GRAND VALLEY STATE UNIVERSITY®

College of Health Professions
Department of Occupational Science & Therapy

STUDENT HANDBOOK

Master of Science Degree Program In Occupational Therapy

August 2026

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OCCUPATIONAL SCIENCE & THERAPY DEPARTMENT
ACCREDITATION STATUS

The occupational therapy program is 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, 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. The AOTA phone number is (301) 652-AOTA (2682) or (301) 652-6611 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 8/2026

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

Vision and Mission of the OST Department

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 education learning.

The OST Department Philosophy

The Occupational Science & Therapy Department philosophy is grounded in the American Occupational Therapy Association Philosophical Base of Occupational Therapy (2011). This document affirms that occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

The World Federation of Occupational Therapists (WFOT) Statement on Occupational Therapy serves as a second foundational element of the OST Department philosophy. According to WFOT, "the primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement (2017, p. 4)".

The World Health Organization's conceptualization of health also undergirds the philosophy of the department. According to the WHO, health should be defined as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (WHO, 2002).

The Occupational Science & Therapy Department at GVSU embraces the concept that occupation, along with engagement in meaningful and purposeful activity, is the primary modality of occupational therapy. Furthermore, the use of occupation- common, everyday activities- as treatment, is the distinct and defining contribution that occupational therapy makes to health care.

Thought of in this way, a state of well-being is available to all persons, regardless of their neurological, orthopedic, developmental, or genetic history. Occupational therapists, and occupational therapy students, connect people to meaningful and purposeful pursuits through intervention approaches that include creation/promotion, establishment or restoration of skills, maintenance of current abilities, modification of tasks and environments, and prevention (AOTA, 2020).

Curricular Themes

Five curriculum themes 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.

Occupation as the Core Construct of the Department

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. This perspective of occupation 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 Thinking

This theme serves as an ends and a means- students are taught from an adult learning perspective in a scaffolded program that asks the learner to be and become independent learners as well as critical and creative thinkers. Critical thinking skills are necessary for new health care practitioners to thrive in a rapidly changing, increasingly technologic health care delivery system and culturally diverse society. Critical thinking entails that practitioners possess 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

Evidence-Based Practice

This theme is essential for today's therapists. Whether working in medical settings or areas of emerging practice, practitioners are required to utilize existing literature to support clinical decisions and program development. Evidence-based practice requires:

- the knowledge and skill to pose a focused clinical question
- the mindset that knowledge is not static and that scientific evidence is continually updated
- the ability to draw relevant information from client perspectives, clinical experience, and existing scientific evidence
- the ability to search for and determine relevance of resources related to a topic, diagnosis, or practice area
- the ability to critically appraise peer-reviewed articles
- the ability to translate the methods and/or results of a study to the immediate practice context

Competence

This theme speaks to the importance of both conceptual and technical competence in the delivery of safe, creative, and client-centered intervention that is based on evidence of effectiveness as shown in the health care research. 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

Advocacy

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.

Advocacy 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 willingness to engage in professional organizations either as members or leaders
- 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 conscious 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 delivery model is a two-year endeavor, and the hybrid delivery model 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. 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. 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. An understanding of the underlying sciences that impact occupational performance including application of concepts from anatomy, physiology, kinesiology, psychology, and sociology to the occupational therapy process.
P5. An understanding of the impact of occupational engagement on health and wellbeing across the lifespan.
P6. 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. 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. The 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. An understanding of leadership characteristics needed in various roles and contexts.
L2. 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. 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. 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. The application of 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. The application of current evidence to occupational therapy emerging niche and practice trends.

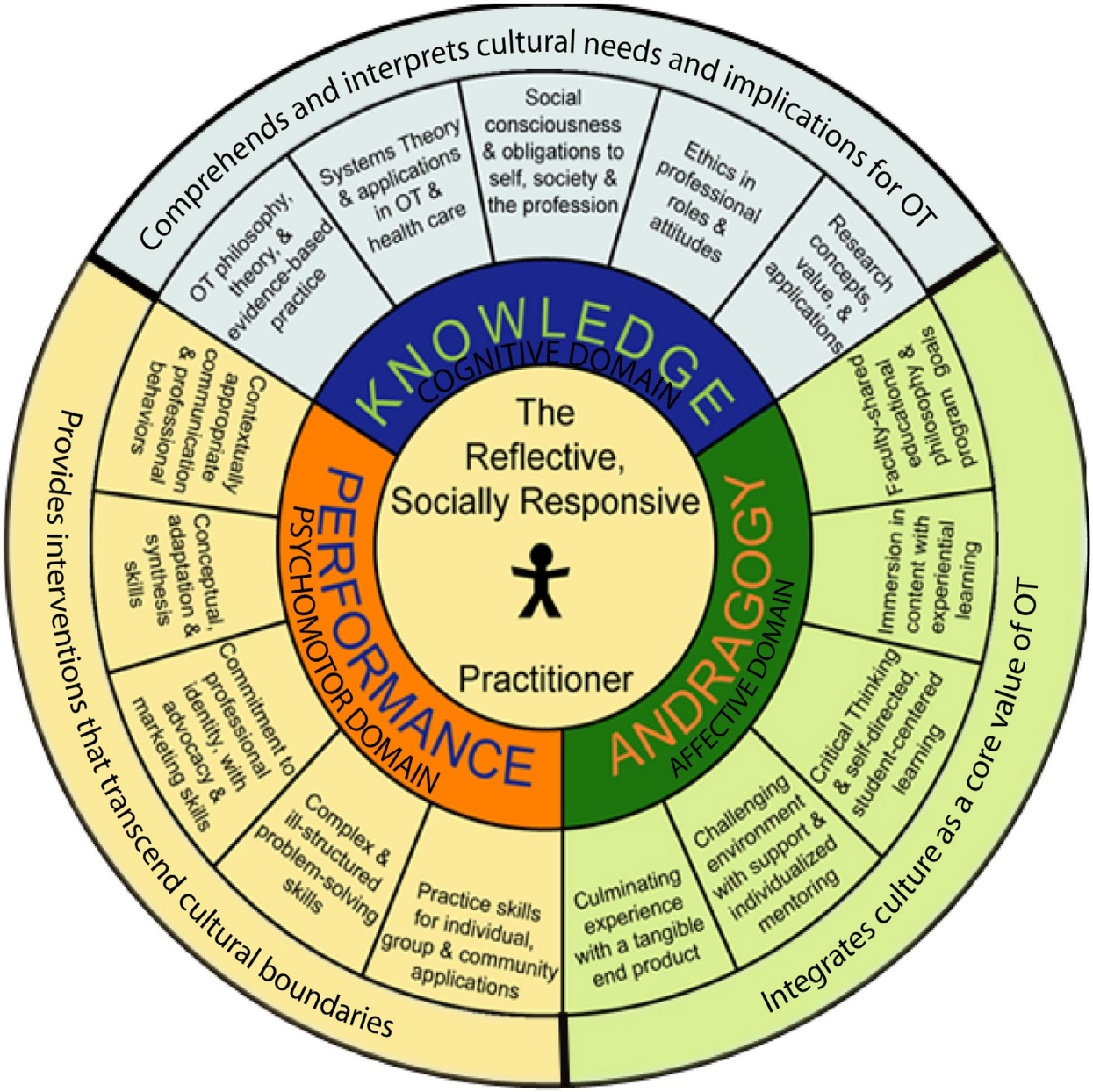
Professional Socialization:

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.

Rev 8/2019

A Comprehensive Model For Graduate Entry-level Professional Education



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cultural input, D. Lunsford

Occupational Therapy Traditional Delivery Model

Sequence of Courses

2026-2028

Fall I

OST 502 Theoretical Foundations of OT	3 cr.
OST 551 Conceptual Foundations of OT	3 cr.
OST 552 Practical Foundations of OT	3 cr.
OST 553 Foundations for Occupational Therapy Fieldwork	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	2 cr.
OST 561 Child & Adolescent Practice	3 cr.
OST 562 Child and Adolescent Laboratory	2 cr.
OST 563 Level I Fieldwork (Part 1) 1 cr.	
OST 564 Occupational Therapy Research Proposal	2 cr.
	16 cr.

Spring/Summer I

PNH 668 Grant Writing	3 cr.
OST 503 Group Occupations in Practice	3 cr.
OST 571 Adult Practice	3 cr.
OST 572 Adult Laboratory	3 cr.
OST 573 Level I Fieldwork (Part 2)	1 cr.
OST 693 OT Research Project	1 cr. **OR**
OST 695 OT Master's Thesis I	3 cr.
	14-16 cr.

Fall II

OST 555 Professional Socialization in Occupational Therapy	3 cr.
OST 565 Occupational Therapy Services Administration	3 cr.
OST 600 Occupational Science for Therapy	2 cr.
OST 651 Older Adult Practice	3 cr.
OST 652 Older Adult Laboratory	3 cr.
OST 653 Level I Fieldwork (Part 3)	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.**

Spring/Summer II

OST 661 Level II Fieldwork (Part 2)	9 cr.
	9 cr.
TOTAL	**81 cr.**

Occupational Therapy Research Project Timeline
Traditional & Hybrid Delivery Models

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

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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 Delivery Model
Sequence of Courses
2026-2029

Fall I	
OST 502 Theoretical Foundations in OT	3 cr.
OST 551 Conceptual Foundations in OT	3 cr.
OST 552 Practical Foundations in OT	3 cr.
	9 cr.
Winter I	
OST 503 Group Occupations in Practice	3 cr.
OST 505 Limitations on Occupation	3 cr.
OST 553 Foundations of Occupational Therapy Fieldwork	2 cr.
OST 600 Occupational Science for Therapy	2 cr.
	10 cr.
Summer I	
PNH 668 Grant Writing	3 cr.
OST 555 Professional Socialization in Occupational Therapy	3 cr.
STA 610 Applied Statistics for the Health Professions	3 cr.
	9 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 1)	1 cr.
	8 cr.
Winter II	
OST 558 Mental Health Services in Occupational Therapy	3 cr.
OST 559 Mental Health Laboratory	2 cr.
OST 564 Occupational Therapy Research Proposal	2 cr.
OST 565 Occupational Therapy Services Administration	3 cr.
	10 cr.
Summer II*	
OST 571 Adult Practice	3 cr.
OST 572 Adult Laboratory	3 cr.
OST 573 Level I Fieldwork (Part 2)	1 cr.
OST 693 Occupational Therapy Research Project/OT Master's Thesis	1 cr./3 cr.
	8-10 cr.
Fall III*	
OST 651 Older Adult Practice	3 cr.
OST 652 Older Adult Laboratory	3 cr.
OST 653 Level I Fieldwork (Part 3)	1 cr.
OST 693/695 OT Research Project/OT Master's Thesis	2 cr./3 cr.
	9-10 cr.
Winter III**	
OST 660 Level II Fieldwork (Part 1)	**9 cr.**
Summer III**	
OST 661 Level II Fieldwork (Part 2)	**9 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 2025-2026 GVSU *Undergraduate and Graduate Catalog* (online catalog) for current University polices 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

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.

Professional Behaviors Policies

1. Throughout their matriculation in the OT program, 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 (Located in the OST Student Organization folder on Bb, under Forms).

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 academic progress and 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 may be reflected in course grades.

   a. Professional behaviors are further defined in the OST Student Organization folder in Bb, under Forms.

   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) 1st written warning
      2) 2nd 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. 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**.

4. Attendance at all classes is expected and anticipated absences need to be cleared with the course instructor **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 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 be considered a breach of professional behavior leading to a written warning.

5. 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, social media, etc.)

Allowed Use of AI

Students **are permitted** to use any AI software like ChatGPT or Google Bard to –

- Organize research materials and notes
- Generate research overviews and historical information as a starting point (must be followed up by locating credible verification of factual information)
- Engage in pre-writing activities such as brainstorming, generating lists, discussing ideas, exploring opposing or alternate viewpoints, testing ideas, and essentially any writing activity that will not be submitted for a grade

Any time students utilize AI, they are required to fill out an Academic Integrity & AI Disclosure Form and include it as an appendix for the project/assignment. The Disclosure Form can be found on the OST Student Organization folder in Bb.

The use of AI tools to revise any parts of written assignments is at the discretion of individual course instructors. This will be communicated to students via the course syllabus, Blackboard site, and/or classroom discussion.

Restricted Use of AI

Students are **NOT permitted** to use any AI software to:

- Draft essays, research papers, or any other written work for the course
- Generate arguments, thesis statements, or any other creative content
- Submit any AI-generated content as part of their academic work without explicit prior approval from the course instructor

6. 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. Always communicate with your instructor ahead of time.

7. Students are responsible for completing all health compliance requirements per the deadline outlined by the Health Compliance Office and maintaining up-to-date health compliance throughout the duration of the MSOT program. A student is viewed as non-compliant if any items in the portal are overdue or expired.

   A student viewed as non-compliant will be contacted by the academic fieldwork coordinator or the program director via the student's GVSU email, to develop a plan to achieve health compliance.

   Non-compliance carries negative consequences in courses, including fieldwork, and is a breach of professional behaviors.

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.

Assignments and Final Course Grading

1. 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.

2. All written work is to be submitted in the format required by the instructor, using the current APA manual.

3. For assignments that align with course learning objectives, any earned 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. Please refer to the OST Student Organization folder in Blackboard, under Forms, for the competency contract form.

4. 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.
   This policy does not apply:
   - To any culminating experience- final exam, lab practical, etc.
   - To Student Fieldwork Performance Evaluations for either Level I or Level II Fieldwork
   - To any assignment reviewed through the OSCCR process and determined to be academic misconduct (collusion, cheating, plagiarism, or falsification) on a Student Conduct Resolution Agreement.

5. Competence is measured against the Graduate School standard of 3.0 (B, or 84%) for final course grades in all OST courses, overall semester GPA, and for cumulative GPA throughout the program. Final course grades for non-OST courses must be higher than 2.0 (C, or 74%). Please refer to the OST Grading and Remediation Policy for further detail on remediation, deceleration, and academic probation.

Appointments and Communications

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.

GVSU College of Health Professions Policy on Student Gifts

This policy is brought forth to ensure fairness, prevent favoritism, maintain professional boundaries between students, instructors/faculty, staff, patients, and vendors. The goal of this policy is to promote an environment of respect, undue influence and professionalism.

A student in any clinical program within the GVSU College of Health Professions shall not accept any individual gift from a patient, preceptor/instructor, or vendor exceeding $25. A student should refuse (politely) any gift that is offered from a patient, preceptor/instructor, or vendor that is estimated to be above $25.
Minor tokens of appreciation may be allowed if the estimated value is at or under $25 and in appropriate circumstances.

Safety & Security

1. For security purposes, students are expected to wear their GVSU ID badges in plain view while on campus and in the community when representing the program or university.

2. In the event of an emergency, please follow the guidelines developed by the university. Any sort of alarm or alert shall trigger an interruption of planned class activities.

   Fire: Follow emergency exit signage and immediately proceed to the nearest exit during a fire alarm. Do not use the elevator.
   Tornado: Immediately proceed to the nearest designated safety location:
   https://www.gvsu.edu/emergency/tornado-safety-location-2.htm
   Active Shooter: Follow the university's recommended response here:
   https://www.gvsu.edu/dps/active-shooter-response-85.htm
   Safety Data Sheets: In the event of an exposure to a chemical product, the first source about safety and hazards associated with a chemical are found here: https://www.gvsu.edu/sds/
   Information on the appropriate use of equipment and supplies is provided to students in two ways:
   1) MSOT faculty upload the most up-to-date SDS document from the Simulation Center to the OST Student Site (this is a Blackboard organization available to all currently registered OT students)- screenshot of the current organization is attached.
   2) MSOT faculty include safety information within the course's Blackboard site. An example of this would be during a week when students learn how and when to utilize a solvent when fabricating an orthosis, the related appropriate use and safety considerations are added to the weekly learning module.

Student Accessibility Resources

Students with disabilities requiring accommodation must register with the Student Accessibility Resources 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 DSR memo is received forward. DSR memos also require a conversation between the student requesting accommodation and the instructor(s) of the course. The student must provide a copy of the memo to their instructor for each course they wish to receive an accommodation. This must be repeated each semester to continue to receive accommodation.

Department Fieldwork Policies

1. 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 delivery models. The purpose of this policy is to avoid potential conflicts of interest, professional boundary issues, and other ethical concerns. There will be no exceptions made to this policy unless there are absolutely no other options available to the student.

2. 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.

Fieldwork Experiences

Level I Fieldwork

As stated in the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide, 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 delivery models' 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 supervising Level I Fieldwork, called Fieldwork Educators (FWEd), 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 delivery model 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 delivery model 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 of 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. Level I Fieldwork placements will be scheduled to occur one day per week and continue until the end of the semester with. Students will document their hours on the Fieldwork Hours Log which is signed by the student and the FWEd. **Traditional and hybrid students MUST be available for Level I Fieldwork one day per week** (Monday through Friday) outside time spent in academic coursework (in class and with scheduled experiences outside the classroom). The day will ultimately be determined by site. **This might require you to make special arrangements with your employer.**

Each student will be assigned a FWEd who will supervise the Level I experience and evaluate student performance. Level I performance will be evaluated by the assigned FWEd 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 FWEd. In this case, the FWEds will share supervisory and training responsibilities and will jointly evaluate the student via the Performance Evaluation.

At least one Level I Fieldwork experience will be in a psychosocial setting in which the primary goal is for the student to use and apply the OT Process in order to understand how psychosocial components impact occupational performance. Psychosocial is a term used to include psychological, cognitive, social, cultural, and spiritual aspects of occupation. For this experience, students may be placed in a variety of settings which could include day programs, inpatient or outpatient behavioral health, respite programs, homeless shelters, nursing homes, support group associations, substance use treatment or residential settings, or other organizations as determined by the Academic Fieldwork Coordinators. In these settings students may work one-on-one with clients, develop programs for a group of clients, lead group activities, conduct surveys or needs assessments, plan and deliver educational activities, write proposals for programming, implement new programs, and/or participate in evaluating the outcomes of a program.

Level II Fieldwork

As stated in the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide, 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.

The purpose of graduate education and Level II Fieldwork is to prepare the student to become a competent entry-level therapist. The academic fieldwork coordinators will collaborate to ensure that each student is placed within a variety of settings between both Level I and Level II Fieldwork to provide exposure to a variety of populations, diagnoses, and age groups.

Level II Fieldwork for the traditional delivery model 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 delivery model 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 as long as it is available and agreed upon by the fieldwork site. The length of the part-time fieldwork placement must be in equivalent to a minimum of 24-weeks full-time. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. Alternative scheduling will be considered in extenuating circumstances, on a case-by-case basis. Students in the traditional and hybrid delivery models must be prepared to engage 56 in a total of 24-weeks FULL-TIME Level II Fieldwork during the last 6 months of the program (OST 660 and OST 661).

GVSU OT students are required to complete 2, 12-week, full-time Level II Fieldwork placements within 2 different settings (inpatient rehab, acute care, outpatient, school-based, etc.). Students may complete 2, 12-week full-time Level II Fieldwork placements within the same site/agency, as long as the 2 placements are in different settings (i.e. acute care and inpatient rehab).

Each student will be assigned a (FWEd) who will supervise the Level II experience and evaluate student performance. Level II performance will be evaluated by the assigned FWEd using the AOTA Fieldwork Performance Evaluation (FWPE). In some instances, the student may be assigned to more than one FWEd. In this case, the FWEds 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 the OT program (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 delivery model. 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 OST Department.

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:

1. Either a Level I or a Level II Fieldwork experience will have a focus on the psychosocial aspects of occupational therapy.
2. Each student will have three Level I experiences- 1 child & adolescent, 1 psychosocial, and 1 physical disability/rehabilitation setting.
3. All FWEds who are OTs or Certified Occupational Therapy Assistant's (COTA) must have original NBCOT certification and licensure within their state or country.
4. Level I Fieldwork may be met through one or more of the following instructional methods: simulated environments, standardized patients, faculty practice, faculty-led site visits, and supervision by a fieldwork educator in a practice environment.

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 a 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 to maximize their own learning and development.
2. All didactic courses must be satisfactorily completed, demonstrating a 3.0 competency for students to proceed to the next level.
3. Students must have access to reliable public or private transportation from their place of residence to the assigned fieldwork site.
4. 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.
5. 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 vaccinations, criminal background checks, fingerprinting, and urine drug screens. These must be completed according to the established due date and prior to receiving fieldwork placements. All items are completed at the cost of the student unless otherwise indicated. All health compliance items must remain up to date at all times throughout the OT program: this includes every semester that the student is enrolled, whether or not they are in a fieldwork placement. If a student is non-compliant, they risk being removed from a fieldwork placement or delaying the start of fieldwork.
    a. Throughout the program, health compliance audit checks will take place to ensure students' adherence to this policy and will be attached to an assignment within identified courses. Instances requiring more than 3 reminders from the Health Compliance Officer or Academic Fieldwork Coordinator will result in the progressive corrective action outlined under the "General Program Policies" #2b (breaches of professional behavior) in the Student Handbook.
6. 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 three-weeks prior to the start of the semester in which the Level I Fieldwork is to occur. Occasionally there are extenuating circumstances that impact this timeline.
7. Consistent with ACOTE requirements, GVSU's AFWC will receive signed Licensure Verification and Fieldwork Objective Collaboration forms prior to a student starting each fieldwork experience. This policy holds true for all Level I and Level II Fieldwork placements.
    a. Students will be delayed from starting their placement until the Licensure Verification and Fieldwork Objective Collaboration forms have been received with a signature from the student and fieldwork educator indicating agreement with all fieldwork objectives.

8. Consistent with ACOTE requirements, GVSU's AFWC will communicate with the student and FW Educator regarding student progress and performance throughout each fieldwork experience. At minimum, this will include an email initiated prior to midterm of the placement as well as a midterm visit. The midterm visit may be completed via email, phone, face-to-face, or virtually; the completed Student Fieldwork Visitation Report will be saved electronically to the student's file.
9. 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. 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. Students are provided with the opportunity to discuss their interests, as well as their past work and volunteer experiences with the AFWC. Multiple considerations go into matching a student with a site including the effort to provide each student with a diverse range of fieldwork experiences. The College of Health Professions encourages all fieldwork education programs to utilize sites that GVSU already has a University Affiliation Agreement with, prior to requesting the development of new sites. The AFWC makes all final placement determinations.
11. 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.
12. Level II fieldwork placements can be completed at any location worldwide, provided a contract is in place. However, the FWEd must be an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, graduated from a program that meets WFOT Education Standards, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork. The AFWC must review and approve every site selected for Level II fieldwork.
13. GVSU's OST Department does not regularly place students in non-traditional settings for Level II where no occupational therapy services exist. However, in the event that such a placement is requested by a student and identified as a good fit by the AFWC, all of the following conditions must be met and agreed to by all parties prior to the student beginning Level II FW at that site. In a setting where no occupational therapy services exist, the program WILL WORK WITH THE FACILITY TO document a plan for the provision of occupational therapy services. STUDENTS WILL ONLY BE PLACED AT THE SITE IF THE EXPERIENCE IS CONSISTENT WITH THE CURRICULUM DESIGN, INCLUDING PROGRAM THEMES. The student must receive a minimum of eight hours of direct occupational therapy supervision per week by a currently licensed occupational therapist who has at least 3 years' full-time or its equivalent of professional experience. Additionally, the occupational therapy supervisor must be readily available for communication and consultation during all work hours. When the occupational therapy supervisor is not on site, an on-site supervisor designee must be assigned and available to the student. Such fieldwork shall not exceed 12 weeks.
14. 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 may be 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 OST 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.**
    a. **Cancellation Policy:** Once fieldwork placements are confirmed, students are not allowed to cancel their placement or make arrangements through a different site. If a student cancels their fieldwork placement for any reason, they will be required to wait until the next rotation cycle to complete it, which will delay their graduation date. 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.

b. **Leave of Absence:** Refer to fieldwork handbook regarding student leave of absence.

15. 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.
16. Consistent with ACOTE recommendations, all Level II Fieldwork must be completed within 24 months of completion of the didactic program.
17. It is imperative that the department have your up-to-date information for fieldwork planning and for contact information. If you have an address or phone number change, please notify Diana Briggs immediately (616-331-2681 or briggsdc@gvsu.edu). If you have a status change (ex. dependents), please notify Dr. Chycinski (chycinbr@gvsu.edu) and Professor Jewett (jewettk@gvsu.edu) immediately.
    a. 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 I or a Level II will be at a "local" site from your residence.**
18. Securing housing for Level II Fieldwork is the responsibility of the student.
19. 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.
20. If International Fieldwork opportunities are available, they will be offered to all members of the cohort(s) who are in good academic standing within the program. Each student will be given equal opportunity to put their name forward for consideration. If there are more students than available spots, multiple factors will be taken into consideration by the AFWC and the Faculty Director of the trip. Some factors include, but are not limited to, academic performance; ability to consistently engage with faculty, peers, and others in a way that displays professional behaviors; as well as if a student has limited options for fieldwork opportunities given their area of residence.
21. 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.
22. 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.
    a. Students will comply with the GVSU OST Department's social media policy while in fieldwork (see Appendix A). 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.
    b. Confidentiality is a must in fieldwork and patients' 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. At all times, students are expected to adhere to the Occupational Therapy Code of Ethics (AOTA, 2025).
23. 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 coordinator (if applicable), the fieldwork educator(s), 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, 2023).
24. 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 during a Level II Fieldwork rotation, students must complete and submit the *Request for Absence from Fieldwork* form (located in the OST Student Org folder in BB), to be granted an excused absence. Make-up requirements for excused absences are to be negotiated with the FWEd 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. For each Level II Fieldwork experience, students are allowed to miss a total of 2 days (or equivalent of 2 days if having to miss partial days for illness/appointments) before having to develop a make-up plan. Some fieldwork sites may have absence policies that are more stringent and you could be required to make up all hours/days missed.

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

c. **Inclement Weather Policy**: In instances of inclement weather, students will be expected to follow the site's policies and procedures. The site will dictate the schedule, as opposed to the university. If a site is open during inclement weather, students are expected to attend, even if the university is closed.

25. **Challenging Fieldwork Situations**: At the start of each fieldwork rotation, students and fieldwork educators are encouraged to contact the AFWC as soon as concerns are identified. If concerns are noted, the AFWC will collaborate with the student, FWEd, and site coordinator (if necessary) in order to develop a plan of action, which may include a formal learning contract.
26. The determination of passage or failure of a fieldwork experience is ultimately the purview of the AFWC, with input from the FWEd. This determination is based upon performance in the fieldwork placement per documentation provided by the FWEd and as documented on the appropriate performance evaluation and in related clinical reasoning demonstrations/discussions.
27. 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 delivery model. The purpose of this policy is to avoid potential conflicts of interest, professional boundary issues, and other ethical concerns. **There will be no exceptions made to this policy unless there are absolutely no other options available to the student.**
28. **Level II Fieldwork Withdrawal Policy**

a. The need to withdraw from a fieldwork course/fieldwork rotation may occur due to a variety of reasons. If a student wishes to withdraw from a fieldwork rotation, they must submit a formal request to the Academic Fieldwork Coordinator and the Department Chair, using the Fieldwork Withdrawal Request Form (Located in the OST Student Org folder in Bb). The request must be submitted no later than the end of week 8 of a 12-week Level II Fieldwork rotation. Within the Fieldwork Withdrawal Request Form, the student must document their plans and target timeline for reattempting the fieldwork experience. While all attempts will be made to procure a comparable fieldwork placement consistent with student's requested timeline, the potential for delay does exist as placement availability is contingent on fieldwork site and fieldwork educator availability. Withdrawing from a fieldwork rotation will result in an "Incomplete" for the course, until the student successfully completes the subsequent fieldwork experience.

b. If the student fails or withdraws from a fieldwork rotation, they will only be provided with one additional attempt to complete that given rotation (provided that the student has not failed any other courses in the MSOT Program). If a student does not successfully pass the fieldwork on their second attempt, dismissal from the MSOT Program may be initiated.

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. Any student who has concern about his/her potential eligibility for the certification exam is encouraged to complete the Early Determination Review through NBCOT (www.nbcot.org/en/students/services#earlydetermination).

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 traditional students work 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 OST department expects that graduate education will take a reasonable priority in the lives of students in order to ensure success in the program.** Students may need to limit outside activities if they interfere with study time or other program commitments.

The hybrid delivery model 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. Hybrid students MUST be available at least 1 day/week for fieldwork during semesters in which OST 563, OST 573, and OST 653 occur.**

Students in both traditional and hybrid delivery models must be prepared to engage in a total of 24-weeks FULL-TIME Level II Fieldwork, during the last 6 months of the program (OST 660 and OST 661).

Master of Science Degree in Occupational Therapy Program Requirements

1. Students must successfully complete all 81 credits of the occupational therapy curriculum, including all Level I and Level II fieldwork, in order to earn a 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 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.

   Exception: The equivalent for STA 610 (Applied Statistics) and/or PNH 668 (Grant Writing) may be taken outside of GVSU but must be transferred into your OT program. The process will be to submit the Petition for Transfer of Credits Form (Located in the OST Student Org folder under Forms in Bb) to your Advisor & the Department Chair along with an official transcript of the course equivalent. Forms will be reviewed and if approved, the credits will then be transferred into the student's academic transcript file.

3. Students are expected to earn a minimum grade of B (3.0 or 84%) or better in all OST coursework in order to qualify for the master's degree. Please refer to the OST Grading and Remediation Policy for further detail on remediation, deceleration, and academic 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 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 are eligible to start 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. Authorship is to be negotiated prior to the final defense of the project.

OST Grading and Remediation Policy

1. Required Grades are:
    a. B (84%) or better for all OST courses; final course grades in OST courses are not rounded up.
    b. C (74%) or better for all non-OST courses

2. Policy for Remediation

    Students who receive a final course grade between a 78.0% and an 83.99% will be offered remediation of the content/requirements of that course and will be placed on academic probation. This remediation will be completed by means of an independent study (OST 699). Students requiring remediation will register for OST 699 in the subsequent semester along with their previously scheduled courses. Students enrolled in an independent study section will be granted waivers to the next semester's course pre-requisites.

    The specifications of the independent study and remediation plan will be set forth by the instructor of record and the department chair. The final course grade for the original course will remain and the independent study will be recorded as a separate grade. Once a student meets the requirements for an independent study (an 84% or higher), they will be removed from academic probation.

    A student who does not earn an 84% or higher in the independent study will be required to decelerate, re-take the original OST course the next time it is offered, and will remain on academic probation.

    Students may take a maximum of two (2) independent study courses during the didactic portion of the OST program. Any additional course grades below a 78% will result in dismissal from the program without the option of further remediation.

    Remediation will not be offered to students whose final course grade falls below a 78.0% in any OST course, nor to those who earn a 'no credit' in any fieldwork placement, OST 564 or OST 693.

3. Policy for Repeating a Course and Deceleration

    Students who earn a final course grade of C or below (<77.99) in any OST didactic course, or who earn a 'no credit' in any fieldwork placement (OST 563, OST 573, OST 653, OST 660, or OST 661) research course (OST 564 or OST 693) will remain in the program, be placed on academic probation, and must repeat the course or Fieldwork experience.

    Students who earn a final course grade of 'no credit' in any research course (OST 564 or OST 693) will remain in the program, be placed on academic probation, and will complete an independent research project.

    Deceleration and having to repeat a course means that a student's timeline for program completion will be delayed. For didactic coursework, this means a one-year delay. For Level I Fieldwork, the delay will vary from one semester up to a full year, determined by the ability to secure a fieldwork site. Final Level II Fieldwork scores of 'no credit' generally will mean a delay of at least one semester, determined by the ability to secure a fieldwork site. Once minimum competence has been demonstrated in the repeated course, fieldwork experience, or research project the student will be removed from academic probation.

Progression, Graduation, Certification, and Credentialing Requirements

1. Students can continuously check on their progression in their OT program by checking their MyPath account in Banner at this website location: Banner Resources - Grand Valley State University (gvsu.edu). 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. The Academic Coordinator of the Department will conduct intermittent audits on student accounts to ensure the progress of all students.

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 Applying to Graduate - Registrar - Grand Valley State University (gvsu.edu) or within myBanner, **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 OT Program, graduates may apply to take the NBCOT Certification Examination. (Students must complete the NBCOT application, and the Department Chair will approve it via the online portal.) 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.

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 causes 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 Director of Graduate Education for The Graduate School whether a leave of absence should be granted and the terms and conditions for the return to the program.

4. The Director of Graduate Education for 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 Associate Vice-Provost for 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 catalog requirements in effect at the time of re-enrollment.

7. At the discretion of the Director of Graduate Education for 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, certificate, or badge. Requesting an extension of the time limit must be completed following University policy.

9. A student in the dissertation, thesis, or project 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

Students will be placed on academic probation when:

1. They earn a final course grade between a 78.00 and 83.99. They will then remediate the course through an independent study. Once the independent study requirements have been met, students will be returned to good standing.

2. They earn a final course below a 77.99% in an OST course. They will then need to repeat the course the next time it is offered. Once the repeated course is completed at the required level, the student will be removed from academic probation.

3. They earn a 'no credit' on any fieldwork experience. They will then need to repeat the fieldwork experience. Based on the pre-requisite structure of the OST program, this may entail a delay or deceleration of academic progress. Once the fieldwork experience is completed at the required level, the student will be removed from academic probation.

4. They earn a 'no credit' in OST 564 or OST 693. They will then need to repeat the course the next time it is offered. Once remediation and/or an independent research project has been completed, the student will be removed from academic probation.

5. Their cumulative GPA falls below a 3.0 for any semester.

6. There is a third documented breach of related professional behaviors, as stated in 'General Program Policies' #2b.

7. It has been determined that a student has knowingly violated 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. Failure to pass any two courses offered throughout the Occupational Science & Therapy curriculum.
    c. Failure to pass the same course for a second time.
    d. Completing one independent study and earning a subsequent final course grade below an 84%.
    e. 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.
    f. 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, and related, breaches of professional behaviors, as determined by OST faculty and described in 'General Program Policies' #2b. These fit as a part of the 'professional behaviors dismissal'. Any misuse of social media that includes a breach of confidentiality of an individual, system, or the OST department will be considered a professional behavior violations which includes but not limited to: misrepresentation of the OST department, 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, individual course grades or have a complaint about a faculty member, will be directed to the GVSU Student Conduct Processes. More detailed information can be found online at: Academic Policies and Regulations

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 PHONE**, 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 delivery models 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**.

Phone 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 RFH 204 or the Department Academic Coordinator to ensure it is changed within the program.

Dress Code

Some casual clothing is not appropriate for a professional program at the university. The following guidelines will help you decide what is appropriate to wear to class. In general, clothing worn to exercise class, beach, and bars may not be appropriate for the classroom. A good rule of thumb is to not wear clothing that reveals too much of your chest, back, feet, midriff/stomach, or bottom. You should also consider length and tightness of garments when choosing appropriate clothing.

Classroom:

For regularly scheduled classes and laboratories, the OST Department dress code is simply: dress appropriately to learn.

There will be situations that require more professional attire, including:

1. Guest speakers
2. Simulation events
3. Presentation days, including research defense dates
4. Community events where you represent the department and university. Scheduled fieldwork dates and any visit to a therapy site fit under this bullet point.

Professional attire can be thought of as an OST polo shirt and black/khaki pants. Attire for fieldwork sites can vary dramatically based on the site: scrubs in acute medical settings, professional attire in schools and many rehab sites, to more casual attire for some psychosocial placements. For all placements, start with the professional attire listed above, and work with your fieldwork educator to identify appropriate attire for the duration of your fieldwork placement.

Office Behavior

The RFH Office Suite, room 204, is the home of two departments, only one of which is Occupational Science and Therapy. 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 the classrooms 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 graduate students, regardless of their home location, are considered residents. 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. Please feel free to discuss any concerns with your faculty advisor.

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. All of the NBCOT certification exam questions are develop directly from occupational therapy textbooks.

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 (BLS)	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, drug screen, fingerprinting, FW software license, 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. To follow up on any other potential scholarship leads, please go through the Office of Financial Aid, scholarship webpage.

PEOPLE, CULTURE & 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, 4015 James H. Zumberge Hall at inclusion@gvsu.edu or call 616-331-3296. 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 Student Accessibility Resources Coordinator, 4015 James H. Zumberge Hall at access@gvsu.edu or call 616-331-2490.

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Approved: August, 1996, Revised: 5/19

APPENDIX A

GVSU Health Compliance Policy

GVSU Health Compliance Policy - Health Compliance Office - Grand Valley State University

OST Health Compliance Policy

Students admitted in the Master of Science in Occupational Therapy (MSOT) Program must complete all health compliance requirements per the deadline outlined by the Health Compliance Office and maintain compliance in accordance with Grand Valley State University (GVSU) College of Health Professions' policies.

Health compliance is a requirement and professional responsibility for healthcare professionals. During the MSOT student training, GVSU is tasked with ensuring students are compliant with basic requirements. Thus, the student's responsibility begins upon entering a professional healthcare program.

Health compliance must remain up-to-date throughout the duration of the MSOT program, including every semester of enrollment, regardless of fieldwork status. Failure to maintain health compliance is considered non-compliance.

Students are also responsible for any site-specific requirements such as vaccinations, criminal background checks, fingerprinting, and urine drug screens. All items are completed at the cost of the student unless otherwise indicated.

Procedures

Compliance
Grand Valley State University utilizes a health portal to monitor health compliance requirements for students in health-related programs. Prior to the start of the MSOT program, students will receive an email from the health compliance officer with instructions to create an account with the health compliance portal. Once the account is created, students will upload required documents as instructed. The portal will be used throughout the duration of the MSOT program to manage requirements according to the due dates assigned.

A student is deemed compliant when the health compliance items are approved in the portal. A student engaging in a sequence, such as the Hepatitis B vaccination series, who is in the process of meeting the health compliance requirements but is awaiting a future date to take the next step in the sequence, will be considered in the process of becoming compliant. There will be no negative consequences for a student in the process of becoming compliant. However, a student missing a deadline in a sequence will be considered non-compliant.

The completion of the health compliance requirements is necessary for a student to engage in MSOT program activities in the community; this includes activities associated with fieldwork, simulations, and service learning as part of a course.

Maintaining Compliance
Each semester throughout the program, there will be a course with a health compliance audit assignment, to ensure students' adherence to the health compliance policy.

Non-Compliance
A student is viewed as non-compliant if any items in the portal are overdue or expired.

A student viewed as non-compliant will be contacted by the academic fieldwork coordinator or the program director via the student's GVSU email, to develop a plan to achieve health compliance.

Non-compliance carries negative consequences in courses, including fieldwork, and is a breach of professional behaviors.

Courses and Fieldwork
A student failing to meet the health compliance requirements by the deadline is prohibited from receiving a fieldwork placement.

A student failing to meet the health compliance requirements by the deadline is prohibited from participating in service-learning, other opportunities or courses
deemed applicable by a course instructor or the program director.

A student unable to participate in class activities due to non-compliance with the healthcare requirements will not be eligible for alternative assignments.

A student not meeting the health compliance requirements by the end of the first academic semester may not be able to enroll in winter semester courses.

A student not meeting the health compliance requirements is prohibited from taking OST 503 (Group Occupations in Practice).

The inability to participate in specific class activities can negatively impact the student's grade as well as their ability to progress through the program.

The inability to participate in a specific course in the established sequence of courses will alter the student's progression in the program.

Professional behaviors
Professional behaviors are addressed in full elsewhere in the student handbook; reference as needed. Consistent with the existing policy for professional behavior, breaches will result in the following progressive corrective action: 1) 1st written warning 2) 2nd written warning 3) Academic probation 4) Dismissal from the program.

1. A student that is non-compliant on the initial deadline established by the Health Compliance Office will receive a 1st written warning.

2. A student that is non-compliant at the end of the first semester will receive a 2nd written warning.

3. A student that does not follow through with meeting deadlines established with OST faculty (e.g. academic fieldwork coordinator or program director) to achieve compliance will be placed on Academic probation.

4. A student that has established a pattern of being non-compliant and unable to follow through with deadlines established with Occupational Science and Therapy (OST) department faculty will be dismissed from the program.

Additional student actions. There are additional actions viewed as breaches of professional behavior. These breaches of professional behavior will result in progressive corrective action. If a student has already begun on the path of progressive corrective action, the next step in the process applies.

An additional action viewed as a breach of professional behavior, is a student requiring more than three email reminders regarding their health compliance status from the Health Compliance Officer or the OST academic fieldwork coordinator. Students are expected to attend to their GVSU email in a timely manner and respond professionally.

Importance of maintaining compliance. In addition to the procedures already outlined, a non-compliant student risks delaying the start of fieldwork, being removed from a fieldwork placement, and/or needing to drop a course.

APPENDIX B

Viewpoint Health Portal Setup Instructions

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations, require that students enrolled in health/health related programs comply with certain health, safety, and legal requirements. As such, GVSU is contractually mandated to ensure all students achieve full compliance prior to participation in experiential learning. Compliance must be maintained until program completion.

Grand Valley State University (GVSU) utilizes Viewpoint to monitor health compliance requirements for students in health/health related programs.

Viewpoint proactively supports compliance through the following:

- **Easy access**: Documents may be submitted from a phone, tablet or computer.
- **Secure:** Each student creates a Viewpoint account using their GVSU email and a personal password.
- **"To Do List":** As documents are submitted, the "To Do List" clearly reflects which items are complete, incomplete, overdue or rejected.
- **Clear directions:** Each requirement includes a description of the type of documentation needed. An explanation is provided if a document is rejected, or if additional information is required.
- **Advanced notice:** Email notices are sent 90, 60 and 30 days prior to the renewal date for TB tests, CPR, tetanus vaccines etc..
- **Overdue notice:** Weekly emails are sent for overdue requirements.
- **Lifetime access:** Documents in a student's Viewpoint account are available for life, making it easy to locate information when needed for employment or future academic programs with health compliance requirements.

At a time designated by each program, students with health compliance requirements will receive an email from the health compliance officer with instructions to create a Viewpoint account.

Students will pay a one-time fee of $25 for the Viewpoint compliance tracker. Additional fees apply for criminal background checks and drug screens, if required.

Payments are made directly to Viewpoint by MasterCard, Visa, Discover or a debit card.

For questions, students may contact:

- Health Compliance Office: healthcompliance@gvsu.edu or 616-331-5812

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APPENDIX C

List of Forms found on the OST Student Organization site in Bb

i. **Code of Ethics**
ii. **Academic Integrity and AI disclosure form**
iii. **Professional Behaviors Worksheet**
iv. **Room reservation**
v. **Request for Funding**
vi. **Request for FW absence**
vii. **Level II Withdrawal request**
viii. **Petition for Transfer of credits**
ix. **Competency Achievement Contract Form**

APPENDIX D

Grand Valley State University
Occupational Science & Therapy

Social Media Guidelines

Homepage - Social Media at Grand Valley State University - Grand Valley State University

APPENDIX E

MS/DrOT Combined Degree Option

The combined Master of Science and Doctor of Occupational Therapy program at Grand Valley State University offer students the opportunity to earn two degrees, meeting their unique personal, academic, and career goals. Pursuing a combined degree can reduce the cost and total time required to complete both.

The combined degree program allows students to complete the master's and doctorate OT programs with nine credits counting towards both degrees. It is an ideal pathway for students seeking advanced practice skills in OT preparing them for advocacy, leadership, and teaching opportunities.

This path waives the required 2 years of practice experience and in place of this requirement will consider:

- academic performance through the master's courses;
- six months of full-time work during level 2 fieldwork experience;
- NBCOT certification (following completion of level 2 fieldwork); and
- continuous employment throughout the doctoral coursework.

Application Requirements for Combined Degree

- Good standing in the master's program, minimum GPA of a 3.25 in OT courses.
- Critical evaluation of an occupational therapy article.
- Submission of a personal statement, including specific goals and timelines for completion.
- Interview with faculty members.
- Three letters of support from professional colleagues, supervisors, or faculty.
- Professional resume.

Initial application materials for traditional students is due by the end of Winter I; application materials for hybrid students are due end of Fall I. See program director/advisor for details.

The following courses will count towards completion of the M.S. and Dr.O.T. degrees:

- OST 710 - Health Disparities
- OST 715 - Occupational Science
- OST 735 - Policy & Advocacy

These three doctoral courses will be taken in the place of the following MSOT courses:

- OST 555- Professional Socialization
- OST 600- Occupational Science for Therapy
- PNH 668- Grant Writing