbolism, and as such requires an individual engaged in an occupation to be self-aware, to recall and project events, and to elaborate personal and cultural meanings. According to Clark and her colleagues at the University of Southern California, occupation among human beings has a symbolic content, which allows them to attach meaning to activity, and to reflect on the value of their engagement in particular occupations (1991).

The Occupational Science & Therapy Department at GVSU supports the concept that occupation, symbolically meaningful and purposeful activity, is the primary modality of occupational therapy. Furthermore, it is the use of occupation—common, everyday activities—as treatment, which is the unique and defining contribution that occupational therapy makes to health care. "Occupational Therapy honors the power of ordinary experiences within the context of health care" (Clark et al., 1991, p. 300).

The view of humanity that is supported and implied in this occupational therapy philosophy is that humanity is made up of individuals with distinct needs, goals and perceptions, which must be taken into consideration by those who choose to work in service professions. It is a view of humanity that expects the individual to have his/her own interests, but which also expects the individual to be able to take responsibility for his/her own choices. It is a view of humanity that is applied to students in this program as well as potential consumers of their services.

Curricular Themes

Four curriculum themes were developed to operationalize the mission and reflect current perspectives in health care, as presented by the World Health Organization (WHO) and the American Occupational Therapy Association (AOTA). These themes are described below.

Occupational Perspective of Human Nature and Health

This theme, consistent with the department's mission, reflects the profession's focus on occupation. In this usage, occupation refers to the normal activities that we engage in every day, and which have both a purpose or goal and a uniquely personal meaning to each individual. Development of this perspective requires:

- the ability to understand the holistic nature of occupation
- the ability to see the relationship between health and human occupation
- the ability to generate outcomes that are based on an occupational perspective
- the ability to recognize that meaningfulness is person-centered, and socio-culturally driven
- the ability to promote an occupational perspective in partnering with communities through agencies, organizations, affiliations and other entities

Critical Reasoning and Independent Learning

This theme, consistent with the OT Department's desire to create reflective practitioners, has been carried over from the original curriculum. These two skills are necessary for new health care practitioners to survive in a rapidly changing, increasingly technologic health care delivery system and culturally diverse society. This situation requires that practitioners have the following abilities:

- the ability to identify and solve multi-faceted, ill-defined problems
- the ability to use situational reasoning (Brookfield, 1989) based on evidence and sound theoretical foundations
- the ability to make conscious decisions based on critical evaluation of individual circumstances
- the ability to adapt to nuances of individuals, groups, and populations, within their respective contexts
- the ability to be comfortable with ambiguity and unpredictability
- the ability to challenge long-held assumptions that may interfere with critical inquiry
- the ability to initiate learning to enhance knowledge, attitudes and skills
- the ability to recognize the role of emotional-intuitive experiences in influencing reflective judgment

Competent Service Delivery

This theme speaks to the importance of both conceptual and technical competence in the delivery of health care. Graduates of health care programs must provide safe, creative intervention that is based on evidence of effectiveness as shown in the health care research. This competence requires:

- the ability to understand the importance of evidence-based practice in service delivery
- the ability to understand how theory and frames of reference reflect and direct delivery of best practice
- the ability to recognize that education is a lifelong pursuit
- the ability to recognize that competence is a dynamic concept that requires nurturing and self-discipline to maintain
- the ability to correlate service delivery to meet the unique needs of individuals, groups or populations

Socially Responsive Practice

This theme addresses the belief that the role of professionals is to use their knowledge and skills in service to society first and foremost. It also addresses the need for professionals to be actively involved in the support of their professions.

This role requires:

- the ability to recognize the role and importance of advocacy in support of individuals and the profession

- the ability to create equal and just occupational opportunities and accessibility to experience those opportunities
- the ability to understand the importance of participation and leadership in service to their profession and society
- the ability to recognize how legislation impacts health care practices
- the ability to engage in practical scientific inquiry and disseminate their knowledge for the benefit of the profession and society

The Progressive Adult Education Philosophy: Underpinning of the GVSU MSOT Program

The progressive educational philosophy is the one most often associated with adult education in the United States. It is the source of some of the basic principles in adult education, including needs and interests, scientific method, problem-solving and the focus on experience, pragmatic and utilitarian goals, and social responsibility (Elias & Merriam, 2005). This philosophy defines learning as self-directed, emancipatory and transformative, and presents professional preparation as an interactive, integrated experience that impacts the whole individual to produce a combination of skill and attitude competencies that emerge simultaneously during the educational process. Because of its focus on citizenship, civic and social reform, vocational education, leisure activity, and health (Knowles, 1977), it is a good match for occupational therapy curricula, and is the philosophy on which the GVSU MSOT has been based. The rationale for this connection is further explicated below.

HISTORICAL AND SOCIAL CHANGE PERSPECTIVES

A common interest between the progressive philosophy and occupational therapy is seen in the work of Jane Addams, the founder of Hull House. She was a devotee of John Dewey's educational perspective and used his philosophy to educate immigrants and their children, to socialize them to American customs. She also attempted to "...foster community, cooperation, socialization and interdependence." (Elias & Merriam, 2005, p. 59). She was a colleague and friend of Eleanor Clark Slagle and even hosted one of the first national occupational therapy meetings at Hull House.

UTILITARIAN AND EXPERIENTIAL PERSPECTIVES

Other progressive educators identified the role of education for practical understanding of the world and how it relates to individuals' life situation (Lindeman, 1926), to achieve freedom through mastery of learning (Dewey, 1938), the support of social change (Holt, 1967), to think more critically about jobs, health, parenting, and community (Kett, 1994). The progressive perspective is present in community education, Americanization programs, and the National Issues Form, "...for citizens to come together to discuss, deliberate, and analyze contemporary issues facing communities" (Elias & Merriam, 2005, p. 76).

FIVE PRINCIPLES OF PROGRESSIVE ADULT EDUCATION

The basic progressive adult education premise is that education is a process of reflective inquiry, and the characteristics that it brings to the educational platform include five key principles, drawn from a variety of educators (Elias & Merriam, 2005).

1) A broadened view of education

- a) to include socialization or enculturation for values, attitudes, knowledge, and skills
- b) to include lifelong learning, formal and informal, for continued growth of the mind
- c) to include practical and utilitarian education for work
- d) emphasis on importance of experience for interaction with environment

2) A new focal point on learners – their needs, interests, experiences, and desires

- a) optimism about student potential
- b) creation of interest in occupational therapy facts and ideas
- c) independent learning focus

3) A new educational methodology

- a) teaching methods suitable to student groups
- b) scientific/evidence-based focus
- c) problem-solving and activity methods
- d) experiential method

4) A changed relationship between teachers and learners

- a) teacher is not the sole source of knowledge
- b) experiences are constructed through interactive processes with the environment
- c) teachers provide a setting conducive to learning
- d) teachers and students learn from each other
- e) teachers guide/direct/evaluate experiences, like a leader of group activities, providing help in the learning process

5) Education as an instrument of social change

- a) admission looks for persons interested in social change
- b) curriculum fosters creativity/stability/individuality and social consciousness
- c) encourages maturation from “just survival” to “responsible member of the social order” (Bergevin, 1967, p. 7)
- d) education has both an individual and a social purpose, leading to a better, more fulfilling personal life, better citizenry, and a better world.

This educational philosophy is well-suited to professional preparation that intends to exceed that of technical training. It supports the use of learning objectives that can be explained using the cognitive, affective, and/or psychosocial realms of learning. The nature of learning activities endorsed by this philosophy includes a wide variety that incorporates learner input, require learners to set their own educational goals, and which encourage student inquiry. This philosophy supports principles that are adult-oriented; learning experiences are designed to be practical, relevant to the learners' experience, appropriate to the attendant outcome, and build on knowledge that learners bring to the learning environment.

Examples of common learning activities that may be used within this philosophical approach include a wide variety of learning experiences that are primarily active and independently focused. The examples below represent a handful of commonly used learning activities, and are not intended to represent the full scope of activities an educator might use to facilitate learning in the classroom.

- Evaluative, synthesis and interpretive tasks - activities that require reading several texts, and then using knowledge to interpret the meaning of these texts, perhaps synthesize the content into a concise representation of a specific policy or value, and/or evaluating the quality of the content for completeness or accuracy or some other quality or purpose.
- Active Experimentation - learning that allows the learning to actually do something for themselves. It occurs in laboratories or specialized settings where learners can “practice” ideas and skills they have read about and discussed. Examples include: outside observations, interviews, and activities, such as formal debate.
- Independent Thinking - when learners begin to make “...sense of the world...” based on their own observations and encounters, rather than on the words of others. It is about using personal judgment, based on one’s own reasoning and acting in accordance with one’s own values/beliefs. Examples include interpretive tasks, such as qualitative reasoning. Examples include free form discussion, and group work.
- Creative Thinking - that considers different perspectives for solving common problems. Often referred to as “out of the box” thinking, it looks at issues in new ways. Examples include development of such things as practical toys that can be adapted for children with special needs.
- Critical Thinking - a self-guided, self-disciplined way to think, using evidence, research, analysis and careful examination of beliefs and assumptions to arrive at accurate conclusions and judgments about specific issues. It is fair-minded and uses the highest level of human reasoning. Examples include critical questioning, that challenge everyday assumptions about people and their lives.
- Self-Directed Learning - wherein students take the initiative, alone or with others, to diagnose their own learning needs, create learning goals, identify learning resources, select and use appropriate learning strategies and evaluate their learning outcomes. Examples include evaluative and synthesis tasks.
- Emancipatory Learning - helps learners to free themselves from influences that narrow our choices; influences we have taken for granted or consider “beyond our control”. The process can be difficult and often requires faculty support and encouragement. Examples include panel discussions and faculty or guest presentations.
- Transformative Learning - through critical reflection and self-reflection, helping learners to recognize how unconscious beliefs, values, feelings and judgments assimilated over time have impacted our deepest understanding about personal and professional elements in our lives. Reflective journaling is a good example of this type of learning.

Curriculum Design and Goals of the MSOT Degree Program

The MSOT curriculum is built around the concept of occupation as the core knowledge base, which is predicated upon the assumption that occupational therapists must operate from a common base of knowledge, skills, values, and philosophy. The curriculum is designed to produce professional practitioners and socially conscience citizens who appreciate the unique perspective of individuals and the cultures that influence them, value a democratic perspective of health care and social services delivery, and apply problem-solving, critical thinking, and lifelong learning towards meeting the needs of society.

Important concepts that undergird the MSOT curriculum include: a) developing an occupational perspective of health (Wilcock, 1998), b) the evolving discipline of occupational science, (Zemke & Clark, 1996), c) dynamic systems theory (Neuman, 1989; Zemke & Clark, 1996), d) critical reasoning and independent learning (Brookfield, 1987), e) competent service delivery (Stark, Lowther & Hagerty, 1986; Law, 1998), and f) socially responsive practice (Kronenberg, Algado & Pollard, 2005).

The MSOT curriculum has been conceived as a model for professional graduate education that is responsive to the needs of our profession, the health care system and its consumers, and program graduates. The traditional full-time program is a two-year endeavor, and the hybrid program is a 3-year endeavor that leads to a Master of Science (M.S.) degree. They reflect beliefs about graduate education that are supported by The Council of Graduate Schools (1994). One of these beliefs is that the master's degree should help the graduate achieve a level of academic accomplishment and subject mastery that is more extensive than that required by the bachelor's degree.

In order to create a comprehensive graduate entry-level program that meets the criteria set by the Council of Graduate Schools (1994), the program identified three major components. Each of these components is discussed below, so the student can see the structural model of the OT Department.

The first major component of comprehensive graduate education is a curriculum structure that is comprehensive and extensive enough to incorporate knowledge beyond that of the profession, to include elements of the system in which they will be delivering OT services. So, in addition to knowledge about the profession of occupational therapy, the curriculum incorporates knowledge about health care systems, societal needs, ethics in treatment, and research in the profession. Students will be expected to integrate these different knowledge areas as part of the graduate educational process.

A second major component of comprehensive graduate education includes a focus on the development of professional graduates who demonstrate the characteristics that are considered desirable by those who will be using our services. These users include other health care professionals, institutions, community groups, and educational institutions, as well as the general public, which represents our clients. These characteristics include: a) contextually appropriate communication and professional behaviors, b) integration and synthesis of knowledge, c) commitment to professional identity, with advocacy and marketing skills, d) ability to solve complex and ill structured problems in the real world, and e) application of disciplinary knowledge for individuals, groups, and communities.

A final major component of comprehensive graduate education concerns an approach to teaching and learning that is focused on the teaching of "best practice" innovative and student centered, grounded in adult learning principles, yet academically rigorous enough to be considered graduate level education. This approach to teaching and learning is demonstrated through: (a) faculty shared educational philosophy and goals, (b) immersing students in content with experiential learning, (c) encouragement of critical thinking and self-directed, student-centered learning, (d) creating a challenging environment offering both support and individualized mentoring, and (e) providing a culminating experience with a tangible end product. A graphic of our model for graduate education can be seen on page 13.

Using this model, the department has identified five major goals with attendant descriptive objectives that the curriculum endeavors to facilitate. These are as follows.

Program Goals:

The program goals developed from the curricular themes are designed to reflect new health care directions, new professional directions, and accepted professional education theory and practice.

Practice:

The graduate will demonstrate entry level competencies and professional behaviors necessary for safe, effective, and innovative occupational therapy service delivery in existing and emerging areas of practice. To this end, the curriculum will foster:

- P1. Development of the clinical reasoning skills as related to the OT Process, the OTPF, and lifespan performance.

- P2. Demonstrate an understanding of the basic tenets of occupational therapy including the use of occupation to promote engagement in meaningful daily routines and roles across the lifespan that result in health, wellbeing, and balance.
- P3. Demonstrate an understanding of the application of occupational therapy theory, frames of reference, practice models across contexts and the lifespan through comparing and contrasting uses among clients across the lifespan.
- P4. Demonstrate an understanding of the underlying sciences that impact occupational performance including application of concepts from anatomy, physiology, kinesiology, psychology, sociology to the occupational therapy process.
- P5. Demonstrate an understanding of the impact of occupational engagement on health and wellbeing across the lifespan.
- P6. Demonstrate skills necessary to perform multiple aspects of delivering safe and relevant occupational therapy screening, evaluation, assessment, intervention, discharge, and referral across contexts and the lifespan.
- P7. Demonstrate an understanding of the skills applied during the OT evaluation process including use of standardized and non-standardized tools, screening tools, evaluation of occupational performance areas, use of the occupational profile, interpretation of test scores, and documentation of findings.
- P8. Demonstrate an understanding of skills applied during the OT intervention process including application of theoretical principals, use of protocols, activity analysis, use of the OTPF, and selection of interventions to remediate/compensate.

Leadership:

The graduate will demonstrate an understanding of leadership characteristics and competencies necessary to engage in professional activities at the organizational, local, state, national and international levels for the profession of occupational therapy through an exploration of various roles and personal leadership potential. To this end, the curriculum will foster:

- L1. Demonstrate an understanding of leadership characteristics needed in various roles and contexts.
- L2. Demonstrate an understanding of application of leadership skills including supervision of COTA's, education of team members, advocacy, consulting, conflict resolution, and entrepreneurship.
- L3. Development of a personal awareness of leadership strengths and areas of need.
- L4. Demonstrate leadership characteristics necessary to lead and influence practice for all levels of professional activity in the occupational therapy process across a variety of contexts including clinical and community settings.
- L5. Demonstrate an understanding of the impact internal and external influences have on occupational therapy in the changing healthcare market including implementation of regulations and requirements that abide by licensure, certification, and registration.

Education:

The graduate will understand the basic adult education principles and application in a variety of clinical, community, educational, and professional contexts. To this end, the curriculum will foster:

- E1. Learning adult education theory as related to content, motivation, and context, across a variety of situational circumstances.
- E2. Learning basic instructional and media techniques to facilitate the educational process,
- E3. Development of basic instructional skills related to style, voice projection, flow of content, personal appearance, and ability to engage an audience, for effective professional presentation.
- E4. An appreciation for the roles that culture, personal presentation, and a positive environment play in maximizing learner responsiveness.
- E5. An ability to structure/design an educational program with well-defined purposes and organizational threads for a specific population.

E6. Development of skills necessary to implement an educational evaluation plan.

Research:

The graduate will understand and use research and scientific inquiry to support practice and apply to education, leadership, and advocacy for and professionalization of the field. To this end, the curriculum will foster:

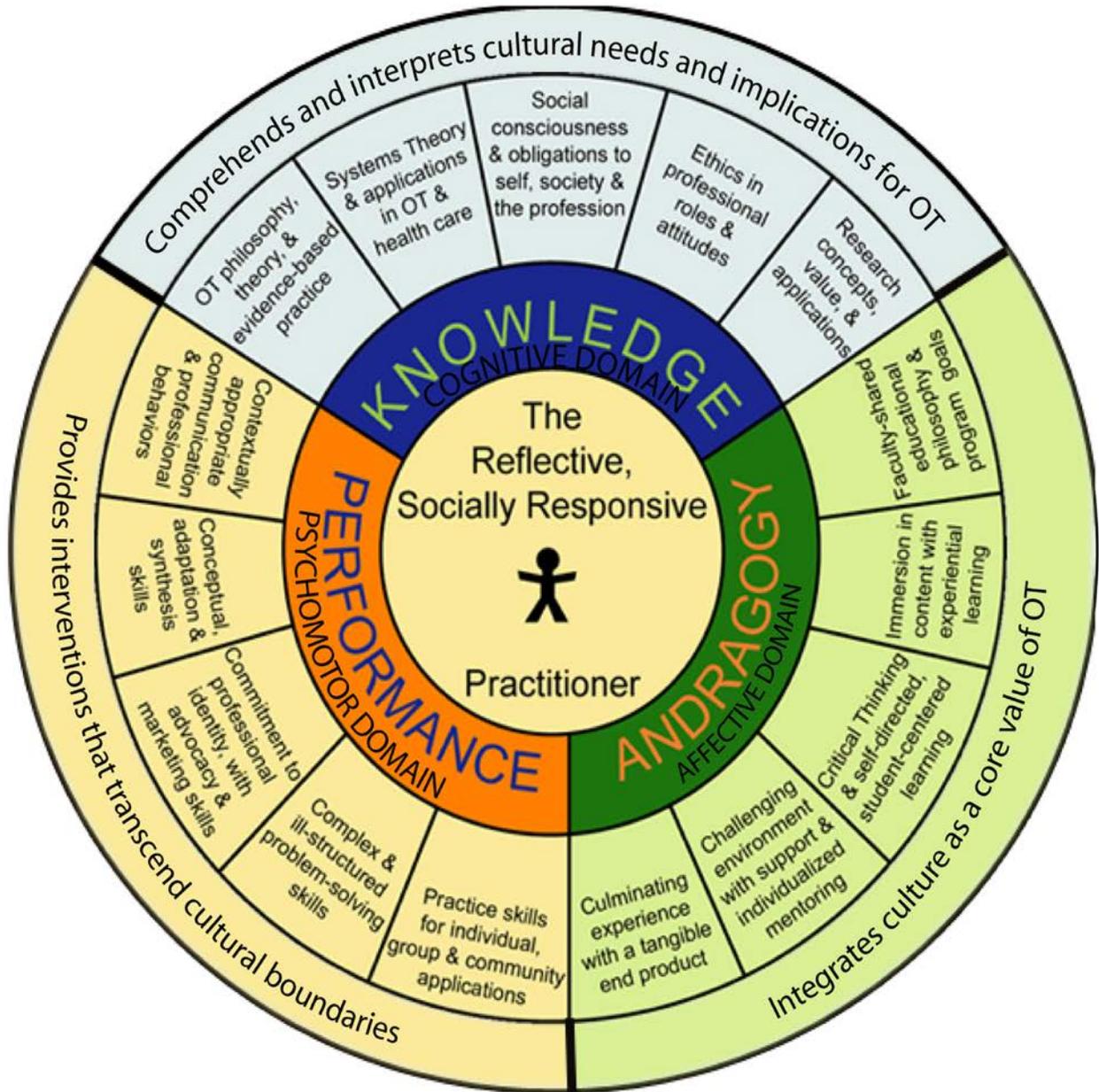
- R1. Understanding of how research/evidence reflects the critical analysis of significant issues in our field.
- R2. Understanding of how knowledge of research is essential for best practice, advocacy for our profession, and further development of evidentiary support for the field.
- R3. Understanding of national and international impact of research on occupational therapy practice and emerging practice areas.
- R4. Understanding, describing, and applying basic scientific inquiry to occupational therapy practice and other roles within the profession, education, and/or administration.
- R5. Development of scientific inquiry skills that support an evidence-based perspective and approach to all evaluation tools and interventions.
- R6. Development of effective use of research methodology from establishing a research question to dissemination of results.
- R7. Development of appropriate aspects of scientific inquiry including: quantitative and qualitative methodologies, tools to insure valid responses, and appropriate interpretation of results.
- R8. Development of effective use of research methodology applied to the full OT process.
- R9. Understanding of the need for all occupational therapists to use research methodology and become practice-scholars, incorporating holistic evidentiary support for interventions.
- R10. Understand and apply current evidence to occupational therapy emerging niche and practice trends.

Professional Socialization:

The graduate will understand the importance of professional socialization to the field to increase autonomy and credibility, as well as to articulate and promote the distinct value of occupational therapy to others. To this end the curriculum will foster:

- PS1. Acceptance and personal integration of the values and ethics of the field in one's own character.
- PS2. Recognition of the responsibilities associated with professionalism, such as an attitude of lifelong learning, a desire to disseminate and promote new learning in the field, and a willingness to support OT education as a fieldwork educator.
- PS3. Recognition of the importance of current developments, trends, and issues that may affect the field. Taking a proactive stance on these elements, through reading journal articles, letter-writing, talking to legislators, and active participation in State and National professional organization activities.
- PS4. Recognition of the connection between didactic coursework, fieldwork, and clinical environment.
- PS5. Recognition of the value of collaboration with other professionals to improve patient/client outcomes, enhance educational experiences, disseminate new learning, and to generally improve the health care delivery system.
- PS6. Recognition of the levels of professional organizations, including global, national, and state, as a unique system that operates to build the face value of occupational therapy through its vision, educational standards, advocacy activities, and practitioner support, requiring individual member support for greatest efficacy.

A Comprehensive Model For Graduate Entry-level Professional Education



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**Occupational Therapy Traditional Program
Sequence of Courses
2017-2018**

Fall I

OST 502 Theoretical Perspectives in OT	3 cr.
OST 551 Meaningful Living Through Occupation	3 cr.
OST 552 Meaningful Living Laboratory	3 cr.
OST 553 Level I Fieldwork (Part 1)	2 cr.
OST 557 Research Design	2 cr.
STA 610 Statistics for the Health Professions	3 cr.
	16 cr.

Winter I

OST 505 Limitations on Occupation	3 cr.
OST 558 Mental Health in Occupational Therapy	3 cr.
OST 559 Mental Health Laboratory	1 cr.
OST 561 Child & Adolescent Practice	3 cr.
OST 562 Child and Adolescent Laboratory	2 cr.
OST 563 Level I Fieldwork (Part 2)	1 cr.
OST 564 Occupational Therapy Research Proposal	2 cr.
	15 cr.

Spring/Summer I

OST 503 Group Occupations in Practice	3 cr.
PA 535 Grant Writing	3 cr.
OST 571 Adult Practice	3 cr.
OST 572 Adult Laboratory	3 cr.
OST 573 Level I Fieldwork (Part 3)	1 cr.
OST 568 OT Research Implementation and Analysis	1 cr.
	14 cr.

Fall II

IPE 507 Integrated Teams in Health Care	2 cr.
OST 555 Professional Socialization in Occupational Therapy	3 cr.
OST 565 Occupational Therapy Services Administration	3 cr.
OST 651 Older Adult Practice	3 cr.
OST 652 Older Adult Laboratory	3 cr.
OST 653 Level I Fieldwork (Part 4)	1 cr.
OST 693 OT Research Project	2 cr. OR
OST 695 OT Master's Thesis I	3 cr.
	17-18 cr.

Winter II

OST 660 Level II Fieldwork (Part 1)	9 cr.
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Spring/Summer II

OST 661 Level II Fieldwork (Part 2)	9 cr.
OST 698 Capstone	1 cr.
	10 cr.

TOTAL **81-82 cr.**

Occupational Therapy Research Project Timeline Traditional & Hybrid Program

For details outlining this, please reference your Occupational Science & Therapy Student Research Handbook located on the Occupational Science & Therapy Student Site in Blackboard.

Once you have completed your level II fieldworks, and taken the NBCOT exam, you should be able to complete preparation of your project for publication, and it should be submitted by December of the year of graduation, with your name(s) as first author(s) and your research committee chair as contributing author. If you have not submitted your project for publication or presentation by December of the year following graduation, you should discuss ongoing authorship of your project with the committee chair. Based on this conversation, the chair may then publish the project as the first author, and your names as contributing author(s).

**Occupational Therapy Hybrid Program
Sequence of Courses
2017-2018**

Fall I

OST 502 Theoretical Foundations in OT	3 cr.
OST 551 Meaningful Living Through Occupation	3 cr.
OST 552 Meaningful Living Laboratory	3 cr.
	9 cr.

Winter I

OST 503 Group Occupations in Practice	3 cr.
OST 505 Limitations on Occupation	3 cr.
OST 553 Level I Fieldwork (Part 1)	2 cr.
STA 610 Applied Statistics for the Health Professions	3 cr.
	11 cr.

Summer I

IPE 507 Integrated Teams in Health Care	2 cr.
PA 535 Grant Writing	3 cr.
OST 555 Professional Socialization in Occupational Therapy	3 cr.
	8 cr.

Fall II*

OST 557 Research Design in Occupational Therapy	2 cr.
OST 561 Child & Adolescent Practice	3 cr.
OST 562 Child and Adolescent Laboratory	2 cr.

OST 563 Level I Fieldwork (Part 2)	1 cr.
	8 cr.

Winter II

OST 558 Mental Health Services in Occupational Therapy	3 cr.
OST 559 Mental Health Laboratory	1 cr.
OST 564 Occupational Therapy Research Proposal	2 cr.
OST 565 Occupational Therapy Services Administration	3 cr.
	9 cr.

Summer II*

OST 571 Adult Practice	3 cr.
OST 572 Adult Laboratory	3 cr.

OST 573 Level I Fieldwork (Part 3)	1 cr.
OST 568 Occupational Therapy Research Implementation and Analysis	1 cr.
	8 cr.

Fall III*

OST 651 Older Adult Practice	3 cr.
OST 652 Older Adult Laboratory	3 cr.

OST 653 Level I Fieldwork (Part 4)	1 cr.
OST 693/695 OT Research Project/OT Master's Thesis I	2 cr.
	9 cr.

Winter III**

OST 660 Level II Fieldwork (Part 1)	9 cr.
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Summer III**

OST 661 Level II Fieldwork (Part 2)	9 cr.
OST 698 Professional Issues Seminar (<i>Capstone</i>)	1 cr.

*Part-time fieldwork; **Full-time fieldwork

TOTAL 81 cr.

GRADUATE SCHOOL AT GRAND VALLEY STATE UNIVERSITY

Graduate Academic Policies and Regulations

Academic Review

Please see the 2017-2018 GVSU *Undergraduate and Graduate Catalog* ([online catalog](#)) for current University policies regarding academic review, credit load, independent study, degree requirements, second Master's degree, and catalog limitations and guarantees. Also, you may refer to the Graduate Education Policies and Procedures Manual on the GVSU Graduate School [website](#).

OCCUPATIONAL SCIENCE & THERAPY DEPARTMENT POLICIES

General Program Policies

1. Throughout their matriculation in the OST Department, students are expected to demonstrate behaviors and attitudes consistent with that of a professional. The demonstration is specific, using a list of professional behaviors as described in the Professional Behaviors worksheet (Appendix E).
2. Professional behaviors and attitudes are attributes and characteristics that are not explicitly part of a profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Students will schedule appointments with their advisors to review professional behaviors each semester.

Failure to meet standards for such behaviors and attitudes, as determined by the OST Department Faculty, will affect academic performance and be reflected in course grades.

- a. Professional behaviors are further defined in Appendix E.
- b. Related breaches of professional behavior in the classroom or in any fieldwork setting, as determined by OST Department faculty, will result in the following progressive corrective action:
 - 1) Verbal warning
 - 2) Written warning
 - 3) Academic probation
 - 4) Dismissal from the program

Each related incident will be documented by faculty, discussed privately with the student, and the documentation form will be signed by the student involved. Record of all of these will be maintained in the student's academic file.

3. Occupational Science & Therapy Department faculty are readily accessible to students through the use of scheduled appointments, regular office hours, and/or virtual office hours. However, do not schedule an appointment or drop in to see an instructor during the times you are scheduled to be in class. Please be considerate of the many demands on faculty time by using advance scheduling whenever possible.
4. Classes start on time, both at the beginning of class and after breaks. Students are responsible for timeliness and for material missed. **Instances of unexcused tardiness will be considered breaches of professional behavior and documented accordingly.**
5. Attendance at all classes is expected and anticipated absences need to be cleared with the course instructor **at least 2 weeks in advance**. It is the student's responsibility to inform the faculty in the event of a planned or unplanned absence. In the event of an absence, it is the student's responsibility to initiate a competency contract plan for make-up work regarding missed content and this must be approved by the course instructor. Students who do not make advance arrangements for needed absences will be considered unexcused. More than **two** unexcused absences will result in academic probation.

6. The use of electronic devices (laptops, smart phones, tablets, etc.) during class or face-to face meetings should be limited to class content (power points, electronic textbooks, etc.) and should not be utilized for personal concerns (email, Facebook, etc.)
7. Assignments are due on the date and time (Eastern Standard Time) stipulated by the course instructor. Late submissions will have points deducted at the discretion of the instructor of record for the course as outlined in the corresponding syllabus.
8. All written work is to be submitted in the format required by the instructor, using current style manual appropriate.
9. Competence throughout both OT Programs is measured against the Graduate School standard of 84% (B) for final course grades. Any course grade lower than 84% will result in the student having to retake the course the next time it is offered in the same program. (See pg. 26 of this handbook).
10. Any assignment grade below 74% will require the student(s) to complete a competency contract in order to demonstrate a sufficient level of mastery over the content. Students who are asked to fulfill a competency contract by the instructor cannot earn a grade higher than originally earned. The competency contract will outline a plan of action determined by student, instructor, and advisor collaboratively.
11. If the demands of the competency contract are not fulfilled satisfactorily by the appointed deadline (meaning both the assignment rigor and contract deadline are met), the student will be required to meet with the course instructor and his/her advisor to develop a plan of action to correct the pattern of performance.
12. Students are to make plans in advance for dependent care during class sessions. Emergency situations may be accommodated by the instructor, on a case-by-case basis.
13. Students will not be placed in fieldwork sites in which they have been employed within five years of the time of entry into the occupational therapy department. This includes employment during their tenure in either the traditional or hybrid program. The purpose of this policy is to avoid potential conflicts of interest, professional boundary issues, and other ethical concerns.
14. Fieldwork placement is determined by the program faculty based on a variety of considerations and limitations. Once you have made your wishes known about your fieldwork preferences, you may schedule a meeting with the Academic Fieldwork Coordinator (AFWC) to discuss any special needs or issues you may have. Once this meeting has occurred, the AFWC will let you know when and where you have been placed.
15. For security purposes, students are expected to wear their GVSU ID badges in plain view at all times, within the building and in the community when representing the program or university.
16. Students with disabilities requiring accommodation must register with the Office of Disability Support Services at (616) 331-2490 to generate an official request for accommodation. Any request made during the course of a semester only impacts assignments and expectations from the date the DSS memo is received forward.
17. Department policies will be considered in force unless otherwise stipulated by the Department Chair. Failure to adhere to program policies will be considered a breach of professional behavior and will be addressed on a case-by-case basis by the department faculty.

Please recognize that department policies are in place for the general good of all concerned. If you have questions, please make an appointment to see the Department Chair to discuss your concerns.

Fieldwork Experiences

Level I Fieldwork

As stated in the AOTA *Standards for an Accredited Educational Program for the Occupational Therapist* (2012), the purpose of the Level I fieldwork experience is to provide the student with experiences in relating to and understanding various client populations and various service agencies. The goal of Level I fieldwork is to introduce students to the role of the occupational therapist in a clinical setting, and develop a basic comfort level with and understanding of the needs of clients. Level I fieldwork shall be integral to the traditional and hybrid programs' curriculum structure and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Level I fieldwork experiences may or may not occur in an occupational therapy setting with an occupational therapist (OT). Qualified personnel for supervised Level I fieldwork, called Fieldwork Educators (FWE), include, but are not limited to, occupational therapy practitioners initially certified by NBCOT, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

Level I fieldwork for the traditional program will occur in three semesters, beginning with the winter semester of the first professional year, and ending with the fall semester of the second professional year. Level I fieldwork for the hybrid program will occur in three non-consecutive semesters, beginning in the Fall semester of the second professional year, continuing with Spring/Summer semesters of the second professional year and ending in the Fall semester at the third professional year. Students must successfully complete all Level I fieldwork courses in order to meet the eligibility requirements to enter Level II fieldwork. **No Level I fieldwork can be substituted for any part of Level II fieldwork.**

Students will have on-site fieldwork experiences as part of courses OST 563, OST 573 and OST 653. Each semester is 12 – 15 weeks long, and it is planned that each student will be in a Level I practice setting for 80 hours per semester, unless otherwise specified. Actual contact hours, days and times of a fieldwork experience will be determined by the Academic Fieldwork Coordinator (AFWC) and the FWEs, to maximize the benefits for students, and to ensure that FWEs are available to meet student needs. All students must be available for Level I fieldwork weekly (Monday through Friday) at all times outside time spent in academic coursework (in class and with scheduled experiences outside the classroom).

Each student will be assigned a FWE who will supervise the Level I experience and evaluate student performance. Level I performance will be evaluated by the assigned FWE using the AOTA Level I Fieldwork Competency Evaluation for the OT and OTA Student Form. In some instances the student may be assigned to more than one FWE. In this case, the FWEs will share supervisory and training responsibilities and will jointly evaluate the student via the Performance Evaluation.

All fieldwork experiences utilize a service learning model and at least one Level I fieldwork experience will be in a community-based setting. That is, students will provide service to a community agency and will assist that agency in meeting its service needs. Community agencies may include day care programs, respite programs, homeless shelters, nursing homes, support group associations, or any other organizations not associated with a hospital or rehabilitation program. In providing service to the agency, students may work one-on-one with clients, may develop programs for a group of clients, may lead group activities, may conduct surveys or needs assessments, may plan and deliver educational activities, may write proposals for programming, implement new programs, or participate in evaluating the outcomes of a program. Regardless of the specific nature of the service, students will work to identify what services the agency provides, how those services match occupational therapy services, how occupational therapy could complement what the agency provides, and propose/implement services consistent with occupational therapy's core philosophy.

Level II Fieldwork

As stated in the AOTA *Standards for an Accredited Educational Program for the Occupational Therapist* (2012), the goal of Level II fieldwork is to develop competent, entry level, generalist occupational therapists. Level II fieldwork shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. The fieldwork experience shall be designed to promote

clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.

Level II fieldwork is scheduled at what is commonly and widely accepted as traditional, that is, conventional/customary reimbursement driven occupational therapy service delivery sites. The program defines emerging sites as those as outlined by the AOTA's top 10 emerging practice areas for the 21st century and/or new services which are usually fee for service driven and/or new services which are in the process of being verified via evidenced practice and peer-reviewed research studies. Because the purpose of graduate education and the Level II education is to prepare the student to be a competent entry level therapist, the program does not send students to emerging settings. The students are sent to two traditional settings which complement each other. This practice is to provide a balance among the Level I and the Level II experiences to ensure the student becomes a competent entry level therapist. There may be an emerging area of practice at a Level II site and the Fieldwork Educator is encouraged to expose the student to the practice area during the Level II rotation as outlined by the Level II Objectives. Also, the GVSU program does not send students to settings where no occupational therapy services exist.

Level II fieldwork for the traditional program is scheduled to occur in the Winter and Spring/Summer semesters of the second professional year of the program, on a full-time basis, for 12 weeks each semester, for a total of 24 weeks full time. Level II fieldwork for the hybrid program is scheduled to occur in the Winter and Spring/Summer semesters of the third professional year, on a full-time basis, for 12 weeks each semester, for a total of 24 weeks full time. Level II fieldwork may be completed on a part-time basis as determined by the AFWC fieldwork placement in accordance with the fieldwork placements usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site. Alternative scheduling will be considered in extenuating circumstances, on a case-by-case basis.

Each student will be assigned a (FWE) who will supervise the Level II experience and evaluate student performance. Level II performance will be evaluated by the assigned FWE using the AOTA Fieldwork Performance Evaluation (FWPE). In some instances the student may be assigned to more than one FWE. In this case, the FWEs will share supervisory and training responsibilities and will jointly evaluate the student via the FWPE.

Level II fieldwork will occur following successful completion of the student's didactic coursework to include thesis or research projects. Competence throughout both types of OT Programs (traditional or hybrid) is measured against the Office of Graduate Studies standard of 84% (B) for final course grades. Any course grade lower than 84% will result in the student having to retake the course the next time it is offered in the same program. The need to repeat any course more than one time or needing to repeat more than one course will result in academic dismissal from the OT Department (See pg. 26).

General Fieldwork Policies

The fieldwork portion of the academic program is the most important practice element of the curriculum, because it is the element that allows students to have intensive and extensive contact with clients and to move toward professional competence. It is the goal of the Occupational Science and Therapy Department to provide students with a variety of experiences, which support the occupational science focus of the program. Thus, each student will experience the following.

- a. Either a Level I or a Level II experience with a fieldwork site with a focus on the psychosocial aspects of occupational therapy.
- b. Each student will have three Level I experiences; 1 pediatric; 1 community-based and 1 traditional medical setting.
- c. All FWE's who are OT's or COTA's must have original NBCOT certification and licensure within their state or country.

This approach has been taken to ensure that students experience client contact in some of the major areas of occupational therapy intervention. We are aware that these areas do not cover every possible treatment environment in which occupational therapists work, however, we hope that we will give students maximum general exposure to the most common environments. To this end the following policies have been developed.

1. Students involved in fieldwork are expected to invest time outside of fieldwork researching and reading to understand the role of occupational therapy in a particular setting. Students are expected to be self-directed and goal-oriented in each placement in order to maximize their own learning and development.
2. All didactic courses must be satisfactorily completed, demonstrating a 3.0 competency in order for students to proceed to the next level.
3. Because fieldwork facilities will not take responsibility for an injury sustained on their premises, it is strongly recommended that all students have health insurance prior to participating in any fieldwork experiences. **Students who do not have health insurance will be financially responsible for any treatment related to an injury sustained while at a fieldwork site.** GVSU does offer a student health insurance policy for those who have no other coverage.
4. All students must complete all health compliance requirements in accordance with GVSU College of Health Professions policies in addition to any site specific requirements such as criminal background checks, fingerprinting and urine drug screens. These must be completed prior to the start of a fieldwork assignment and at the cost of the student.
5. Level I fieldwork placements will be made by the Academic Fieldwork Coordinator (AFWC) based on the nature and availability of fieldwork sites. The AFWC will work to ensure student placement in a quality Level I site. Students will be informed of these assignments no later than the first week of each semester in which Level I fieldwork is to occur.
6. Every effort will be made to provide students with a Level I fieldwork experience that is no more than 120 miles from their place of residence and a Level II experience that is no more than 90 miles from their place of residence. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements, the AFWC may have to arrange for sites that are more distant, regardless of the students' residence. Students will have an opportunity to discuss their needs individually with the AFWC, who will make all final decisions. Depending on availability of sites, students may be required to be placed out-of-state for Level II Fieldwork.
7. Students will be asked for a geographic preference for Level II placements and every effort will be made to arrange a placement in the requested geographic area. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements, it might not be possible for every student to be assigned to their preferred area. The AFWC will work to ensure placement in a quality Level I or II site that will meet the program's requirements. The type of placement setting assigned for each student is at the discretion of the AFWC. Level II fieldwork sites can be completed at any location worldwide, provided a contract is in place. However, the FWE must be a graduate of a World Federation of Occupational Therapist approved school/program and have at least one year of experience in practice after initial certification. The AFWC must review and approve every site selected for Level II fieldwork.
8. For a Level I or II experience, if a student wishes to be assigned to a particular facility with which GVSU does not have a contract; it is possible for that site to be developed. Students are **not to contact a potential Level I and/or II Fieldwork site and/or supervisor** on their own **unless directed by the AFWC.** The AFWC must determine if the site meets GVSU OT Department fieldwork standards. If the site is subsequently developed and the assignment is arranged for the student, that student is **obligated** to use that assignment as his or her fieldwork placement. Exceptions to this policy will be made only in the most extreme circumstances, as determined by the AFWC and the Department Chair. **Attempts to bypass this process will be considered a breach of professional behavior, and dealt with accordingly per the policy and guidelines in the Student Handbook.**
9. Every effort will be made to inform students about Level II placements within three months prior to beginning Level II fieldwork. However, there are often extenuating circumstances in which placements are not finalized until much nearer the Level II fieldwork start date.

10. Consistent with ACOTE recommendations, all Level II Fieldwork must be completed within 24 months of completion of the didactic program.
11. It is imperative that we have up-to-date information on you for fieldwork planning and for contact information. If you have an address or phone number change, please notify Diana Comstock immediately (616-331-2681 or comstocd@gvsu.edu). If you have a status change (ex. dependents), please notify Breanna Chycinski (chycinbr@gvsu.edu) immediately.

In order to provide accessibility to Level I and Level II Fieldwork sites for students with differing circumstances, those students with legal dependents will be given first priority to a local site (within 90 miles of their residence). All other special situations will be addressed on a case by case basis.

The program offers **no guarantees that a Level II will be at a “local” site from your residence.**

12. The assignment to some fieldwork sites is selective. Students may be asked for their interest in these placements. The AFWC, with input from the faculty, will make the final decision regarding student placements. Selection will be based on student performance in the program (didactic coursework, fieldwork, and overall professional behavior) in relation to the demands and needs of the selective site.
13. Once a fieldwork assignment has been made, it will not be changed, except in the event of extreme extenuating circumstances, as determined by the AFWC and the Department Chair.
14. While students are on fieldwork, the policies of the fieldwork facilities in use will apply to them, such as requirements for dress, professional behavior, health, safety, etc. Prior to the start of their fieldwork experiences, students are to make themselves aware of any such policies, and be prepared to comply.

Students will comply with the GVSU OST Department’s social media policy while in fieldwork (see Appendix F). Additionally, the use of personal electronic devices is prohibited at the fieldwork site unless specifically authorized by the fieldwork site. Also, the use of site computers/tablets for personal use (e-mail, web surfing, social media, etc.) is prohibited unless specifically authorized by the fieldwork site.

Confidentiality is a must in fieldwork and patient’s rights must be protected at all times. Discussion of specific patients and clinical/personal interactions may be discussed with other health care professionals as part of your professional clinical duties. At no time will a student discuss specific patient information with a non-health care professional or via electronic means (e-mail, cell/smart phone, computer/tablet). This includes social media such as Facebook, Twitter, etc. Students must follow HIPAA regulations at all times; this includes the student not having identifying patient information on personal devices or in their possession outside of fieldwork.

15. The objectives of the Level I and II Fieldwork experiences, and the learning activities designed to meet these objectives, are developed collaboratively between the site fieldwork supervisor, the fieldwork educators and the AFWC. This ensures that fieldwork objectives are collaboratively developed, and are appropriate and adequate to prepare students for entry-level competency, as required in the current *Standards (ACOTE, 2012)*.
16. Students are expected to be in attendance for all assigned fieldwork hours. There are no “days off” in Level I or II fieldwork. Students may be required to attend fieldwork during GVSU breaks, holidays or other scheduled days off. **It should be noted that some FW placements may require attendance during hours outside the normal business day. Some sites may require early morning, evening and/or weekend hours as part of the fieldwork placement.**
 - A. In the case of illness or other circumstances, which cause an absence in a Level I or Level II setting, students must contact the Fieldwork Educator (FWE) to be granted an excused absence. Make-up requirements for excused absences are to be negotiated with the FWE and approved by the AFWC. Unexcused absences will not be tolerated in fieldwork, and more than one

unexcused absence will result in a grade of NO CREDIT for that fieldwork experience. An unexcused absence will result in a remediation plan and counseling from the AFWC.

B. Lateness will not be tolerated in fieldwork. In the case of lateness at either Level I or Level II settings, the student must contact the FWE via phone, to inform him/her of the lateness. **ONE episode** of lateness will result in a counseling session with the FWE. A **SECOND episode** of lateness at fieldwork will result in a counseling session with the AFWC, and a remediation plan developed collaboratively by the FWE and AFWC. A **THIRD episode** of lateness will be evaluated by the FWE and the AFWC and could result in termination of the fieldwork placement, resulting in a NO CREDIT grade.

17. The determination of passage or failure of a fieldwork experience is ultimately the purview of the AFWC, with input from the FWE. This determination is based upon performance in the fieldwork placement per documentation provided by the FWE and as documented on the appropriate performance evaluation and in related clinical reasoning demonstrations/discussions.

Felony Conviction Statement

A felony may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students are required to contact NBCOT directly if this condition applies.

Outside Employment

It is understood that school is expensive, and many students need to work to support themselves and/or families. **The OST department highly suggests working no more than 20 hours per week and the employment should allow flexibility for students to take advantage of short notice learning opportunities that may come available. The Occupational Science and Therapy Department expects that graduate education will take a reasonable priority in the lives of students in order to insure success in the program.** Students may need to limit outside activities if they interfere with study time or other Program commitments.

The hybrid program is designed to allow students the opportunity to work while attending graduate school. Recent graduates of the program report working more than 32 hours per week as challenging in this full-time program. It is **imperative**, however, that **students have the flexibility in their employment to take time off for Level I FW experiences, and other unique learning activities, as appropriate.**

Master of Science Degree in Occupational Therapy Program Requirements

1. Students must successfully complete all 81-82 credits of the occupational therapy curriculum, including all Level I and Level II fieldwork, in order to earn the Master of Science Degree in Occupational Therapy. Fieldwork correlates to the university requirement for demonstration of ability to integrate and synthesize curriculum content. Level II Fieldwork must be completed within 24 months after the end of the academic portion of the program, as required by AOTA.
2. All 81-82 credits must be taken at Grand Valley State University unless other arrangements have been made with the Graduate Program Director or Department Chair. As a rule, credits from other occupational therapy programs are not accepted for transfer into either of the GVSU programs.
3. Students are expected to earn a minimum grade of "B" (3.0 or 84%) in all professional course work in order to qualify for the master's degree. Any course grade less than 3.0 will lead to academic probation and will require the student to repeat the course. Students must earn a B (84%) or better in the repeated course to be removed from probation.

Occupational Science and Therapy Department Grading Scale

A	(4.0) = 94-100	C	(2.0) = 74-77
A-	(3.7) = 90-93	C-	(1.7) = 70-73
B+	(3.3) = 88-89	D+	(1.3) = 68-69
B	(3.0) = 84-87	D	(1.0) = 64-67
B-	(2.7) = 80-83		
C+	(2.3) = 78-79	Failure (0.0)	= < 60

All candidates for the Master of Science Degree in Occupational Therapy must do research which culminates in a **research project of presentable or publishable quality**, as determined by the faculty of the Occupational Science & Therapy Department. The research project must be completed before students go to their Level II fieldwork placements. The research expectation correlates to the university's graduate requirement for students to demonstrate the ability to generate new knowledge and/or apply existing knowledge to specific practical situations. Research projects may be submitted for publication and/or a professional presentation by a student, with the major research advisor as co-author. Committee members may also be co-authors as negotiated at the final defense of a project.

Graduation, Certification, and Credentialing Requirements

1. In order for students to graduate from GVSU and the Occupational Science & Therapy Department, all incomplete grades, deferred grades, and other academic restrictions must be converted or lifted. Students must have all fees completely paid in order to have the degree posted on the transcript.
2. When competency has been successfully demonstrated in all didactic **and** all required fieldwork courses, **and** no other restrictions apply, students are ready to graduate from the program.
3. It is the responsibility of students to complete the ***Diploma Application - Graduate*** and submit online at www.gvsu.edu/registrar **the semester before graduation is expected**. Degree candidates have 30 days from the last day of the semester to complete all course requirements and provide evidence of satisfactory completion to the Registrar. More details are provided on the registrar's online page under "Applying to Graduate".
4. Following graduation from the OST Program, graduates may apply to take the NBCOT Certification Examination. (Students must complete the NBCOT verification form, and submit it to the Department Chair for approval.) It then goes to the Registrar. At this time students must request a final transcript "held for degree verification" in order for the verification form to be sent to NBCOT. Additional information about the application process can be found on the NBCOT website, www.nbcot.org. This site provides information about documents required for eligibility determination, testing, and government recognition through registration, licensure, or certification. In order to practice in all states, the OT graduate must go to the licensing board of the state they wish to practice in and make an application.

Deferral Policy for the Department of Occupational Science and Therapy

Students in either the traditional or hybrid program may be granted a one-time deferral of their position within the program. The deferral will hold the student's seat in their program for a period of one academic year.

1. The department must receive the request for the deferral two weeks prior to the start of the fall semester.
2. The student must communicate the deferral request to the Department Chair as well as the Academic Coordinator. The request must indicate the rationale or extenuating circumstances that necessitate the deferral.
3. Deferrals are for one academic year only; any request for additional time will be denied and the student will have to reapply to their program of choice.

Leave of Absence

1. A graduate student may request a leave of absence for a maximum of two years from a graduate program for good cause. Examples of cause include, but are not limited to, medical issues, caring for family members, non-optional military commitments, maternity, and work requirements.
2. The graduate student shall explain in writing to the graduate program director the reason for seeking a leave of absence and must specify the period for which the leave of absence is sought. The graduate student may provide materials supporting their request (e.g., military orders) if it is deemed necessary.
3. The graduate program director shall review the graduate student's written explanation and supporting materials, relevant circumstances and documentation, academic performance, and history in the program. After considering the results of this review, the graduate program director shall recommend to the Dean of The Graduate School whether a leave of absence should be granted and the terms and conditions for return to the program.
4. The Dean of The Graduate School shall render a decision after reviewing the graduate student's written request and the recommendation of the graduate program director. The decision by the Dean of The Graduate School shall be final.
5. If the student is granted an immediate leave of absence, it shall have the effect of a course withdrawal for all courses in which the student is enrolled. Requesting a tuition reimbursement must be completed following University policy.
6. The student shall follow the graduate program and catalogue requirements in effect at the time of reenrollment.
7. At the discretion of the Dean of The Graduate School, a leave of absence may be extended beyond the original time granted at the written request of the student. A student who does not enroll in classes or requests an extension at the end of the leave of absence may be required to reapply for admission at the discretion of their desired graduate program.
8. A leave of absence does not extend the eight-year time limit for the applicability of a graduate course toward a degree. Requesting an extension of the time limit must be completed following University policy.
9. A student in the dissertation or thesis phase of their graduate program is not required to maintain continuous enrollment in any semester for which a leave of absence has been granted.
10. Students who wish to take a semester away from their program and are not part of a cohort or structured program may not need to complete a Leave of Absence request and should contact the Graduate Program Director prior to completing the request.

Academic Probation in the Occupational Science & Therapy Department

1. Students earning a grade below a "B" (3.0) in any academic course or "no credit" on any fieldwork placement in either of the Occupational Therapy Degree Programs will be placed on academic probation and will need to retake the course of fieldwork placement as stated above in 'OT Degree Requirements' #3.
2. A cumulative GPA below a 3.0 for any semester will result in academic probation.
3. A grade of NC for any fieldwork experience, level I or II, will result in academic probation.
4. Academic probation will result from a third documented breach of related professional behaviors, as stated above in 'General Program Policies' #2b.

5. Academic probation could be one of the alternatives imposed if a student has broken the GVSU *Student Code* or the University policy on academic dishonesty, per the *GVSU Undergraduate and Graduate Catalogs* or the most current AOTA Code of Ethics & Ethics Standards.

Dismissal from the Occupational Science and Therapy Department

The following situations will result in dismissal from the program:

1. Dismissal for academic reasons will occur for any one of the following situations:
 - a. Failure to meet the academic requirements to be removed from a second semester of academic probation.
 - b. The need to repeat any two courses offered throughout the Occupational Therapy Degree Program.
 - c. Failure to pass the same course for a second time.
 - d. Not passing any two fieldwork experiences (Level I and/or Level II). This could include not passing a Level I placement and later a Level II placement. It could also mean not passing two Level I or Level II placements.
 - e. Not successfully finishing both Level II experiences within the allotted two-year window from the completion of didactic coursework.
2. Professional Behavior Dismissal will result from more than three documented breaches of professional behaviors, as determined by OT faculty and described in 'General Program Policies' #2b. These fit as a part of the 'professional behaviors dismissal'. Misuse of social media that includes breach of confidentiality of an individual, system, or the OT degree program. Professional behavior violations include but not limited to: misrepresentation of the OT degree program, professional ethical violation per AOTA ethical standards, etc.
3. Any violation of the GVSU Student Code, the Occupational Therapy Code of Ethics & Ethics Standards, or policy related to academic dishonesty, as outlined in the GVSU Undergraduate and Graduate Catalog, deemed "flagrant" by the course instructor or Academic Fieldwork Coordinator, in conjunction with the Department Chair.

Academic Review for Students Challenging Academic Decisions

Students who wish to pursue an academic grievance involving departmental policies, procedures, or individual course grades are directed to Section 6 of the GVSU Student Code. More detailed information can be found online at: [Student Academic Grievance Process](#)

Readmission to the University

The Occupational Science & Therapy Department is under no obligation to assist students who have been dismissed from the university and wish to be readmitted. The Program may decide, however, to support a student's application for readmission, if determined that circumstances warrant such action. **Regardless, the student has the right to appeal for readmission to the university with or without the Department's support.**

STUDENT-FACULTY COMMUNICATION

Confidentiality

The Occupational Science & Therapy Department adheres to Federal law ensuring confidentiality of information regarding students. Accordingly, we do not release lists of names, grades, or status in the program to any individual other than the involved students. Also, we **DO NOT RELEASE INFORMATION OVER THE TELEPHONE**, since specific identification is not possible.

It is understood, however, that the faculty can and must discuss student performance among themselves in the privacy of faculty meetings. It is necessary for all faculty members to be apprised of any information that may affect academic performance, and it is in the best interest of students since not all faculty share the same perspective on student issues.

Students are also responsible for maintaining confidentiality appropriately. Avoid sharing academic or any information of a personal nature unless you are willing to have it known by all. **Any information that is shared in the classroom under the auspices of confidentiality may also not be shared elsewhere.** In all written or oral work, do not use any client names. Use only first initial or first names. Do not use any other identifying information related to the client, such as name of institution where the client was seen. **Breaches of confidentiality may be considered a violation of ethics and possibly grounds for dismissal from the Program.**

Advisor/Mentor Assignment

Each student who is admitted to one of the Occupational Therapy degree programs will be assigned an advisor/mentor who is a member of the Occupational Science and Therapy faculty. Advisee assignments will be announced at student orientation. Students will be asked to meet with their advisor/mentor at the beginning of the program, and each semester of the academic portion of the program, to address program planning and professional development issues, as necessary. **Advising sessions will be confidential, documented, signed by both faculty and student, and kept in the student's file.**

Advising/Mentoring Appointments

The purpose of advising is to 1) review professional behavior progress and goals, 2) discuss academic progress, 3) discuss progress in fieldwork, and 4) mentor in the profession of occupational therapy. All students are encouraged to set up appointments to see their advisor at least once per semester. It is the student's responsibility to arrange that appointment with the individual faculty member. Advising hours of faculty will be posted on their door, or written in course syllabi. The faculty is willing and able to provide additional mentorship to the student upon request.

Email Usage

Faculty will regularly check email during business hours only. **DO NOT** expect an immediate reply if you send email after office hours. You are provided with a Grand Valley e-mail account, **which you must use in all correspondence with the University**. The Department faculty will use University student e-mail addresses only to contact students. Please make sure you are acquainted with how to access and use your assigned email account. Many messages and important communications will be sent to you via this method. There will be many times when Occupational Science and Therapy Department faculty will need to get messages to you. **This policy will be firmly enforced.**

Telephone and Address Changes

You must complete a student information change form if you have a new address or telephone number, and it must be delivered to CHS 164 or comstocd@gvsu.edu to ensure it is changed within the program.

Dress Code

Business Casual: Dark jeans, slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, loafers or dress shoes and other attire as instructed by your professor.

Office Behavior

The CHP Graduate Office (Suite 164) is the home of three departments, of which Occupational Science and Therapy is only one. Because space is at a premium, noise level and congestion can become an issue for faculty and staff. Please be courteous in your use of the office by following these simple rules:

1. Refrain from using the office unless you have a specific purpose or appointment.
2. If the office is crowded, please come back at another time to complete your business.
3. Remember that the office copy machine & fax machine are not available for student use. Please arrange to copy or fax elsewhere on campus designated for student use.

Housekeeping Issues

1. Please take care of personal garbage in your classroom and Model Living Suite.
2. Wash any dishes that you use.
3. Throw away old food in the refrigerator.
4. Return all items cleaned to their original location at the end of class.
5. The Model Living Suite is not a student lounge. Please do not use for lunch or relaxation.

OCCUPATIONAL THERAPY STUDENT EXPENSES

Tuition and Fees

Tuition is calculated based on graduate or undergraduate status. All hybrid students, regardless of their home location, are considered residents due to the extensive online component. Please see the [***Grand Valley State University Undergraduate and Graduate Catalog***](#) for a current outline of tuition costs. Variable fees are assessed for each course by the GVSU Registrar.

Books

Expect that first semester books will be costly because you will purchase books to be used throughout the program. Please be very careful if you decide to purchase textbooks off campus. You risk purchasing the wrong books and they are often not returnable. Your instructors will advise you as to what texts you need for your courses and these will be available at the University Bookstore. Be careful you do not "sell back" texts that are planned for use in upcoming courses. Many of these texts are considered appropriate for the development of a personal library, and selection is often based on the potential for that future use in mind.

Related Expenses

Health Insurance

GVSU students may subscribe to a health insurance plan offered through a commercial health insurance company. Click [here](#) for more information.

CPR License

Check providers for costs

Student membership in AOTA (required)

Check AOTA website for costs
(www.aota.org)

Student membership in Michigan Occupational Therapy Association (MiOTA)

(includes association publications, and special fees for conference attendance)

Fieldwork Expenses

Housing, transportation, criminal background check, fingerprinting, etc.

Financial Aid

There are a number of types of financial aid available for students, including student loans, grants and scholarships. Most of this information can be found in the [Grand Valley State University Undergraduate and Graduate Catalog](#) or from the [Office of Financial Aid](#). In addition, there are specific scholarships that are designed for Occupational Therapy students, which may be available if you meet the criteria. Some of these are offered by potential employers, some are offered by private organizations and foundations, and some are offered by the State or Federal government. The Department will attempt to have some of this information available to students; however, it is important to remember that we may not be fully current in this area, so it is to your advantage to apprise yourself of what kind of scholarships might be available, by checking at the Library, and following up on any other potential scholarship leads through the Office of Financial Aid.

INCLUSION AND EQUITY

The University is an affirmative action, equal opportunity institution, consistent with its obligations as a federal contractor. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

Members of the University community, including students, employees, faculty, staff, administrators, Board members, consultants, vendors, others engaged to do business with the University, candidates for employment or admissions, and visitors or guests have the right to be free from acts of harassment and discrimination, including sexual misconduct, as defined by this policy. In accordance with applicable federal and state law and this policy, acts of discrimination or harassment by members of the campus community are prohibited if they discriminate or harass on the basis of **age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active duty military status or weight**. This includes inappropriate limitation of, access to, or participation in educational, employment, athletic, social, cultural, or other university programs and activities. The University will provide **reasonable accommodations to qualified individuals with disabilities**. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, or lawfully required by a grant or contract between the university and the state or federal government. For the purposes of this policy, **sex-/gender-based harassment includes sexual misconduct, sexual assault, interpersonal or relationship violence, and stalking**.

Questions and concerns should be directed to the Vice President of Inclusion & Equity, 4035 James H. Zumberge Hall or call 616-331-3396. If you believe any accommodation of a disability is necessary, Michigan and Federal law requires that you notify GVSU after you know or should have known that the accommodation was needed. Questions and concerns regarding an accommodation should be directed to the Disability Support Services Coordinator, 4015 James H. Zumberge Hall or call 616-331-2490.

PROGRAM REFERENCES

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APPENDIX

A

Core Values and Attitudes of Occupational Therapy Practice

Elizabeth Kanny, MA, OT

for Standards and Ethics Commission – Ruth A. Hansen, Ph.D., OT, FAOTA, Chairperson

Introduction

In 1985, the American Occupational Therapy Association funded the Professional and Technical Role Analysis Study (PATRA). This study had two purposes: to delineate the entry-level practice of OTs and OTAs through a role analysis and to conduct a task inventory of what practitioners actually do. Knowledge, skills, and attitude statements were to be developed to provide a basis for the role analysis. The PATRA study completed the knowledge and skills statements. The Executive Board subsequently charged the Standards and Ethics Commission (SEC) to develop a statement that would describe the attitudes and values that undergird the profession of occupational therapy. The SEC wrote this document for use by AOTA members.

The list of terms used in this statement was originally constructed by the American Association of Colleges of Nursing (AACN) (1986). The PATRA committee analyzed the knowledge statements that the committee had written and selected those terms from the AACN list that best identified the values and attitudes of our profession. This list of terms was then forwarded to SEC by the PATRA Committee to use as the basis for the Core Values and Attitudes paper.

The development of this document is predicated on the assumption that the values of occupational therapy are evident in the official documents of the American Occupational Therapy Association. The official documents that were examined are: (1) "Dictionary Definition of Occupational Therapy" (April 1986), (2) *The Philosophical Base of Occupational Therapy* (AOTA, Resolution C #531-79), (3) *Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapist* (AOTA, 1991a), (4) *Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapy Assistant* (AOTA, 1991b), and (5) *Occupational Therapy Code of Ethics* (AOTA, 1988). It is further assumed that these documents are representative of the values and beliefs reflected in other occupational therapy literature.

A **value** is defined as a belief or an ideal to which an individual is committed. Values are an important part of the base or foundation of a profession. Ideally, these values are embraced by all members of the profession and are reflected in the members' interactions with those persons receiving services, colleagues, and the society at large. Values have a central role in a profession, and are developed and reinforced throughout an individual's life as a student and as a professional.

Actions and attitudes reflect the values of the individual. An attitude is the disposition to respond positively or negatively toward an object, person, concept, or situation. Thus, there is an assumption that all professional actions and interactions are rooted in certain core values and beliefs.

Seven Core Concepts

In this document, the **core values and attitudes** of occupational therapy are organized around seven basic concepts--altruism, equality, freedom, justice, dignity, truth, and prudence. How these core values and attitudes are expressed and implemented by occupational therapy practitioners may vary depending upon the environments and situations in which professional activity occurs.

Altruism is the unselfish concern for the welfare of others. This concept is reflected in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

Equality requires that all individuals be perceived as having the same fundamental human rights and opportunities. This value is demonstrated by an attitude of fairness and impartiality. We believe that we should respect all individuals, keeping in mind that they may have values, beliefs, or life styles that are different from our own. Equality is practiced in the broad professional arena, but is particularly important in day-to-day interactions with those individuals receiving occupational therapy services.

Freedom allows the individual to exercise choice and to demonstrate independence, initiative, and self-direction. There is a need for all individuals to find a balance between autonomy and societal membership that is reflected in the choice of various patterns of interdependence with the human and nonhuman environment. We believe that individuals are internally and externally motivated toward action in a continuous process of adaptation throughout the life span. Purposeful activity plays a major role in developing and exercising self-direction, initiative, interdependence, and relatedness to the world. Activities verify the individual's ability to adapt, and they establish a satisfying balance between autonomy and societal membership. As professionals, we affirm the freedom of choice for each individual to pursue goals that have personal and social meaning.

Justice places value on the upholding of such moral and legal principles as fairness, equity, truthfulness, and objectivity. This means we aspire to provide occupational therapy services for all individuals who are in need of these services and that we will maintain a goal-directed and objective relationship with all those served. Practitioners must be knowledgeable about and have respect for the legal rights of individuals receiving occupational therapy services. In addition, the occupational therapy practitioner must understand and abide by the local, state, and federal laws governing professional practice.

Dignity emphasizes the importance of valuing the inherent worth and uniqueness of each person. This value is demonstrated by an attitude of empathy and respect for self and others. We believe that each individual is a unique combination of biologic endowment, sociocultural heritage, and life experiences. We view human beings holistically, respecting the unique interaction of the mind, body, and physical and social environment. We believe that dignity is nurtured and grows from the sense of competence and self-worth that is integrally linked to the person's ability to perform valued and relevant activities. In occupational therapy we emphasize the importance of dignity by helping the individual build on his or her unique attributes and resources.

Truth requires that we be faithful to facts and reality. Truthfulness or veracity is demonstrated by being accountable, honest, forthright, accurate, and authentic in our attitudes and actions. There is an obligation to be truthful with ourselves, those who receive services, colleagues, and society. One way that this is exhibited is through maintaining and upgrading professional competence. This happens, in part, through an unfaltering commitment to inquiry and learning, to self-understanding and to the development of an interpersonal competence.

Prudence is the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's affairs, to temper extremes, make judgments and respond on the basis of intelligent reflection and rational thought.

Summary

Beliefs and values are those intrinsic concepts that underlie the core of the profession and the professional interactions of each practitioner. These values describe the profession's philosophy and provide the basis for defining purpose. The emphasis or priority that is given to each value may change as one's professional career evolves and as the unique characteristics of a situation unfold. This evolution of values is developmental in nature. Although we have basic values that cannot be violated, the degree to which certain values will take priority at a given time is influenced by the specific situation and the environment in which it occurs. In one instance dignity may be a higher priority than truth; in prudence may be chosen over freedom. As we process information and make decisions, the weight of the values that we hold may change. The practitioner faces dilemmas because of conflicting values and is required to engage in thoughtful deliberation to determine where the priority lies in a given situation.

The challenge for us all is to know our values, be able to make reasoned choices in situations of conflict, and be able to clearly articulate and defend our choices. At the same time, it is important that all members of the profession be committed to a set of common values. This mutual commitment to a set of beliefs and principles that govern our practice can provide a basis for clarifying expectations between the recipient and the provider of services. Shared values empower the profession and, in addition, build trust among ourselves and with others.

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Approved by the Representative Assembly June, 1993

FROM: *The American Journal of Occupational Therapy*, December 1993, Vol. 47, No. 12, pp. 1085-1086

APPENDIX B

Occupational Therapy Code of Ethics (2015)

PREAMBLE

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

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

The Code serves two purposes:

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

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

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

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

ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

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

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations,

occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

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

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include

(1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity.

Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

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

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

Related Standards of Conduct

Occupational therapy personnel shall:

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

Nonmaleficence

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

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

Related Standards of Conduct Occupational therapy personnel shall:

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

Autonomy

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

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

Related Standards of Conduct

Occupational therapy personnel shall

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

Justice

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

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

Related Standards of Conduct

Occupational therapy personnel shall:

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.

- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

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

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

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

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

Related Standards of Conduct

Occupational therapy personnel shall:

- A. Represent credentials, qualifications, education, experience, training, roles, duties,

competence, contributions, and findings accurately in all forms of communication.

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

Fidelity

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

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

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

Occupational therapy personnel shall:

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.

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

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Ethics Commission (EC)

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 Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015) Ann
 Moodey Ashe, MHS, OTR/L (2011–2014)

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Adopted by the Representative Assembly 2015AprilC3.

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

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APPENDIX

C

Grand Valley State University
College of Health Professions
Occupational Science & Therapy Department

Grading Rubric for Oral Presentations

- 50 pts** **Content** — Major areas of significance should be included here, either as presented in class, or as researched. These include an introduction that relates the presentation to course topics and demonstrates a logical progression through the content. Degree of detail should cover all facets of the topic, to the extent possible. Content of handouts should contain information the audience can use in the future, and include references. Degree of depth presented should provide audience with enough information for them to carry out or otherwise make use of the presentation topic. Presentation must include a summary conclusion and an opportunity for audience to ask questions.
- 25 pts** **Presentation Style/Skill** — Includes the basics of a good presentation, including voice – adequate to be heard by all, moderate pace, smoothness of transitions, eye contact, enthusiasm, ability to present using brief notes (not reading your presentation), flow of presentation, good posture, appropriate movements, gestures and facial expressions that engage the audience in the presentation, but are not distracting. Attire should be professional (work casual, minimally).
- 15 pts** **Instructional Technology/Handouts** — Includes the quality and use of technology selected, which may be slides, overheads, PowerPoint, flipchart, smart board or blackboard, and posters, their size and clarity for easy reading and synopsis by audience, and relationship to topic as presented (it should enhance the presentation, rather than just be added on to meet the requirement). For handouts, grading will consider the quality of the handouts as well as the substance (ability to enhance the presentation), resources and references as appropriate. A printout of the PowerPoint is not an adequate handout.
- 10pts** **Personalization/Uniqueness** — Includes ways in which the presentation helped to engage the audience. Could include such things as a unique perspective, a different perspective on the content, appropriate personal experiences, a skit or other humorous element, audience participation, or any number of innovative approaches to the presentation that will make it stand out/memorable.
- 100 pts** **Overall Grade** — Based on the scores generated in the above categories, a final grade is calculated, based on 100 points, using the standard OST Department Grading Scale as shown in the **Student Handbook**.

C. Grapczynski, Ed.D, OTR 2005

**Grand Valley State University
College of Health Professions
Occupational Science & Therapy Department**

Grading Rubric for Written Papers

- 50 pts** **Content** – This category needs to be complete and include an appropriate introduction to the paper, indicating what the paper is about and what can be found in it. This should be followed by a well-developed discussion on each of the main topics presented. This would include breadth beyond one's own perspective, depth that allowed the reader to identify underlying assumptions, if appropriate, to see that all of the major aspects of the topic have been covered. Once each section has been completed, the paper should end with a conclusion or summary that tells the reader what this paper has been about, and what implications it has for the course/content being studied.
- 25 pts** **Writing Style/Skill** – This category needs to demonstrate clear, concise sentence structure that allows the reader to follow the train of thought of the writer. All work will be in APA style, unless otherwise indicated by the instructor. Appropriate citations must be made when using the work/ideas of others, and it should be clear in the paper who is speaking (the writer or someone else for whom there is a citation). Plagiarism will not be tolerated (see **Student Handbook**).
- 25 pts** **Grammar/Mechanics** – The final written product should demonstrate good grammar, composition, and form, using words and expressions correctly, matching nouns and their pronouns, singulars and plurals, and structures of sentences in paragraphs or sections of the paper as appropriate. All papers should be corrected for spelling, punctuation and other mechanical flaws. It is recommended that students take advantage of the Graduate Consultants available at the downtown Writing Center at GVSU to get assistance with basic writing if needed. Also, use a dictionary and thesaurus as a matter of course. The writer or others should proofread all final papers prior to submission to the instructor, to ensure that all such errors have been caught and corrected.
- 100 pts** **Overall Grade** – Based on the scores generated above, a final grade is calculated, based on 100 points, and using the standard OST Department Grading Scale as shown in the **Student Handbook**. Outstanding papers (A) have no mechanical or grammatical errors, use a style that is consistent with program requests, and shows mastery of sentence and paragraph composition and form. Content is well developed, demonstrating a breadth of perspective and depth of thinking appropriate to the topic. One-half point deductions will be made for errors of grammar, style, form and mechanics. Content deficiency will be addressed on a case by case basis, at the instructor's discretion.

C. Grapczynski, Ed.D, OTR 2005

Grand Valley State University
College of Health Professions
Peer Evaluation of Group Participation

Please evaluate the performance and involvement of your peers in this final project. In categories listed, place the number that you believe indicates that person's level of performance and involvement in the project. Use the scale: 1 = almost never, 2 = sometimes, 3 = half and half, 4 = often, 5 = almost always. Please provide a brief rationale for your rating choice.

Name of group member	Demonstrated interest in the project	Made self available to meet	Generated & synthesized ideas	Took leadership role if apropos to group needs	Took direction from others when needed	Cooperated; took a role in group decisions/plans	Expressed concerns in a respectful manner	Completed tasks responsibly and in a timely manner	Worked to bring the project to fruition

Additional Comments: _____

APPENDIX D

Department of Occupational Science & Therapy
Grand Valley State University
Competency Achievement Contract

Student: _____

Course: _____

Competency to be
addressed: _____

A. Student Action Plan (outline plan and steps you feel are needed to achieve competency)

B. Action Plan agreed upon by Course Instructor and Student

C. Date for Action Plan to be completed:

D. Signatures

_____ Student/Date

_____ Course Instructor/Date

_____ Student Advisor/Date

E. Completion of Contract

_____ Course Instructor/Date

APPENDIX E

**GRAND VALLEY STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
OCCUPATIONAL SCIENCE & THERAPY DEPARTMENT
PROFESSIONAL BEHAVIORS WORKSHEET**

Name: _____ Advisor _____

Dates of review: (1) _____ (2) _____ (3) _____ (4) _____
(blue) (red) (green) (black)
Fall I Wint Spr/Sum Fall II

Students are expected to demonstrate the professional behaviors as noted with a consistency of 76 – 100% of the time (4) by the last semester of the didactic program (**before leaving for fieldwork**).

Scoring: Almost Always (76– 100%) 4
 Mostly (51 – 75%) 3
 Sometimes (26 – 50%) 2
 Rarely (1 – 25%) 1

Goal?	I. Professionalism				
	A. Desirable Personal Attributes I am able to:				
	Work independently	1	2	3	4
	Take responsibility for my share of collaborative work	1	2	3	4
	Demonstrate intrinsic motivation	1	2	3	4
	Take a leader or follower role appropriately	1	2	3	4
	Take responsibility for my own actions & feelings	1	2	3	4
	Recognize my personal strengths	1	2	3	4
	Recognize my personal weaknesses	1	2	3	4
	Display self-confidence without arrogance	1	2	3	4
	Balance my personal and professional obligations	1	2	3	4
	Maintain a generally positive demeanor with clients and colleagues	1	2	3	4
	Maintain an appropriate perspective when under stress	1	2	3	4
	Demonstrate a strong work ethic	1	2	3	4
	Be honest and trustworthy in my dealings with others	1	2	3	4
	Demonstrate the integrity of my moral principles	1	2	3	4
	Demonstrate an appropriate sense of humor	1	2	3	4
	Show respect for the beliefs and values of others	1	2	3	4
	Respond to social cues appropriately	1	2	3	4
	Exhibit empathy for others	1	2	3	4
	Resolve conflicts to the best advantage of most	1	2	3	4
	Set appropriate limits and boundaries with others	1	2	3	4
	Take emotional risks to enhance my learning	1	2	3	4
Goal?	B. Expectations and Protocols – I am able to:				
	Be appropriate in terms of my attitude and demeanor	1	2	3	4
	Advocate for myself appropriately	1	2	3	4
	Arrive promptly for class, breaks, and appointments	1	2	3	4
	Complete and submit <u>all</u> requirements on time	1	2	3	4
	Prioritize my activities effectively	1	2	3	4
	Use my time wisely and productively	1	2	3	4
	Come to class appropriately prepared	1	2	3	4
	Be appropriately professional in my attire	1	2	3	4

	Be safety conscious for peers and clients	1	2	3	4
	Contact faculty in case of absence/lateness	1	2	3	4
	Practice ethical behavior, including fairness, confidentiality, respect for the rights of others, information accuracy, competence, and policy adherence	1	2	3	4
	Seek and respond appropriately to critical and constructive feedback	1	2	3	4
	C. Communication Skills – I am able to:				
	<i>Oral Communication</i>				
	Verbalize ideas and thoughts clearly and succinctly	1	2	3	4
	Use appropriate professional language and terminology when speaking	1	2	3	4
	Demonstrate active listening skills	1	2	3	4
	Recognize and use non-verbal communication appropriately (no eye rolling, mocking, etc.)	1	2	3	4
	Use assertiveness appropriately	1	2	3	4
	Adapt my language to the level of my audience's understanding	1	2	3	4
	<i>Written Communication</i>				
	Express myself accurately and succinctly in all written communications	1	2	3	4
	Structure reports and essays to include an introduction, a body, and a conclusion	1	2	3	4
	Use proper mechanics, grammar & punctuation	1	2	3	4
	Use APA format appropriately in all my work	1	2	3	4
	Use appropriate professional language and terminology in my writing	1	2	3	4
	Adapt my language to the level of my readers' understanding	1	2	3	4
	Address content breadth and depth appropriately	1	2	3	4
	Write legibly for documentation	1	2	3	4
Goal?	II. Higher Order Cognitive Functioning				
	A. Critical Thinking – I am able to:				
	Identify significant problems in the field	1	2	3	4
	Accurately prioritize problems	1	2	3	4
	Consider all facets of a problem to find solutions	1	2	3	4
	Seek information from a variety of sources	1	2	3	4
	Demonstrate tolerance for ambiguity and uncertainty	1	2	3	4
	Use my observation skills effectively	1	2	3	4
	Integrate theory with practice effectively	1	2	3	4
	Differentiate between thoughts and feelings	1	2	3	4
	Critically reflect on my own thoughts and behaviors currently and from the past	1	2	3	4
	Interpret information accurately	1	2	3	4
	Question & critique my personal assumptions	1	2	3	4
	Be independent of authority and the beliefs of traditions or society	1	2	3	4
	Generalize ideas from one context to another	1	2	3	4
	Display sound professional judgment	1	2	3	4
	Synthesize and evaluate information effectively	1	2	3	4
	B. Desirable Intellectual Traits – I am able to:				
	Seek out intellectual challenges	1	2	3	4
	Actively explore new learning independently	1	2	3	4

	Ask appropriate questions for clarification and/or guidance	1	2	3	4
	Recognize the need for research in the professions	1	2	3	4
	Willingly devote time and energy to the learning process as a primary priority in my life at this time	1	2	3	4
	Realize self-directed learning as an adult skill	1	2	3	4
C. Professional Socialization- I am able to:					
	See the need for, and pursue, additional learning opportunities when presented	1	2	3	4
	Understand and use the OT process effectively	1	2	3	4
	Demonstrate a commitment to the program	1	2	3	4
	Demonstrate my commitment to the profession and to its core concept of occupation	1	2	3	4
	Demonstrate my internalization of OT professional norms and values in my professional encounters	1	2	3	4
	Appropriately advocate for the profession	1	2	3	4
	See the need to be active in the professional organization at both state & national levels	1	2	3	4
	Willingly address the needs of others before my own	2	3	4	
	Actively participate in service/volunteer work in my community	1	2	3	4

My Professional Behavior Goals

Goals Ach	Prog	Ach	Not
1.			
2.			
3.			
4.			

Comments:

Advisor Signature **Date**

Student Signature **Date**

Init Dte *Init Dte* *Init Dte*

Init Dte *Init Dte* *Init Dte*

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Grand Valley State University
Occupational Therapy Department
Rubric for Engagement in the Learning Process (ELP)

Criteria	points	Exemplary 93-100%	Effective 86 - 92%	Adequate 80-85%	Unsatisfactory 80%-below
Level of Intellectual Engagement	60 pts	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Consistently shows an excellent understanding of main points discussed <input type="checkbox"/> Constructively challenges the perspectives, accuracy, credibility, and relevance of any statements made <input type="checkbox"/> Consistently explores the implications of ideas and comments presented <input type="checkbox"/> Effectively identifies and evaluates personal assumptions <input type="checkbox"/> Knows and uses professional vocabulary effectively <input type="checkbox"/> Consistently makes connections to previous content <input type="checkbox"/> Consistently makes plausible inferences, interpretations, or predictions	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions regularly <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the perspectives, accuracy, credibility, and relevance of any statements made <input type="checkbox"/> Demonstrates good understanding of main points discussed <input type="checkbox"/> Explores the implications of ideas and comments presented <input type="checkbox"/> Identifies and evaluates personal assumptions <input type="checkbox"/> Knows and uses professional vocabulary most of the time <input type="checkbox"/> Usually makes connections to previous content <input type="checkbox"/> Can usually make plausible inferences, interpretations or predictions	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Occasionally challenges perspectives, accuracy, credibility, and relevance of any statements made <input type="checkbox"/> Occasionally explores the implications of ideas and comments presented <input type="checkbox"/> Sometimes has an understanding of main points discussed <input type="checkbox"/> Can identify and evaluate some personal assumptions <input type="checkbox"/> Seldom demonstrates knowledge and use of professional vocabulary <input type="checkbox"/> Occasionally makes connections to previous content <input type="checkbox"/> Can occasionally make plausible inferences, interpretations or predictions	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Rarely challenges the perspectives, accuracy, credibility and relevance of any statements made <input type="checkbox"/> Does not explore the implications of ideas and comments presented <input type="checkbox"/> Demonstrates little understanding of main points discussed <input type="checkbox"/> Does not identify or evaluate personal assumptions <input type="checkbox"/> Lacks knowledge and use of professional vocabulary <input type="checkbox"/> Unable to make connections to previous content <input type="checkbox"/> Is unable to make plausible inferences, interpretations or predictions

Sources: Elder L & Paul, R. (2008) The thinker's guide to intellectual standards: The words that name them and the criteria that define them. *35 Dimensions of Critical Thought*, p. 61. Dillon Beach, CA: The Foundation for Critical Thinking Press.

Texas Education Agency, 2006.

<p>Values and Attitudes</p>	<p>20pts</p>	<p><input type="checkbox"/> Consistently attends to instructor and classmates with appropriate body language, facial expressions and remarks</p> <p><input type="checkbox"/> Consistently positive, cooperative, and respectful attitude, including tone of voice and facial expressions, with classroom projects and discussions</p> <p><input type="checkbox"/> Always supportive of other students' ideas</p> <p><input type="checkbox"/> Consistently takes responsibility for a share of the workload in class/other activities</p> <p><input type="checkbox"/> Consistently suspends judgment until all evidence is presented</p> <p><input type="checkbox"/> Consistently recognizes ego/ethnocentricity</p> <p><input type="checkbox"/> Consistently keeps cell phones and other intrusive media turned off in the classroom</p> <p><input type="checkbox"/> Is consistently able to exercise fair-mindedness regarding new ideas</p>	<p><input type="checkbox"/> Often attends to instructor and classmates with appropriate body language, facial expressions and remarks</p> <p><input type="checkbox"/> Usually positive, cooperative, and respectful with classroom projects and discussions</p> <p><input type="checkbox"/> Often supportive of other students' ideas</p> <p><input type="checkbox"/> Usually suspends judgment until all evidence is presented</p> <p><input type="checkbox"/> Often takes responsibility for a share of the workload in class/other activities</p> <p><input type="checkbox"/> Usually recognizes ego/ethnocentricity</p> <p><input type="checkbox"/> Usually keeps cell phones and other intrusive media turned off in the classroom</p> <p><input type="checkbox"/> Can usually exercise fair-mindedness with regard to new ideas</p>	<p><input type="checkbox"/> Occasionally attends to class discussion, presentations and activities</p> <p><input type="checkbox"/> Occasionally has a positive contribution, but may be uncooperative or disrespectful</p> <p><input type="checkbox"/> Seldom actively participates in classroom projects and discussions</p> <p><input type="checkbox"/> Sometimes supportive of other students' ideas</p> <p><input type="checkbox"/> Occasionally suspends judgment until all evidence is presented</p> <p><input type="checkbox"/> Seldom takes responsibility for a share of the workload in class/other activities</p> <p><input type="checkbox"/> Seldom recognizes ego/ethnocentricity</p> <p><input type="checkbox"/> Occasionally remembers to turn cell phone and other intrusive media off in the classroom</p> <p><input type="checkbox"/> Has some difficulty exercising fair-mindedness regarding new ideas</p>	<p><input type="checkbox"/> Does not attend to classroom activities</p> <p><input type="checkbox"/> Poor body language and facial expressions noted (i.e. eye rolling, etc.) with negative/disrespectful commentary if any</p> <p><input type="checkbox"/> Rarely if ever participates in classroom projects and discussions</p> <p><input type="checkbox"/> Not supportive of others</p> <p><input type="checkbox"/> Does not attempt to suspend judgments until all evidence is presented</p> <p><input type="checkbox"/> Does not share in the workload in class/other activities</p> <p><input type="checkbox"/> Is not aware of ego/ethnocentricity occurrence</p> <p><input type="checkbox"/> Frequently uses cell phone and other intrusive media during class -disruptive</p> <p><input type="checkbox"/> Is often unable to exercise fair-mindedness regarding new ideas</p>
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Sources: Elder L & Paul, R., (2008) The thinker's guide to intellectual standards: The words that name them and the criteria that define them. *35 Dimensions of Critical Thought*, p. 61. Dillon Beach, CA: The Foundation for Critical Thinking Press.

Texas Education Agency, 2006.

<p>Level of Preparedness</p>	<p>20pts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Arrives on time, in seat and ready to learn <input type="checkbox"/> Always prepared for class with assignments and required materials and readings complete <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion <input type="checkbox"/> Readily able to references readings, presentations, personal experiences appropriately <input type="checkbox"/> Able to take calculated risks based on knowledge gleaned from readings/assignments <input type="checkbox"/> Always listens critically <input type="checkbox"/> Consistently prepared with deep questioning <input type="checkbox"/> Consistently able to initiate tasks without explicit guidance from faculty 	<ul style="list-style-type: none"> <input type="checkbox"/> Mostly on time, in seat and ready to learn <input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions <input type="checkbox"/> Usually able to reference readings, presentations, personal experiences appropriately <input type="checkbox"/> May take calculated risks based on knowledge gleaned from readings or assignments <input type="checkbox"/> Usually listens critically <input type="checkbox"/> Usually prepared with deep questioning <input type="checkbox"/> Often able to initiate tasks without explicit guidance from faculty 	<ul style="list-style-type: none"> <input type="checkbox"/> Often tardy for class and not prepared to start at the beginning of class <input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge for class discussions <input type="checkbox"/> Is occasionally able to reference readings, and other information appropriately <input type="checkbox"/> Has difficulty taking risks regardless of knowledge from readings or assignments <input type="checkbox"/> Occasionally listens critically <input type="checkbox"/> Seldom prepared with deep questioning <input type="checkbox"/> Seldom able to initiate tasks without explicit guidance from faculty 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly tardy for class <input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge for class discussions <input type="checkbox"/> Unable to reference previous experience appropriately <input type="checkbox"/> Takes no risks, calculated or otherwise in the classroom <input type="checkbox"/> Often unable to listen <input type="checkbox"/> Unable to prepare with deep questions <input type="checkbox"/> Unable to initiate tasks without explicit guidance from faculty
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Sources: Elder L & Paul, R. (2008) The thinker's guide to intellectual standards: The words that name them and the criteria that define them. *35 Dimensions of Critical Thought*, p. 61. Dillon Beach, CA: The Foundation for Critical Thinking Press. Texas Education Agency, 2006.

APPENDIX F

Grand Valley State University

Occupational Science & Therapy

Social Media Guidelines

Social media is a general term used to reference websites and applications that enable users to create and share content, and virtually connect with others users. The list of popular social media sites, including Facebook, Twitter, Snapchat and Instagram, grows every day.

As an institution, Grand Valley recognizes the value of social media and supports its use. The university encourages students, faculty and staff to embrace social media as an engaging and impactful communication tool. Social media has a significant impact on organizational and professional reputations, and because social media can blur the line between personal voice and institutional voice, Grand Valley has crafted guidelines to help clarify how best to enhance and protect said reputations when participating in social media. This policy is a code of conduct that provides guidelines for faculty and staff members who post content online as part of their job or personal brand.

Grand Valley maintains official pages on various social media platforms. You can find links to those pages at <http://gvsu.edu/s/Odv>. These pages are maintained for the purpose of reaching people and engaging them with the university and its services.

General Recommendations

BE RESPECTFUL

- Be a leader, exercise good judgment, and take the high ground in all online disputes.
- Converse like a real person and remember the people who are reading your posts are real people.
- Remember that audiences who may be reading your posts could include current and prospective students, faculty members, staff members, donors, alumni, legislators, parents, school counselors, the media, or future employees.
- Be aware of what is considered appropriate behavior in other countries and cultures in the world. Be mindful of how your words, actions and images may be perceived. Know your audience before you post.

BE SUCCESSFUL

- Create a social media strategy by identifying the following:
 - Audience
 - Personality
 - Goals

- Staffing
- Content calendar
- Take advantage of university resources that can help you succeed. Call social media consultants Matt Makowski or Leah Twilley in the University Communications office with questions, or when seeking advice or help: 616-331-2221

BE TRANSPARENT

- Clearly state your name, title, department, university
- Admit mistakes and fix them

ADD VALUE

- Share your knowledge
- Be accurate
- Stay on topic
- Don't spam

RECONSIDER BEFORE YOU POST

- Posts can never be eradicated because of archival systems, forwards, retweets, etc., so think before you post, especially when discussing something potentially sensitive
- Maintain confidentiality

BE RESPONSIVE TO FEEDBACK

- Continue the conversation flow
- Build community
- Don't argue

LINK TO GRAND VALLEY WEBPAGES

To provide further information that will remain up-to-date, link to Grand Valley webpages. This also increases the search engine optimization of those pages and reinforces the connection to Grand Valley.

Follow Information Technology [policies and procedures](#).

Posting on behalf of Grand Valley

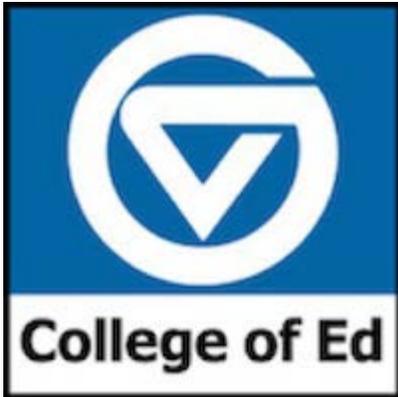
AVATARS

An avatar is defined as an icon or figure representing a particular person or organization in computer games, social media, Internet forums, etc. The use of standalone Grand Valley logos and protected trademarks as avatars

on social media sites is reserved for use on official university social media accounts and should not be used by individuals or departmental accounts, unless it is a custom avatar created and approved by Institutional Marketing. See [identity standards for social media](#) to learn more and to request a theme or custom avatar.

If you are an official Grand Valley social media administrator, you may use Grand Valley's "Circle G" logomark for social media avatars. Contact Institutional Marketing at identity@gvsu.edu or (616) 331-2525 to request one for your academic unit.

Example:



Existing Grand Valley Conduct Policies

RESPECT COPYRIGHTS AND FAIR USE

- Make sure you attribute when you borrow content by tagging relevant accounts
- Note that Grand Valley logos and names are trademarked, so use appropriately

The following are registered trademarks:

GVSU®

Grand Valley State University®

Grand Valley State®

Louie the Laker®

The following are trademarks:

GVSU Lakers™

Grand Valley State University Lakers™

Grand Valley State Lakers™

Note:

The university has additional legal rights in all words, phrases, images, and letters that, when used, give the appearance of a university connection or endorsement including, but not limited to:

Grand Valley

GV

Lakers

AVOID POLITICAL STATEMENTS

Refrain from making them when representing Grand Valley. See Grand Valley's [Political Activity Policy](#).

DEFINE YOUR ROLE

Check with your supervisor to be clear about when and how you should post or respond to posts as a Grand Valley employee from a university account. Social media accounts should be given consistent attention, so it is important to determine your role with the account(s) to ensure success.

Social media users acting on behalf of the university must adhere to all Grand Valley policies and procedures including:

- [Acceptable use policy](#)
- [Copyright policy](#)
- [IT security](#)
- [FERPA/privacy policies](#)
- [Student code](#)

Personal site guidelines

BE TRANSPARENT

Feel free to identify yourself as a Grand Valley faculty or staff member, but be clear that your views shared on your personal site are yours and are not necessarily shared by the university.

LIABILITY

You are legally liable for what you post, no matter if it is your own site or that of others. Possible liabilities include:

- Copyright infringement
- Breach of confidentiality
- Defamation
- Libel
- Obscenity

GRAND VALLEY LOGOS

Do not use any Grand Valley logos or registered trademarks on your personal sites for any reason and especially not to promote any products, causes, or political parties or candidates.

PROTECT YOURSELF

Be careful not to reveal information that could put you at risk for identity theft. It is important that you protect your privacy online. Whether you are using a branded social media account or a personal one, proper action should be taken to prevent breaches. This means using secure passwords, logging out of accounts while on public computers, and using common sense when creating new profiles. Learn more about cyber safety at gvsu.edu/cybersafety.

Confidentiality and Privacy

Beware of the damages to individuals or the university that can result through inappropriate disclosure of personal or confidential information. Possible damages include:

- Suit for defamation
- Copyright, patent, or trademark infringement claims
- Privacy or human rights complaint
- Workplace grievance under a collective agreement or unfair labor practice complaint
- Criminal charges with respect to obscene or hate materials
- Damage to the university's reputation and business interests

Posting photos and video

User-generated content is a great way to engage and interact with your audiences. Before you use another person's content, ask for permission and give appropriate credit in the post.

Follow these additional guidelines when posting photographs or videos on your social media sites.

- Photos of children under the age of 18 should not be posted without written consent from parents or guardians.
- Photos on social networking sites must be appropriate. Examples of photos that should be avoided include, but are not limited to photos involving alcohol, nudity, medical and hospital patients, and graphic scenes.

See an image dimension guide for a variety of social media outlets: <https://marketingtechblog.com/social-Crisis>

Communications on Social Media

In the event of a crisis on any Grand Valley State University campus, or if an impending crisis is suspected, social media administrators are advised to call Matt Makowski (makowsma@gvsu.edu) or Leah Twilley (twilleyl@gvsu.edu) in University Communications at (616) 331-2221.

All social media communications regarding a crisis will be posted from official university accounts. Supplemental university social media accounts are advised to share and/or retweet updates posted by Grand Valley's main accounts.

Free Expression

Grand Valley encourages freedom of expression and recognizes the value of diverse opinions. However, page administrators have a responsibility to remove comments, images, or other material deemed inflammatory, vulgar, or otherwise inappropriate, especially when they appear to threaten the welfare or safety of the poster or others.

Advertising

Use of Social Media Sites for the Placement of Advertising

Grand Valley's web policy regarding advertising and sponsors (<http://gvsu.edu/s/Odu>) applies to official social media pages.

Application and Enforcement

The purpose of these guidelines is to have a set of standards for social media pages and blogs related to Grand Valley that can be applied equitably across all areas of the university and can assist department leaders, communications professionals, Web managers, and others in planning future Web use. The standards are designed to protect the reputation of Grand Valley and the safety of alumni, students, prospective students, faculty, staff and others. If absolutely necessary, the university, through various offices, reserves the right to remove content that does not comply.

Individuals covered by these guidelines are those who are authorized to speak on behalf of Grand Valley schools, colleges, departments and units through social media platforms.

In the spirit of good social media practice, we would like to acknowledge that we referenced the following websites while compiling these guidelines:

http://brandresources.depaul.edu/vendor_guidelines/g_socialmedia.aspx

<http://mashable.com/2009/06/02/social-media-policy-musts/>

<http://www.nyu.edu/life/campus-resources/social-media-at-nyu/guidelines-and-best-practices.html>

<http://sproutsocial.com/insights/social-media-policy/>

updated 8/2017

APPENDIX

G

Room Reservation Form for Research Proposals & Defenses

Date:

Begin time:

End Time:

Purpose for the room:

Faculty mentor:

Room requested: (conference room, classroom, lab?)

How many total persons in the room?:

Conference rooms are set up with a TV screen with a VGA connection: you will need to bring your own laptop (If you need an adapter for your mac, please contact

Are you using the phone in the room? :

Any other information that you think might be important:

Please email to Diana Comstock for processing.

Request for Funding for a Research Project

Project Name:

Students Names in Group:

Faculty Mentor:

Amount requested:

Mentor Approval:

Director Approval:

Please email your request to your faculty mentor with instructions to approve and then send to the director for approval.

Give completed form and transcript to Advisor.
College of Health Professions

Occupational Science & Therapy Master's Program

DATE _____

PETITION FOR TRANSFER OF CREDITS

Name _____ Student G# _____

Home Address _____ City/State _____ Zip _____

Phone _____ Email _____

Course Transferred: _____ Number & Title _____

Institution: _____ Equivalent: _____

Credits: _____ Date Completed: _____ Grade: _____

Action of Department Chair: **Transfer** _____ **Do Not Transfer** _____

Signature _____ **Date** _____

Course Transferred: _____ Number & Title _____

Institution: _____ Equivalent: _____

Credits: _____ Date Completed: _____ Grade: _____

Action of Department Chair: **Transfer** _____ **Do Not Transfer** _____

Signature _____ **Date** _____

***PLEASE NOTE: TRANSFER CREDITS WILL NOT BE ADDED TO YOUR RECORD UNTIL YOU HAVE BEEN ACCEPTED AS A DEGREE-SEEKING STUDENT.**

TRANSFER OF CREDIT: UP TO 9 SEMESTER CREDITS FROM A REGIONALLY ACCREDITED INSTITUTION MAY BE CONSIDERED FOR TRANSFER IF TAKEN WITHIN 5 YEARS PRIOR TO ACCEPTANCE AS A DEGREE SEEKING STUDENT, IF GRADES WERE 3.0 OR BETTER AND IF COURSES FIT INTO THE DIRECTED OCCUPATIONAL SCIENCE & THERAPY PROGRAM.

Advisor Signature _____