



AUGUSTA
UNIVERSITY

THE DEPARTMENT OF OCCUPATIONAL THERAPY

STUDENT HANDBOOK

2022-2023

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FW.2.0. Student Fieldwork Attendance

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FW.5.0. Student Fieldwork Student Withdrawals

FW.6.0. Student Fieldwork Remediation

Quick Reference for Students

Links of Interest

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| AU Home Page | http://www.augusta.edu/ |
| AU Student Manual... http://www.augusta.edu/student-life/documents/201920studentmanualfinal.pdf | |
| AU CAHS Policies | http://www.augusta.edu/alliedhealth/current-students.php |
| AU Academic Calendar..... | http://calendar.augusta.edu/site/academic/ |
| AU Catalog | http://catalog.augusta.edu/ |
| AU Library | http://www.augusta.edu/library/ |
| American Occupational Therapy Association (AOTA) | www.aota.org |
| Georgia Occupational Therapy Association (GOTA)..... | www.gaota.com |
| National Board for Certification in Occupational Therapy (NBCOT) | www.nbcot.org |
| GA State Licensure Board..... | http://sos.ga.gov/index.php/licensing/plb/36 |
| American Occupational Therapy Foundation | http://www.aotf.org |
| World Federation of Occupational Therapy | http://www.wfot.org/ |

List of Frequently Needed Phone Numbers

| | |
|---|--------------|
| Department of Occupational Therapy | 706-721-3641 |
| Dr. Lester Pretlow, Dean, College of Allied Health..... | 706-721-2621 |
| Office of Academic Admissions..... | 706-721-2725 |
| Bookstore | 706-721-3581 |
| Cashier's Office | 706-721-2926 |
| Office of Financial Aid | 706-721-4901 |
| Housing | 706-729-2300 |
| Greenblatt Library..... | 706-721-3441 |
| Public Safety..... | 706-721-2914 |

| | |
|-------------------------------|--------------|
| Parking | 706-721-2953 |
| Emergency | 706-721-2911 |
| Office of the Registrar | 706-446-1430 |
| Student Health | 706-721-3448 |

List of Faculty and Staff E-Mail Addresses

| | |
|--|--|
| Teal Benevides, PhD, OTR/L, Associate Professor | tbenevides@augusta.edu |
| Ryan Carrick, PhD, MHS, OTR/L, Assistant Professor | rcarrick@augusta.edu |
| Sharon Cospers, EdD, OTR/L, Vice Chair + Associate Professor | scospers@augusta.edu |
| LaQuanda Farrar, Educational Program Specialist | lfarrar@augusta.edu |
| Meghan Hall, MHS, OTR/L, Assistant Professor | mhall2@augusta.edu |
| Stephanie Johnson, MHS, OTR/L, Associate Professor | sjohnson8@augusta.edu |
| Pamalyn Kearney, EdD, OTR/L, Chair + Associate Professor | pkearney@augusta.edu |
| Mallory Rosche, MHS, OTR/L, Assistant Professor | mrosche@auguasta.edu |
| Phoebe Prestridge, Office Manager | pprestridge@augusta.edu |
| Crystal Robinson, PhD, Assistant Professor | cryrobinson@augusta.edu |
| Sharon Swift, EdD, OTR/L, ATP, Associate Professor | sswift@augusta.edu |
| Laurie Vera, MHS, OTR/L, Assistant Professor + Fieldwork Coordinator | lvera@augusta.edu |
| Patricia Watford, OTD, MS, OTR/L, Assistant Professor | pwatford@augusta.edu |

Faculty Office Hours

Faculty office hours vary. Please check with specific faculty members via email for their office hours. While most faculty have an open door policy, be respectful by asking the faculty member you need to speak with if he or she is available to meet with you currently.

Departmental Mailing Addresses and Telephone Numbers

The Department of Occupational Therapy
AUGUSTA UNIVERSITY
College of Allied Health Sciences
987 St. Sebastian Way, EC-2304
Augusta, GA 30912-0700
(706) 721-3641 phone
(706) 721-9718 fax

Augusta University Mission, Vision and Values

Mission

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

Vision

Our vision is to be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

Values

Collegiality – reflected in collaboration, partnership, sense of community, and teamwork.

Compassion – reflected in caring, empathy, and social responsibility.

Excellence – reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.

Inclusivity – reflected in diversity, equality, fairness, impartiality, and respect.

Integrity – reflected in accountability, ethical behavior, honesty, and reliability.

Leadership – reflected in courage, honor, professionalism, transparency, and vision.

Retrieved May 3, 2021 from <http://www.augusta.edu/about/mission.php>

College of Allied Health Science Mission, Vision and Values

Mission

The mission of the College of Allied Health Sciences is to provide excellence in applied health sciences teaching, discovery, clinical care and service.

Vision

To be a nationally and internationally recognized leader in applied health sciences education, research, innovation and service.

Values

Collaboration – partnership, collegiality, sense of community and teamwork

Compassion – caring, empathy and social responsibility

Excellence – distinction, effectiveness, efficiency, enthusiasm, passion and quality

Inclusivity – diversity, equality, fairness, impartiality and respect

Integrity – accountability, ethical behavior, honesty and reliability

Leadership – courage, honor, professionalism, transparency and vision

Retrieved May 3, 2021 from <http://www.augusta.edu/alliedhealth/documents/strategic-plan-2014-20.pdf>

Department of Occupational Therapy Mission, Vision & Values

Mission

Augusta University's Department of Occupational Therapy supports the mission of the University and the College of Allied Health Sciences. The mission of the AU Occupational Therapy Department is to develop occupational therapists who change the world through exemplary service, innovative practice and excellence in scholarship (12/11/14).

OT Student Handbook 2022-2023

Vision

Our vision is to be an occupational therapy program of excellence renown for our global impact in addressing with dignity, integrity, compassion and a commitment to social justice, the needs and well-being of individuals and collective societies. (12/17/14).

Values

The Department of Occupational Therapy supports the values of AU and the CAHS. In addition, the department places great value on professionalism within all interactions.

Collegiality – reflected in collaboration, partnership, sense of community and teamwork.

Compassion – reflected in caring, empathy and social responsibility.

Excellence – reflected in distinction, effectiveness, efficiency, enthusiasm, passion and quality.

Inclusivity – reflected in diversity, equality, fairness, impartiality and respect.

Integrity – reflected in accountability, ethical behavior, honesty and reliability.

Leadership – reflected in courage, honor, professionalism, transparency and vision.

Historical Overview

Augusta is Georgia's second oldest city and was founded in 1736 along the banks of the Savannah River bordering the South Carolina state line. Home of the famous Augusta National Golf Club and the prestigious Masters' Golf Tournament, Augusta is rich in historic tradition and is the second largest metropolitan area in Georgia. Augusta is a city with charm and a vision for the future.

The undergraduate occupational therapy curriculum was established in July 1971 under the direction of Nancy D. Prendergast, EdD, OTR/L, FAOTA in Augusta, Georgia. This program was the first occupational therapy program in the state of Georgia and was originally granted accreditation in 1973. The maximum student enrollment in the first years was held at twenty-five to thirty students per class because of limited classroom and laboratory space.

In response to increased availability of space on campus, class sizes and faculty numbers were gradually increased to a maximum enrollment of fifty-four students by 1977. Shortly thereafter another building was acquired for extensive renovation. This new space was ready for occupancy in early 1980 and was known as the Walter L. Shepherd Building. This building housed the occupational therapy program until the new Health Sciences building was opened in 2006. In addition to occupational therapy, the building houses physical therapy, respiratory therapy, nursing, physician assistant programs, as well as bio-radiological sciences.

In 1997, a proposal was submitted to the University System of Georgia's Board of Regents to offer the baccalaureate program via distance at Columbus State University, Columbus, GA. The intent of the external degree program was to assist in providing occupational therapists for an under-served southwestern region of the state. The external degree program was approved with the goal for implementation and admission of the first class in summer of 1999. The Columbus based program was developed to fulfill a critical need in the southwest portion of the state and graduated over sixty clinicians during its tenure. The occupational therapy department halted admissions to the Columbus based campus beginning fall 2007 and graduated the last Columbus based class in 2008.

In 2001, a transition curriculum was approved to initiate a fall, instead of summer starting date, and begin transition of the program from Bachelor of Science entry level to a Master of Health Science professional entry level. In May 2003, the Board of Regents of the University System of Georgia approved the Master of Health Science (MHS) in Occupational Therapy to be initiated in the fall semester of 2003. With the MHS, the program's maximum enrollment per class was changed to forty students between both the Augusta and Columbus campuses.

In September of 2010, the Masters of Health Science in Occupational Therapy program in Augusta received a full 10-year accreditation. The occupational therapy program continues to embrace its historical past in Augusta, and while looking forward to new advances in health care during the new millennium.

In February 2011, MCG underwent a name change to become Georgia Health Sciences University. Simultaneously, the School of Allied Health became the College of Allied Health. In 2012, the Board of Regents announced the consolidation of Augusta State University and

Georgia Health Sciences University, which became officially known as Georgia Regents University in February 2013.

In 2016, Dr. Brooks Keel, an Augusta College and MCG alumnus, was appointed President of the University. Under his leadership, the University was renamed Augusta University.

Department of Occupational Therapy Philosophy

The philosophy of the Department of Occupational Therapy (AU OT) is consistent with the philosophical statements adopted by the American Occupational Therapy Association (AOTA 2017, 2018), as well as the mission of Augusta University. The AU OT program is committed to provision of innovative teaching-learning experiences that address current and emerging practice needs. Students learn to apply the OT reasoning process by considering evidence based practice, respecting diversity and different cultures, focusing on client and family centered care, promoting occupation-based evaluation and intervention strategies and professionalism in their practice. The program fosters development of graduates who become lifelong learners with the ability to make significant contributions within various settings, communities, and organizations. The AU OT Philosophy statement is divided into beliefs about people, health and occupational therapy, as well as education and learning.

Beliefs about People:

1. Each person is unique and complex, made up of integrated and interacting systems. The influence of these systems allows for change through interaction with their personal, social, cultural, and environmental experiences.
2. Individuals have the capacity to interact and change throughout a lifespan by active involvement in occupation. These interactions create change that promotes survival, adaptation, and self-actualization.
3. Each individual possesses unique personal characteristics (e.g. interests, values, beliefs, goals, abilities, skills, needs, and cultural experiences). All people have needs and develop unique patterns to meet these needs.
4. Occupational performance and role fulfillment is influenced by physical, cognitive and psychosocial abilities to integrate and interpret meaningful input. Client and family centered care, occupation, purposeful activity, and quality of life are central to the fulfillment of valued roles and needs.
5. Active involvement in occupation facilitates the individual's capacity for optimal performance throughout the lifespan.
6. A person's participation in desired occupations is influenced by demands, experiences, context, and the resources available to support and promote development.
7. Each person has the right to participate in a society that allows for personal choices and removes environmental barriers. Personal characteristics, as well as societal, cultural, and environmental influences impact the quality of one's life and the ability to engage in meaningful occupations.

Beliefs about Health and Occupational Therapy:

1. Health is a *state of complete physical, mental and social well-being and not merely the absence of disease or infirmity* (WHO, 1946). Intrinsic and extrinsic factors may disrupt an individual's state of health and adaptation at any time throughout the life cycle.
2. Occupational therapy is based on the belief that occupations, as well as meaningful and enabling activities, may be used to promote health and wellness, facilitate remediation, support health maintenance, prevent illness and injury, and support compensation and adaptation (AOTA, 2017).
3. Occupational therapy is based on the belief that the individual, through developmentally and culturally appropriate evidence based strategies, is actively

engaged in activities of daily living, work and productivity, play and leisure, and social participation to improve health and occupational performance.

4. Activities and occupations that are purposeful, motivating, and meaningful serve both intrinsic and therapeutic purposes that lead to appropriate adaptation and integration.

Beliefs about Education and Learning:

The Department of OT's educational philosophy is based on the concepts and principles articulated by John Dewey (1916). The philosophy statements are consistent with AU's mission to discover, disseminate, and apply knowledge to improve health and well-being of individuals, groups, communities and populations (AOTA, 2018).

1. Concepts of knowledge are initially provided to allow for exploration throughout the curriculum. OT educators strive to show how abstract concepts are applied in everyday life.
2. The student is challenged to use critical inquiry to seek out evidence to support ideas and interventions. This inquiry process involves the investigation of evidence based resources.
3. Classroom knowledge is enhanced with laboratory and fieldwork experiences to expand the OT students' educational and professional development.
4. The role of the educational program is to present inspirational teaching-learning methods that promote evidence based decisions within diverse cultures. The learning process involves collaboration with the client, family and other team members.
5. Students are challenged to expand their experiences and use professional reasoning processes by assessing and applying meaningful occupation and activity to promote viable solutions to actual problems.
6. The students have the opportunity to apply ideas in order to clarify concepts and test their validity in current and emerging practice settings.
7. Basic to learning is the development of reasoning and critical thinking skills. The AU OT curriculum offers integrated and evolving experiences that require problem sensing, problem posing, and problem resolution.
8. OT students experience genuine situations to establish an innate professional drive for pursuing information for its own sake, to advocate for others, and participate in leadership roles to promote the needs of their clients and the OT profession.

American Occupational Therapy Association (2014). Occupational therapy practice framework: Domain and process (3rd Ed). *American Journal of Occupational Therapy*, 68(Suppl.1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>

American Occupational Therapy Association (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl.2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl.2), 7212410070. <http://doi.org/10.5014/ajot.2018.72S201>

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.

WHO, (1946). *Constitution of the World Health Organization: Principles*.
<http://www.who.int/about/mission/en/>

Department of Occupational Therapy Program Competencies

The program competencies for graduates of the professional program reflect the Department's commitment to meeting the health care needs of the state of Georgia and the mission of Augusta University. The statements delineate the expectations for an entry-level OT practitioner and the need for continuation of professional development through participation in lifelong learning activities. Graduates are expected to have acquired a solid foundation in the arts and sciences of occupational therapy as well as the humanitarian skills necessary to provide quality services with diverse populations that will be encountered in a variety of practice settings. Upon graduation, each student is expected to be able to:

1. Provide occupation based, client/family centered and culturally responsive occupational therapy services
2. Provide occupational therapy services in a variety of service delivery models, health care settings, education settings and community settings
3. Manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement and the supervision of appropriate personnel
4. Develop clinical reasoning, critical thinking and a professional development plan to ensure high quality, ethical practice
5. Use scholarly literature to make evidence based decisions
6. Engage in the role of leader and advocate in a variety of contexts
7. Analyze the impact of context, environment and social determinants of health on the wellbeing of individuals, groups and populations

Approved 12/20/17

Reasonable Accommodation for Students with Disabilities

Students having knowledge or concerns about their ability to meet the Department of Occupational Therapy's Technical Standards for successful completion of the Master of Health Science in Occupational Therapy and subsequent professional practice should follow the guidance provided by Augusta University Campus Life Services.

Augusta University believes academically qualified individuals with disabilities should have equal opportunity and access to a quality education. We have been actively involved in fostering an environment that encourages full participation by students with disabilities in every segment of the University. The Office of Testing and Disability Services is established to help ensure an accessible and positive college experience for the students with disabilities.

Retrieved May 3, 2021 from <http://www.augusta.edu/tds/disabilityservices.php>

Students are encouraged to identify their disability to assist in determining what reasonable accommodation may be made. Accommodation procedures for students are located at <http://www.augusta.edu/tds/accommodation.php>

The Department of Occupational Therapy will provide reasonable accommodations upon the recommendation of the Director of Testing and Disability Services.

Students should review the AU Student Manual if they need additional information, or if they have specific concerns regarding their rights under the ADA.

Technical Standards for the Master of Health Science in Occupational Therapy

The mission of the AU Occupational Therapy Department is to develop occupational therapists who change the world through exemplary service, innovative practice, and excellence in scholarship. The Department of Occupational Therapy (OT) provides graduate professional education to prepare a quality health professional who represents this mission and the entry-level standards established by the Accreditation Council of Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). OT students should be able to meet academic standards, display appropriate behaviors, interpersonal skills and professionalism, use effective communication, apply competent therapeutic skills, and advocate for optimal health promotion practices. Occupational therapy students need a realistic understanding of the profession within varied settings. Students should understand the role distinction between the occupational therapist and the occupational therapy assistant. Students should be able to work effectively with a variety of populations across the age span with a respectful understanding of diverse ranges of impairments or disabilities, cultures, socioeconomic status, spirituality and race.

The OT curriculum requires the graduate student to be able to perform the following technical standard areas:

ACADEMIC SKILLS:

- In a timely manner, employ logical thinking, critical analysis, problem solving, and creativity in a variety of settings.
- Perform evidenced based reviews of the literature to guide informed decision-making.
- Perform critical reasoning to include appropriate screening, assessing, planning, providing care strategies, and formulate client and family centered education, and discharge preparations within a variety of settings and specified timelines.
- Gather and measure relevant data and synthesize results.
- Pose relevant questions and seek out appropriate responses in a timely manner.
- Demonstrate the ability to multi-task and address complex needs or solve dynamic problems.
- Generate graduate level papers, meet competency levels on exams, and replicate demonstrations.
- Prioritize and organize multiple workload needs.
- Demonstrate scholarly research skills appropriate for a graduate level program.

COMMUNICATION SKILLS:

- Demonstrate effective oral and written communication skills.
- Document scholarly work for external reviewers.
- Demonstrate computer competence in the use of word processing, computerized simulators, media software, databases and search engines.
- Articulate effectively to consumers, supervisors, peers, reimbursement sources, other health care professionals, clients and their families, as well as general audiences to meet clients' needs.
- Demonstrate the ability to teach others prevention, health maintenance restorative and compensation skills.

- Appropriately use non-verbal skills to analyze and communicate needs in a professionally acceptable manner.

THERAPEUTIC SKILLS:

- Possess sufficient motor function to elicit essential data from the manipulation of assessment materials and therapeutic technologies and equipment.
- Safely move, handle, and transfer various clients independently (up to 150 pounds).
- Perform manual dexterity tasks sufficient to fabricate orthotic devices, adapt equipment, and fabricate splints.
- Use sufficient sensory systems to safely utilize thermal, auditory, and electrical modalities.
- Safely perceive and navigate varied environments and communities.
- Adjust personal posture, mobility, coordination, strength, and energy for the therapeutic process.
- Modify environments for the wellbeing of others.
- Provide recommendations and training in techniques to enhance mobility, including physical transfers, wheelchair management, community mobility, and driver rehabilitation issues.
- Perform psychomotor skills in a timely manner for safety and competency considerations.

BEHAVIORAL-INTERPERSONAL AND PROFESSIONAL ABILITIES:

- Ability to effectively work with others who may have a range of impairments or disabilities.
- Ability to place personal needs secondary to the needs of others
- Ability to respond and adjust actions or behaviors in response to supervision and client needs.
- Ability to demonstrate empathy, integrity and sincere concern for others.
- Ability to display appropriate social and interpersonal skills within a variety of settings and cultures.
- Be motivated to seek out professional self-development opportunities.
- Display flexibility and adaptation appropriate to the demands and the needs of clients and their families.
- Value the importance of the use of self to motivate and assist others.
- Display appropriate language, attire, and mannerisms in all professional environments including the classroom.
- Articulate personal needs in an appropriate and professional manner.
- Use sound judgment in regard to the safety of self and others and adhere to safety regulations within a variety of settings.
- Value the role of sociocultural, socioeconomic, spirituality, diversity factors, and lifestyle choices when interacting with others.
- Demonstrate an awareness of the use of self, including personality, insights, perceptions, and judgments, as a part of individual and group interactions.
- Demonstrate the ability to work well with others.
- Accept lifelong learning and competence expectations as a personal value.
- Display honesty and integrity and personal responsibilities for behavior consistent of ethical professional occupational therapists.

HEALTH PROMOTION PRACTICES:

- Display good health practices and hygiene for safe interaction with others.
- Update immunization records for safety.
- Update certifications in CPR and First Aid within appropriate timelines.
- Understand the importance of personal health, habits, and the prevention of disease/infection.
- Display an awareness of personal issues and report issues that would interfere with the ability to perform therapeutic skills competently.

Graduate applicants or students are encouraged to ask questions regarding the Technical Standards for any needed clarification. The Department of OT complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act; it is the policy of Augusta University to ensure that all students with disabilities are afforded equal opportunity and access to programs and facilities. Students are encouraged to identify their disability so AU can determine what reasonable accommodation may be made. Please contact the Office of Testing and Disability Services to self-identify.

If you have knowledge or concerns about the ability to meet the above Standards, do not sign this document at this time. Please follow the policy identified in the previous paragraph.

You are asked to confirm you have reviewed **Augusta University's Department of Occupational Therapy's Technical Standards for the Master of Health Science in Occupational Therapy** and, if appropriate, sign the document attesting to your ability to perform the items identified in the standards.

I have read the Augusta University's Department of Occupational Therapy's Technical Standards for the Master of Health Science in Occupational Therapy and attest that I am not aware of any impairment and /or disability that would interfere with my ability to comply with each and every requirement outlined in the document. If any such impairment should occur during my educational program, I agree to immediately notify the Office of Testing and Disability Services according to the policy established by the university system.

 Printed Name

Signature

Date

Accreditation Statement

The Masters of Health Science in Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The certificate of accreditation was awarded in August 2010, for a maximum time period of ten years. The ACOTE identified 9 major strengths, with no suggestions, and there were no areas of noncompliance. The next re-accreditation is scheduled for 2020.

ACOTE requires all occupational therapy students to complete Level II fieldwork within the time frame established by the program. Augusta University's time frame is specified as within two years of completion of academic course work.

Graduates of accredited programs can sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successfully completing this exam, the individual is an Occupational Therapist, Registered (OTR). All states require licensure to practice; and state licenses are usually based on the result of the NBCOT Certification Examination.

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
 6116 Executive Boulevard, Suite 200
 North Bethesda, MD 20852-4929
 Phone: 301-652-AOTA (2682)
 Fax: 301-652-1417
<http://www.acoteonline.org>



National Board for Certification in Occupational Therapy, Inc.
 One Bank Street, Suite 300
 Gaithersburg, MD 20878
 (301) 990-7979
info@nbcot.org
www.nbcot.org



Disclaimer of Certification and Licensure

AU Criminal Conviction Disclosure

Students, who are enrolled in programs which require licensure, are required to disclose in writing to the Dean of their respective College or the Office of the Dean of Students any criminal convictions that occur since the disclosure they completed with their application for admission. Criminal convictions include adjudication of guilt by a jury or judge for any crime. Minor traffic offenses are not included, but “no contest” pleas, first-offender treatment, convictions under appeal, and convictions that have been pardoned are included. Disclosures should be made within 30 days of conviction.

Retrieved January 27, 2020 from: AU Student Manual 2019-2020

Disclaimer of Certification and Licensure

The National Board for Certification for Occupational Therapy (NBCOT) will require applicants to answer questions concerning felony history. This information is then available to states with Licensure. Augusta University’s Department of Occupational Therapy Program assumes no responsibility for ineligibility for sitting for the NBCOT certification examination or the denial of licensure in states in which there are such requirements. For further information please contact the:

National Board for Certification of Occupational Therapy, Inc.

One Bank Street, Suite 300
Gaithersburg, Maryland 20878
Telephone: (301) 990-7979

Georgia State Board of Occupational Therapy

237 Coliseum Drive
Macon, Georgia 31217-3858
Telephone: (478) 207-1620

Disclaimer of Department of Occupational Therapy

An integral part of the OT curriculum is successful completion of fieldwork experiences throughout the program. All OT students must consent to a criminal background check in order to have access to fieldwork sites. Any prior criminal history may impact the student’s ability to be cleared for client contact, thus jeopardizing successful completion of the program. This includes DUI and DWI charges. Students will be asked to confirm that they have reviewed Augusta University’s Department of Occupational Therapy disclaimer of certification and licensure, and the Department’s disclaimer regarding a student’s ability to be cleared for client contact during fieldwork(s).

Department of Occupational Therapy Curriculum Design

The Department of Occupational Therapy's curriculum design represents the integration of the occupational therapy profession's foundational knowledge requirements, its basic theoretical tenets and perspectives, as well as the ability to screen, evaluate, and refer for the formation and implementation of an evidence based intervention plan. The curriculum is designed to include holistic service delivery contexts in which occupational therapy services are provided. AU's OT curriculum includes exposure to settings that represent current and emerging practice. The curriculum fosters development of leaders who are able to apply principles of supervision, management, and systems in providing OT to individuals and organizations. Application of evidence and research fosters the ability to interpret current research and apply that research to guide practice and the provision of OT services. Students are provided learning experiences that enhance competency in professional ethics, values, and responsibilities. Fieldwork experiences are provided as a critical part of the AU OT curriculum and are threaded throughout the program to provide students the opportunities to carry out supervised professional responsibilities, to participate in intra and interdisciplinary healthcare and community teams, and to learn from professional role models.

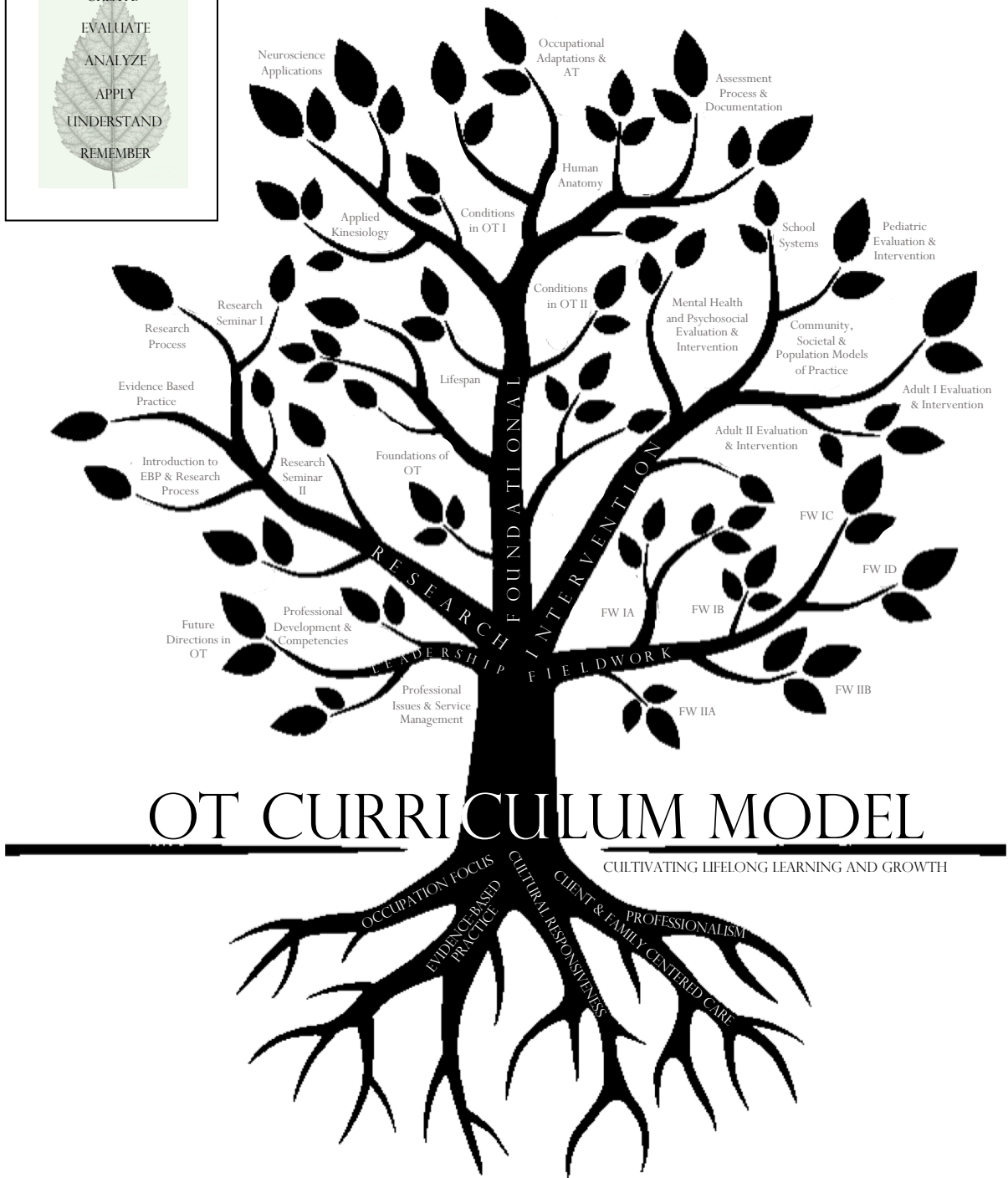
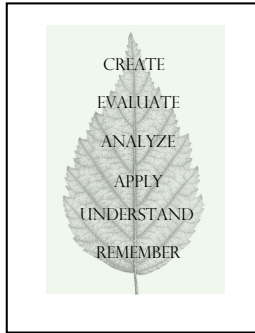
The curriculum design is comprised of the development of 5 central themes: *1) development of evidence based practice, 2) using professional reasoning in the promotion of client and family centered care, 3) applying evaluation and intervention procedures that focus on meaningful occupations and activities, 4) development of cultural responsiveness and the ability to work well with diverse populations, and 5) development of professionalism and commitment to professional development.*

In each of the 5 themes, core concepts are integrated with increasing complexity through the curriculum. The AU OT Curriculum Design Model illustrates the 5 themes coming together as roots to provide essential elements that influence the curriculum and cultivate lifelong learning and growth of the students. The themes are critical for the life of the curriculum and continued growth of the student even after graduation. These themes merge together and upward to then feed each of the five major content areas of coursework within the curriculum. These content areas include: *Leadership, Research and Scholarship, Foundational, Intervention, and Fieldwork courses.* Within each of these branches of the curriculum, the individual courses focus on promoting the progression of higher order thinking. The five major content areas are equal in importance and relevance within the OT curriculum and for knowledge to guide future practice.

The curriculum is designed at the course level to support students in their progression in knowledge from remembering, understanding and application to analysis, evaluation and creation throughout the curriculum (Anderson & Krathwohl, 2001). The transition of the students toward higher order thinking is a focus within each course. Teaching-learning activities enhance the students' integration of the presented content and available experiences. This process includes integrated learning that facilitates higher-level student responsibilities throughout the curriculum. Foundational knowledge where the emphasis is on remembering, understanding, and application of concepts occurs throughout the content presented. Content evolves to allow for higher-level application, analysis, evaluation and creation of knowledge. Experiential learning is provided throughout the curriculum to foster higher order thinking and opportunities for analysis, evaluation, and creation of knowledge, with a goal for the students to develop the ability to be able to synthesize the OT process.

Level I and Level II Fieldwork experiences are provided to help guide the professional development process and exposure to diverse populations. This process includes the development of professional roles related to ethics and professionalism, as well as the management, leadership, and professional development skills that enable continuous growth and lifelong learning. These unique opportunities also provide the context for learning by doing and higher order thinking.

Anderson, L. & Krathwohl, D. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.



Master of Health Sciences in Occupational Therapy

89+ Prerequisites + 6 semesters (3+6 graduate semesters)

| SUMMER 1 | FALL 1 | SPRING 1 |
|--|--|---|
| ANAT 7300 Human Gross Anatomy (4-12-0-6) | CAHS 7705 Neuroscience Applications (3-0-0-3) | OTHP 6320 Conditions in OT II (1-0-0-1) |
| OTHP 6100 Foundations of OT (2-2-0-3) | OTHP6205 Applied Kinesiology (3-2-0-4) | OTHP 6203 Occupational Adaptations & AT (2-2-0-3) |
| OTHP 6106 Development of Lifespan Occupation (2-2-0-3) | OTHP 6310 Conditions in OT I (2-0-0-2) | OTHP 6606 Adult Evaluation & Intervention I (3-4-0-5) |
| OTHP 6501 Intro to EBP & Research Process (1-0-0-1) | OTHP 6105 Assessment Process & Documentation (2-2-0-3) | OTHP 6604 Pediatric Evaluation & Intervention (3-2-0-4) |
| OTHP6000 Fieldwork IA: (0-0-3-1) | OTHP 6600 Mental Health & Psychosocial Evaluation & Intervention (2-2-0-3) | OTHP 6510 Evidence Based Practice (2-2-0-3) |
| | OTHP 6505 Research Process (1-2-0-2) | OTHP 6002 Fieldwork IC (0-0-6-2) |
| | OTHP6001 Fieldwork IB: (0-0-3-1) | |
| Total Credits: 14 | Total Credits: 18 | Total Credits: 18 |

| SUMMER 2 | FALL 2 | SPRING 2 |
|---|--|---|
| OTHP 6708 Professional Issues & Service Management (3-0-0-3) | 4-5 week mini-mester | OTHP 6710 Professional Development and Competencies (1-0-0-1) |
| OTHP 6602 Adult Evaluation & Intervention II (2-2-0-3) | OTHP 6854 School Systems (2-2-0-3) | OTHP 7010 Fieldwork II Experience B (0-0-40-9) |
| OTHP 6609 Community, Societal & Population Models of Practice (1-4-0-3) | OTHP 6706 Future Directions in OT (2-0-0-2) | |
| OTHP 6515 Research Seminar I (0-2-0-2) | OTHP 6520 Research Seminar II (0-2-0-2) | |
| OTHP 6003 Fieldwork ID (0-0-6-2) | OTHP 7009 Fieldwork II Experience A (0-0-40-9) | |
| Total Credits: 13 | Total Credits: 16 | Total Credits: 10 |
| | | CURRICULUM TOTAL CREDITS: 89 |

Course Descriptions

ANAT 7300 Human Gross Anatomy 4-12-0-6

Introduction to specialized areas of the macroscopic structures of the human body through the use of lectures, laboratory dissection, and demonstrations.

Prerequisite: successful completion of 2nd semester MHS OT courses

OTHP 6100 Foundations in Occupational Therapy 2-2-0-3

Foundational knowledge and skills of occupational therapy related to the history of the profession and current global health trends. Includes the delineation of roles, use of theory and evidence, the function of professional organizations, the practice framework, use of health care terminology, application of critical reasoning within varied models of practice and settings.

Transfer skills, vital signs, management of assistive mobility devices, adaptive dressing equipment, adaptive feeding, and adapted equipment for IADL.

Prerequisite: Successful admission to the MHSOT program.

OTHP 6106 Development of Lifespan Occupations 2-2-0-3

Analysis of developmental theories and occupations across the lifespan. The development of roles, habits, values, and skills are included. The influence of cultural diversity and the environment across the lifespan are analyzed. Emphasis is placed on analysis and synthesis of interrelationships of occupation and development.

Prerequisite: Admission to the graduate MHS OT program.

OTHP 6501 Introduction to Evidence-Based Practice & Research Process 1-0-0-1

The process of evidence-based practice (EBP) and research is introduced, along with introduction of skills required for engaging in both the early exploration of the literature required for research and EBP. The course uses a flipped-classroom approach, with short learning modules presented through video or voice thread in D2L, and 1-hour class sessions reinforcing content with in-class activities.

Prerequisite: Admission to the graduate MHS OT program.

OTHP 6000 Fieldwork IA 0-0-3-1

Application of the knowledge and skills learned in first semester graduate OT coursework.

Prerequisite: Admission to the graduate MHS OT program.

CAHS 7705 Neuroscience Applications 3-0-0-3

A study of neuroanatomy, neurophysiology, and applied neuroscience principles in the promotion of health and wellness and the recovery of illness and/or injury.

Prerequisites: Admission into the graduate MHS OT program.

OTHP 6205 Applied Kinesiology 3-2-0-4

Study of movement emphasizing biomechanical analysis of foundational structures and skills that provide the basis for normal movement patterns. Application of the biomechanical frame of reference as utilized by occupational therapists to evaluate range of motion, strength, endurance, sensation, and edema.

Prerequisite: Successful completion of 1st semester MHS OT courses

OTHP 6310 Conditions in Occupational Therapy I 2-0-0-2

An overview of the conditions most frequently seen in clients receiving occupational therapy. Physiological concepts, systems and processes related to systems, maturation and healing pertaining to rehabilitation models of practice are included. Includes current health care trends, coding, pharmacological practices and evidence for evaluation and intervention. Examines the World Health Organization classifications and the implications on occupation.

Prerequisite: ANAT 7300 Human Gross Anatomy

OTHP 6105 Assessment Process and Documentation 2-2-0-3

Developing OT critical reasoning including problem screening and identification, referral, assessment, goal setting, intervention planning, reassessment, discontinuation for client and family centered care. Emphasis is placed on planning assessments and providing justification of care within a variety of settings.

Prerequisites: Admission to the graduate MHS OT program

OTHP 6600 Mental Health and Psychosocial Evaluation and Intervention 2-2-0-3

Application of critical reasoning and selected theories and intervention approaches for mental health. Includes principles of health promotion, occupationally based intervention models and the application of selected individual and/or group programming within health and community based settings. Therapeutic use of self, conflict management and an understanding of cultural diversity are emphasized.

Prerequisite: Successful completion of 1st semester MHS OT courses

OTHP 6505 Research Process 1-2-0-2

This course focuses on the knowledge and understanding of qualitative and quantitative research designs used to answer clinical and professional research questions. Students will develop and use statistical methods and qualitative analytic approaches to understand processes used in research. Students will continue to engage in evidence based processes in clinical settings and through continued application to a mentor-driven scholarly project.

Prerequisite: OTHP 6501 Intro to EBP & Research Process

OTHP 6001 Fieldwork IB 0-0-3-1

Application of the knowledge and skills learned in first and second semester graduate occupational therapy coursework.

Prerequisite: Successful completion of 1st semester MHS OT courses

OTHP 6320 Conditions in Occupational Therapy II 1-0-0-1

Continuation of the overview of the conditions most frequently seen in clients receiving occupational therapy. Physiological concepts, systems and processes related to systems, maturation and healing pertaining to rehabilitation models of practice are included. Includes current health care trends, pharmacological practices and evidence for evaluation and intervention.

Prerequisite: OTHP 6310: Conditions in Occupational Therapy I

OTHP 6203 Occupational Adaptations & Assistive Technology 2-2-0-3

Analysis of occupation as a therapeutic method including the adaptation of the person, task, environment and/or context to promote optimal health and occupational performance. Includes assessment, design and implementation of assistive technology.

Prerequisite: Successful completion of 1st semester MHS OT courses

OTHP 6606 Adult Evaluation and Intervention I 3-4-0-5

Occupationally based theories and evidence based approaches for the selection and application of family and client centered care. Use of appropriate assessments and interventions for impairments, illnesses, or injuries related to adult health conditions. Synthesis and application of outcomes related care for clients with orthopedic, neurological, and general medical and health related conditions. Application of adaptive equipment, assistive technology, fabrication of orthoses, and adjunctive intervention methods are included. Various reimbursement systems, settings, and the continuum of care are addressed.

Prerequisite: Successful completion of 2nd semester MHS OT courses or permission of the Chair

OTHP 6604 Pediatric Evaluation and Intervention 3-2-0-4

Selection and application of the appropriate assessments and interventions of the occupational therapy process with the 0-21 client population. Emphasis is placed on analyzing atypical development, acquisition of the occupational therapy roles and pediatric approaches. Use of client and family centered care is implemented in a variety of settings and reimbursement models. Collaboration and advocacy within interdisciplinary teams are included.

Prerequisite: Successful completion of 3rd semester MHS OT courses

OTHP 6510 Evidence Based Practice 2-2-0-3

This course focuses on the critical appraisal and application of international and national literature within clinical practice settings for occupational therapists. Students will use the evidence-based process in making practice related assessment and intervention decisions. Additionally, learners will continue their mentored scholarly project in groups with allocated class time for continuing this process

Prerequisite: OTHP 6505 Research Process

OTHP 6002 Fieldwork IC 0-0-6-20

Application of the knowledge and skills learned through the 3rd semester of graduate OT coursework.

Prerequisite: successful completion of the 2nd semester MHS OT courses

OTHP 6708 Professional Issues and Service Management 3-0-0-3

Application of administrative and professional leadership processes including standards of practice and competencies; needs assessments, program development, outcome management, reimbursement, ethics, policy and trends in health care. Includes management process, advocacy and promotion. Personal professional development and competencies are included.

Prerequisite: Successful completion of 4th semester MHS OT courses

OTHP 6602 Adult Evaluation and Intervention II 2-2-0-3

Promotion of occupational performance using a variety of adult models of practice. Special emphasis is placed on prevention, health promotion and wellness concepts; sports/leisure related services; low vision; vestibular rehabilitation; driver rehabilitation and cognitive care. Special emphasis is placed on older adult health trends. Various reimbursement systems and settings are examined including the community, private contracting, skilled nursing facilities and home health.

Prerequisite: Successful completion of 3rd semester MHS OT courses and/or permission of the Chair

- OTHP 6609 Community, Societal and Population Models of Practice** 1-4-0-3
 In this course, the Occupational Therapy Student will use a collaborative process involving the identification of a problem, creation of possible solutions, and assessment of their effectiveness in a community –based practice setting. Learners will assess client/family or community based health needs and design, develop and implement an evidence based program to address the identified needs. This includes the examination of issues and trends influencing community based practice, proposal creation, contractual agreement as necessary, identification of possible funding sources, outcome benchmarks, and promotional/marketing strategies for a community based setting. The course addresses community based and emerging practice settings across the life span.
 Prerequisite: Successful completion of the 3rd semester MHS OT courses
- OTHP 6515 Research Seminar I** 0-4-0-2
 Continued development of a scholarly research process through data collection, data analysis, and preliminary work on publications and presentations related to the process of dissemination. Students are expected to spend their time engaged in an active scholarly pursuit in collaboration with their research mentor.
 Prerequisite: Successful completion of OTHP6510 Evidence-Based Practice
- OTHP 6003 Fieldwork 1D** 0-0-6-2
 Application of the knowledge and skills learned through the 4th semester of graduate occupational therapy coursework.
 Prerequisite: Successful completion of the 3rd semester MHS OT courses
- OTHP 6854 School Systems** 2-2-0-3
 Advance studies in school based settings emphasizing regulatory guidelines, roles, IEPs, and delivery of services within an intra and interdisciplinary delineation, equipment and accessibility considerations, documentation, client and family centered care and consulting are included.
 Prerequisite: Successful completion of 4th semester MHS OT courses
- OTHP 6706 Future Directions in Occupational Therapy** 2-0-0-2
 Students in this course will examine literature and resources from a variety of sources such as professional associations, governmental reports, and international literature related to individual, group and population health as well as current trends and future vision in terms of service delivery in medical, education, and community settings.
 Prerequisite: OTHP 6510 Evidence Based Practice
- OTHP 6520 Research Seminar II** 0-2-0-2
 Completion of scholarly work that includes the application of research that affects practice and the provision of occupational therapy services.
 Prerequisite: OTHP6515 Research Seminar I
- OTHP 7009 Fieldwork II Experience A** 0-0-40-9
 Intensive practicum to address the development of competent, entry-level, generalist occupational therapist. Level II Fieldwork experiences are assigned based on the program curriculum design, and includes in-depth experience in delivering occupational therapy services to clients. The fieldwork experiences focus on the application of purposeful and meaningful occupation and research, administration, and management of occupational services.

Prerequisite: Successful completion of 4th semester MHS OT courses

OTHP 6710: Professional Development and Competencies

1-0-0-1

The course uses critical analyses of professional entry competencies for the occupational therapists including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted. Experiences include critical appraisal of components of a professional evaluation including educational, employment, certification results, fieldwork, research/scholarship success, and service/community outreach outcomes. Evaluation data will be critically examined with developed improvement plans captured in a strategic planning process. Ethics, supervision, liability, and advanced professional developmental planning are included.

Pre-requisites: Successful completion of 5th semester MHS OT courses

OTHP 7010 Fieldwork II Experience B

0-0-40-9

Intensive practicum to address the development of competent, entry-level, generalist occupational therapist. Level II Fieldwork experiences are assigned based on the program curriculum design, and includes in-depth experience in delivering occupational therapy services to clients. The fieldwork experiences focus on the application of purposeful and meaningful occupation and research, administration, and management of occupational services. Full-time fieldwork experience applying clinical reasoning in a practice environment.

Prerequisite: Successful completion fieldwork II A or permission of Academic Fieldwork Coordinator.

OTHP7600 Elective Fieldwork

0-0-6-3

Full-time fieldwork experience in an identified practice area. Rotation duration is variable and negotiated with the Academic Fieldwork Coordinator and the identified fieldwork site.

Prerequisite: Successful completion of OTHP 7009 and 7010.

Enrollment Information

New Student Orientation

The Department of Occupational Therapy recognizes that the transition to a professional level of study may be difficult and cause anxiety for new students. It is for this reason that the Department initiates the new student orientation process upon official acceptance of a student into any academic program within the Department of Occupational Therapy. Orientation of the new students begins with electronic mailings of specific information to ensure that students meet the requirements for successful registration and culminates with a mandatory orientation to initiate the fall semester.

Documents Every OT Student Must Read

- The Occupational Therapy Practice Framework: Domain and Process, 4th Edition.
- Standards of Practice (AOTA, 2015).
- Scope of Practice (AOTA, 2014).
- The Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2015).
- Enforcement Procedures for the OT Code of Ethics (AOTA, 2019).
- Guidelines for Documentation of Occupational Therapy (AOTA, 2018).
- Standards for Continuing Competence (AOTA, 2015).
- Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (AOTA, 2014)

Registration Information

Preregistration & Registration

Registration for courses must be completed on the dates identified in the AU Academic Calendar. Student may access the Academic Calendar on the AU website.

POUNCE is the registration portal for AU students. All registration procedures are the responsibility of the AU Registrar. The Registrar's office will notify students of registration dates and any changes in the academic calendar by email to their AU email address. Students are asked to pre-register as early as possible as this will give time for the student to control drop and add actions should they experience problems or make pre-registration mistakes. If there are any problems with registration during this time, please contact the Registrar's office at 706-446-1430 or <http://www.augusta.edu/registrar/>

The Registrar will send an email to students' AU accounts in early June giving instructions for registering, reviewing schedules, and viewing invoices for tuition and fees.

****If fees are not paid on time the student will be unable to attend classes or start fieldwork, which may delay completion of the program.**

Continuing Enrollment during Breaks in the Academic Calendar

All students are considered to be enrolled and in good standing from the time they register for a semester: (1) until they register for the next semester; or (2) through the last day for late registration for the next semester as shown on the official academic calendar, whichever occurs first.

Adding and Dropping Courses

Students in the MHS in Occupational Therapy program are not allowed to drop a mandatory course. An exception may be made when a student is enrolled in an elective Fieldwork Level II. In such a case the student must drop this course according to the following AU Registrar policy: “Courses cannot be added to a student’s course schedule after the Drop/Add dates posted in the Academic Calendar. Courses may be dropped without penalty up to the midterm date as set forth in the Academic Calendar. Courses dropped from a student’s schedule after the Drop/Add date will receive a grade of W. Courses dropped after the midterm date will receive a grade of WF (Withdrew Failing), except in cases of hardship as determined by the appropriate academic dean. WF grades will be treated as F grades for grade point calculations.”

Late Registration Policy

Please note procedures for late registration as designated by the Office of the Registrar. Refer to the Office of the Registrar for information: <http://www.augusta.edu/registrar/>

Awards and Scholarships

AU Financial Aid Services

Students needing financial aid are encouraged to contact the Department of Student Financial aid early during their application process to ensure adequate time to submit all necessary documentation and for all forms to be processed. The Financial Aid Department's website can be accessed at <http://www.augusta.edu/finaid/>

AU Awards and Honors

John F. Beard Award for Compassionate Care

This award is given to one graduating student who has unselfishly given to patients, the patient's family, and demonstrated compassion in the AU Community. The award is intended to honor the highest ideals and achievements in compassionate health care service to AU, to foster and encourage habits of compassion and kindness, and to identify someone who has unselfishly given to patients, the patient's family and demonstrated compassion.

Alpha Upsilon Phi

Alpha Upsilon Phi was established to bridge the gap between community service providers and the volunteers seeking to make a difference. By increasing accessibility to community service information and activities, AUP fosters an increased awareness and participation in volunteer efforts amongst the health professionals of tomorrow. AUP seeks to recognize individuals who contribute to the campus and community. Service and Leadership activities exist at the campus and community level, so there are opportunities for just about everyone. As a reward and incentive for continued community service leadership and participation, AUP offers three Service Award Levels: Meritorious, Distinguished and Outstanding. The efforts of active AUP members are celebrated annually at an awards ceremony held on campus. Supreme recognition is reserved for graduating members with an Outstanding attainment level (those who have far exceeded reasonable expectations of community service and volunteerism), in the form of an intimate banquet with local community leaders at an off campus location.

CAHS Awards and Honors

Biagio J. Vericella Scholarship/Achievement Award

The College of Allied Health Sciences, Augusta University, established a scholarship or an award named in recognition of Biagio J. Vericella. This award is presented to a graduating student who epitomizes the qualities of compassion, optimism, mentoring, leadership and service within the College, AU, and the community. This award is given annually based on the following set of CAHS guidelines:

Each Department within the College of Allied Health Sciences will submit one (1) nominee to the Alpha Eta Committee based on the following:

- The nominee will have earned at least a cumulative GPA of 3.0 as recorded on the applicant's most recent transcript (AU coursework).
- The nominee has demonstrated compassion, optimism, mentoring, leadership and service.
- The nominee will be a graduating student.

Raymond C. Bard Scholarship Award

Dr. Raymond C. Bard was the founding Dean of the College of Allied Health Sciences at the Medical College of Georgia 1968-1988. This award was created in honor of Dr. Bard and is presented to a student entering their final year of study who demonstrates academic success, leadership and service to the institution and community.

Faculty Spouse Club Scholarship

The Faculty and Spouse Club yearly awards scholarships in the \$2000 range to one outstanding student in each of the AU Colleges. The Alpha Eta Society is designated as the organization to select five (5) students from the College of Allied Health Sciences who are entering their final year of study. The selection is based on the following:

- Financial Need
- Academic Promise
- Service to Others (including outside of AU service)

Alpha Eta Leadership and Service Scholarship

The AU Chapter of the Alpha Eta Society has established the "Alpha Eta Leadership and Service Scholarship." The scholarship will be awarded to graduating students in the College of Allied Health Sciences in accordance with the guidelines below.

Applicants who are considered, but not selected, for one of the following awards:

- Biagio J. Vericella Scholarship Award
- Raymond C. Bard Scholarship Award
- Faculty and Spouse Club Scholarship

Additionally, applicants will be selected based on Service to the community and leadership while attending AU. The scholarship recipients will be selected by the executive board and department representatives of the AU Chapter of the Alpha Eta Society. The number of awards to be given will be determined by the Executive Board annually.

Student Nominations to the Alpha Eta Honor Society

Student membership in the Society is a mechanism for honoring those graduating students who have demonstrated a capacity for leadership and achievement in their chosen allied health field. Areas to consider in a decision to nominate a student are academic accomplishments, school activities, community activities, and leadership activities. These areas serve to indicate the capabilities and efforts of a student to approach his/her profession and career in a manner that exemplifies enthusiasm and a willingness to serve as both a leader and contributor to his/her field in Allied Health Sciences. The total number of students to be nominated by a department is limited. The bylaws of the National Alpha Eta Society currently read: *"No more than twenty percent of the graduating class of a specified program shall be invited to membership or in those programs with less than ten students; no more than one student will be invited to membership."*

A student must be a candidate for graduation from a degree or professional certification program in the College of Allied Health Sciences at AU. A few guidelines may be helpful regarding the four areas considered in nominations:

- In the scholarship area, graduate degree candidates must have a cumulative GPA of 3.80 or better for the courses through the most recent semester reported, must have completed the equivalent of not less than one full academic year of courses carrying the approved graduate credit as approved by

- AU.
- In the school activity area the committee will consider all activities in which the student participated relating to his/her program, department, or school in the way of service or memberships. In the community activity area the committee will consider outside activities, as an example of participation since temporary residence in Augusta is commonplace and opportunity for community activities could be minimal.
 - In the leadership activity area the committee will consider those instances when he/she held a position of responsibility in an organization or activity rather than participation alone.

Who's Who Among American Colleges and Universities

Each year the department is asked to recommend a percentage of the graduating class to be considered for Who's Who. The faculty is asked to consider scholarship, participation and leadership in academic and extracurricular activities, citizenship and service to school, as well as, potential for future achievement within the profession.

Department of OT Awards and Honors

The Department of Occupational Therapy provides several awards, specifically designed for graduating OT students. The occupational therapy department has several awards presented to students who demonstrate excellence throughout the occupational therapy program in leadership, scholarship, and service. Listed below are the scholarships and awards presented by the occupational therapy department, along with the eligibility criteria for each. The department reserves the right to not award a specific award, or awards, if the department feels that there is not a qualified recipient. Likewise, the department may also have the right to award a single award to multiple recipients.

Pi Theta Epsilon Honors Society

Pi Theta Epsilon (PTE) was created as an honors society for occupational therapy students and alumni. Its mission is to foster research and scholarship among occupational therapy students. PTE recognizes and promotes highest quality scholarship among OT students in the United States who are enrolled in accredited programs. The purposes of Pi Theta Epsilon (PTE), as stated in the society's constitution, are to:

- Recognize and encourage scholastic excellence of occupational therapy students.
- Contribute to the advancement of the field of occupational therapy through scholarly activities, such as research development, continuing education, and information exchange between student and alumni members.
- Provide a vehicle for students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities.

Retrieved from: <https://www.aotf.org/Pi-Theta-Epsilon>

The Dr. Nancy D. Prendergast Award

Dr. Nancy D. Prendergast was the founding Chairperson of the Department of Occupational Therapy at the Medical College of Georgia in 1971. She made significant contributions to the occupational therapy profession and to the development of occupational therapy education. This award was created in 1994 by the OT faculty to honor Dr. Prendergast by recognizing a student for outstanding contributions to the profession.

The Dr. Ricardo C. Carrasco Award for Second Career Occupational Therapy Students

This award was created by an OT alumnus to honor Dr. Carrasco's leadership as the second Chairman of the Department of Occupational Therapy. The award highlights a graduate student that has pursued OT as a second career. Many individuals discover OT during other career choices and describe the career change as meeting their personal career aspiration. Criteria for this award include grade point average, extracurricular activities, and a career transition.

The Dr. Kathy P. Bradley Award

Dr. Kathy P Bradley became the 3rd Chair of the Department of Occupational Therapy 1998 and retired as Professor Emeritus in 2012. During her career Dr. Bradley instilled the value of professionalism through dedicated service and leadership. She modeled these values by her own consistent leadership within the institution, and at the state, national and international levels. This award has been created to honor Dr. Bradley's commitment to advance the profession by recognizing a graduate who has demonstrated professional service, advocacy and leadership.

The Occupational Therapy Faculty Award

This award was initiated in 2007 as the Chair's Award to recognize significant service, professionalism, and compassion provided to the community, peers, and to the clients served by the occupational therapy profession. This award was renamed in 2010 to allow all faculty input in selecting the recipient. The recipients of this award demonstrate outstanding professional traits and social responsibility that distinguish students that work diligently to make a positive difference in others' lives. This award is to honor a graduate that strives to continue to honor others.

The Dr. Michael K. Iwama Award

Dr. Iwama was the chair of occupational therapy from 2012 to 2018. His internationally acclaimed work on culture and diversity known as the Kawa Model continues to be a leading theory of practice in OT. During his time as chair, he worked to establish a culture that recognizes diversity, inclusivity, and collective orientation as fundamental to success. Dr. Iwama was dedicated to excellence and promotion of inclusivity for all. This award has been created to honor Dr. Iwama's commitment to advancing diversity and inclusivity within the profession, and recognizes a graduate who has demonstrated culturally relevant occupational therapy.

Policies and Procedures

The Department of Occupational Therapy follows all AU Policies and Procedures. It is every student's responsibility to be aware of those policies, as found at the following links:

AU Policies

The Augusta University Student Manual, including University Policies and Procedures can be located at:

<https://www.augusta.edu/student-life/documents/201920studentmanualfinal.pdf>

CAHS Policies

The College of Allied Health Sciences Student Policies and Procedures can be located at:

<http://www.augusta.edu/alliedhealth/current-students.php>

Students Responsibility for Handbook Information

Each student is responsible for knowing the information in the Department of Occupational Therapy Student Handbook. Students are also responsible for information in the AU student manual. The department reserves the right to change policies and procedures, and revise the curriculum as necessary.

Waiver of Regulations

Rules and policies in this handbook have been adopted by the faculty and administration. When a student finds that extenuating circumstances might justify the waiver of a particular regulation, the student may petition the Chairman of the Department in writing.

State and Federal Regulations

AU complies with provisions of state and federal regulations, including Georgia Open Records Act, Family Education Rights and Privacy Act, and the Health Insurance Portability and Accountability Act.

Department of Occupational Therapy Policies and Procedures

- 1.0. Admissions Requirements
- 2.0. Campus Life Services
- 3.0. Criminal Conviction/Felony Disclaimer
- 4.0. Evacuation Policy
- 5.0. Graduation Criteria
- 6.0. Immunization Requirements
- 7.0. Infection Control and Universal Precautions
- 8.0. New Student Orientation
- 9.0. Pre-Requisites
- 10.0. Professional Behavior
- 11.0. Program Accreditation Status
- 12.0. Registration Requirements
- 13.0. Student Academic Expectations
- 14.0. Student Advisement
- 15.0. Student Attendance
- 16.0. Student Dress Code
- 17.0. Student Email Etiquette
- 18.0. Student Lab Requirements
- 19.0. Student Awards and Honors
- 20.0. Student Confidentiality
- 21.0. Student Grievances
- 22.0. Student Honor Code
- 23.0. Student Outcomes Disclosures
- 24.0. Student Photo Identification
- 25.0. Student Progression
- 26.0. Student Records and Privacy
- 27.0. Technical Standards & Reasonable Accommodations for Students with Disabilities

Refer to the Department of Occupational Therapy Fieldwork Manual for the following Policies:

- 28.0. Student Fieldwork Expectations
- 29.0. Student Fieldwork Professionalism Requirements
- 30.0. Student Fieldwork Attendance
- 31.0. Student Fieldwork Site Specific Requirements
- 32.0. Student Fieldwork: Site Selection Process for Level I
- 33.0. Student Fieldwork: Site Selection Process for Level II
- 34.0. Student Fieldwork Assignments and Expectations
- 35.0. Student Fieldwork: Professional Attire
- 36.0. Student Fieldwork: Confidentiality
- 37.0. Student Fieldwork: Grading
- 38.0. Student Fieldwork: Student Withdrawals
- 39.0. Student Fieldwork: Remediation

Department of Occupational Therapy
Policy 1.0. *Admissions Requirements*

POLICY PURPOSE

To delineate criteria for reviewing OT admissions applications and quantify the selection of a qualified class based on established selection criteria.

POLICY STATEMENT

Standard selection requirements will be used to review all OT applicants in a systematic manner.

PROCESS + PROCEDURES

1. The Student Affairs Committee will annually review and publicize selection criteria that will be used for reviewing all OT applications.
2. Minimum admissions criteria includes the following:
 - a. Overall Grade Point Average of 3.0; Math/Science Grade Point Average of 2.8 minimum.
 - b. GRE scores of 290 on GRE and a score of at least 3.5 on the written portion of the GRE.
 - c. The Department may consider candidates with lower GPA, based on extenuating circumstances, test scores (GRE), strengths in other areas, or other extenuating factors. Such considerations are made on a case by case basis with regard to the number of qualified applications. In such situations the student may be admitted on probation.
 - d. The Department may consider candidates with lower GRE scores, based on extenuating circumstances, GPA, strengths in other areas, or other extenuating factors. Such considerations are made on a case by case basis with regard to the number of qualified applications. In such situations the student may be admitted on probation.
 - e. Successful completion of the required pre-requisites. See website for specified pre-requisites for the respective graduate programs. Transcript Appraisals will be conducted by AU Office of Academic Admissions. Transcript and course review may be conducted by the Director of Student Affairs and the Student Affairs Committee members as needed; determination of need is at the discretion of the Director of Student Affairs.
 - f. Each applicant will be required to submit a minimum of three references that will attest to the applicant's academic abilities and personal work characteristics. Two of these references must be from occupational therapists. Family members and friends are not appropriate references.
 - g. Favorable interview scores must be obtained for admission eligibility. The dates will be established by the Student Affairs Committee members by September of each academic year. Candidates will be ranked based on all admission criteria.
 - h. An example of the student's writing and reasons for seeking a degree in OT may be collected during the admission process.
 - i. Applicants may be refused admission for non-academic reasons such as poor references and/or poor performance during the interview. Competitive applicants may be admitted after each interview date if all criteria have been met.

- j. Student Affairs Committee recommendation for admission into the OT program will be submitted to the Chair and Program Director with a summary of the data collected above. This document will be signed by the Director of the Student Affairs Committee attesting to the accuracy of the aforementioned data.
- k. Students receiving credit for previous course(s) consideration is not a routine practice and requests for receiving credit for previous courses are reviewed on an individual basis. Previous courses descriptions, laboratory experiences, and fieldwork documentation are required for full consideration. All submissions must be equivalent to a course offered by the AU graduate OT program; the course must be taken within 2 years prior to enrollment; a grade of B or better must be recorded or a “pass” on a pass/fail course; and the course is reviewed as acceptable by the OT Academic Affairs Committee. The student must meet all AU Department of OT admission requirements for consideration of receiving credit for previous course(s). All decisions are at the recommendation of the Student Affairs Committee, the Program Director, and the Chair. The Chair makes the final decision. No more than 6 credit hours may be accepted from the previous institution.
- l. Applicants who have previously been enrolled in another Occupational Therapy program must meet the admission criteria for AU Department of OT. The applicant must also provide the Student Affairs Committee with a letter of good academic standing from the previous program’s Department Chairperson or Program Director. Full disclosure of prior enrollment is expected throughout the admissions process.

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|---------------------------|---------------------------------------|
| Policy No. | 1.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | Student Affairs, 7.13.17, 1.21.20 |
| Last Revision: | January 2020 |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
 Policy 2.0. *Campus Life Services*

POLICY PURPOSE

To inform students of Augusta University support services available to all students.

POLICY STATEMENT

All Augusta University students are referred to the University's listing of student services and information located at the following website: <http://www.augusta.edu/student-affairs/enrollment-student-affairs.php>

PROCESS + PROCEDURES

1. Students will be informed to the Division of Enrollment & Student Affairs for Student Life activities and website offerings during New Student Orientation. Offerings include information regarding student services, Campus Assessment Response and Evaluation (CARE), Community Service opportunities, Counseling Center, Student Conduct, and Testing & Disability Services, Campus Recreation, Residence Life, Student Health, and other policies and resources available on campus including the University Student Manual.
2. Students are encouraged to fully participate in Student Life activities to enrich their personal Augusta University experience.
3. The Department of OT offers a Student OT Association (SOTA) that is advised by a faculty member within the Department of Occupational Therapy. This association facilitates the student's orientation to a professional OT organization, services, roles, and responsibilities.

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| Policy No. | 2.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | Student Affairs, 7.13.17 |
| Last Revision: | |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
Policy 3.0. *Criminal Conviction/Felony Disclaimer*

POLICY PURPOSE

To clarify the student's responsibility to disclose in writing to the Director of Student Affairs, Program Director, Chair, and Dean any criminal convictions occurring prior to application and since the application process.

POLICY STATEMENT

Students must disclose during the application process and any point thereafter any criminal conviction or felony. Student must sign a waiver of understanding that the ability to sit for the National Board for Certification of Occupational Therapy (NBCOT) exam and the ability to obtain a professional license may not be granted based on a criminal history. Fieldwork sites may also deny placement of students who have a criminal conviction. The Department does not make exceptions for fieldwork placement based on criminal background. The Department of OT cannot accept any responsibility for a student's ineligibility of fieldwork placement(s), inability to sit for the certification exam, or become licensed as an OT based on criminal activity/felony.

PROCESS + PROCEDURES

1. All OT Students are required to disclose in writing to the Director of Student Affairs, Program Director, Chair, and Dean any criminal convictions occurring prior to admission and any convictions that occur after the application and admissions process. Criminal disclosure is required on the application form. The Augusta University Department of Occupational Therapy Program assumes no responsibility for ineligibility of fieldwork placement(s), inability to sit for the NBCOT certification examination, or the denial of licensure in states in which there are such requirements.
2. Criminal convictions include adjudication of guilt by a judge or jury for any crime. This does not include minor traffic offenses but it does include "no contest pleas", first offender treatment, convictions under appeal and convictions which have not been pardoned. Minor traffic offenses are those which do not involve driving under the influence of alcohol and other drugs, which did not result in imprisonment and for which a fine of less than \$250 was imposed. Disclosures should be made within 30 days of convictions.
3. NBCOT may refuse to allow any applicant that has a felony conviction the right to sit for the exam. NBCOT is a consumer protection agency and has the right to refuse any applicant the right to sit for the exam that does not meet the specified criteria. NBCOT will require applicants to answer questions concerning felony history. This information is then available to states with licensure requirements.

For further information please contact the:

[National Board for Certification of Occupational Therapy, Inc.](#)

12 South Summit Avenue, Suite 100

Gaithersburg, Maryland 20877

Telephone: (301) 990-7979

4. State licensure boards have their own criteria for management of convictions including felonies and/or misdemeanors. It is the student's responsibility to understand prior actions may be subject to board review and subsequent actions or restrictions. For further information please contact:

Georgia State Board of Occupational Therapy
 237 Coliseum Drive
 Macon Georgia 31217-3858
 478-207-1620

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| Policy No. | 3.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | Student Affairs, 7.13.17 |
| Last Revision: | |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 4.0. *Evacuation*

POLICY PURPOSE

To clarify emergency procedures and evacuation policy for student safety.

POLICY STATEMENT

All students will be aware of the AU Alert System and Evaluation policy to maximize student safety at all times. The evacuation policy will also be posted in all labs designated OT spaces.

PROCESS + PROCEDURES

1. Augusta University has an emergency evacuation and emergency alert system (AU Alert). Students will be notified by cell phones and/or Outlook messages of any campus emergency. Faculty members have all been trained in the Evacuation procedures.
2. Students are trained in evacuation procedures and the AU Alert System during University New Student Orientation.
3. Fire drills are held periodically throughout the year. All students, employees, and faculty are required to fully participate and evacuate the building during all fire drills. Students are to depart the building using the closest stairway. Do not use the elevators during a fire drill or emergency evacuation. Doors to all classrooms, labs, and offices are to be closed upon exiting the building to retard any spread of fire.
4. During the evacuation for fire emergencies, students exit the building and assemble at the front of the building to allow for accounting of complete evacuation from the building.
5. Fire alarms are located at the exit stairways.
6. Fire extinguishers (5) are located in the Department of OT hallways. Students are not to stay in the building during a fire drill/alarm to fight a fire. Safe exiting is the primary objective during a drill or alarm.
7. For a non-fire emergency, the AU Alert system will notify students, faculty, and employees of appropriate instructions to ensure safety.
8. To report an emergency, students should activate the emergency system or contact Public Safety at 706-721-2911. There are also emergency call centers located outside of the Health Science Building and elsewhere on the AU campus.

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| Policy No. | 4.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | Student Affairs, 7.13.17 |
| Last Revision: | |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
Policy 5.0. *Graduation Criteria*

POLICY PURPOSE

To document the requirements for eligibility for graduation.

POLICY STATEMENT

Students must fulfill all program and institutional requirements prior to receiving a diploma.

PROCESS + PROCEDURES

1. Students must fulfill all established criteria to enter candidacy for the Master of Health Sciences in Occupational Therapy. These criteria include:
 - a. Successful completion of required courses.
 - b. Successful completion of all required Level I Fieldwork Experiences.
 - c. Successful completion of all required Level II Fieldwork Experiences. Level II Fieldwork experiences must be completed within two years of completion of coursework.
 - d. Successful completion of the graduate thesis, project or critically appraised topic (CAT).
 - e. Fulfill all requirements of the University including payment of fines, fees, etc.
2. Students must fulfill both the academic and fieldwork requirements for graduation. Students who do not pass academic coursework OR fieldwork experiences will not be considered eligible regardless of performance in the other domain. Although fieldwork is an extension of didactic coursework, fieldwork requires knowledge and skills which are different than those required in the classroom. The department is under no obligation to graduate students who are successful in the classroom but are unable to satisfactorily pass fieldwork experiences.
3. Each student must complete an Application for Graduation Form following the timeline identified by the Office of Registrar. The Chair/Program Director will audit program criteria for full compliance with graduation requirements and submits a final letter of approval to the Office of the Registrar upon determination that students have meet all requirements for graduation as indicated above.
4. Graduation fees must be paid prior to graduation. Information about graduation fees may be obtained at <http://www.augusta.edu/graduation/graduation-faqs.php#fee>.

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| Policy No. | 5.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | 1.22.20 |
| Last Revision: | January 2020 |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
 Policy 6.0. *Immunization Requirements*

POLICY PURPOSE

To protect OT students and others from diseases/illnesses and to ensure compliance with Board of Regents policy.

POLICY STATEMENT

The Board of Regents and AU have established minimum immunization requirements. All OT students must provide AU Student Health Services with sufficient evidence of meeting immunization requirements. The Student Affairs Committee will monitor student compliance with the immunization policy established by the BOR.

Procedures:

1. All OT students must meet the AU minimum immunization requirements established by the institution. Students must provide immunization evidence or have proof of immunity with serological titer against MMR, rubella (German measles), rubeola (red measles), polio, diphtheria/tetanus/pertussis (primary and booster), hepatitis B and varicella (chicken pox).
2. All AU students are required to have a TB test (PPD) within three months prior to first enrollment at AU and annually thereafter.
3. Students have secure access to their immunization records via the Student Health website. This immunization record will serve as official documentation of immunization compliance.
4. Faculty members are to refer OT students to the AU Immunization policy for any exceptions to the immunization policy <http://www.augusta.edu/shs/immunizations.php>

It is the student's responsibility to secure all necessary immunizations, or documentation, required by each fieldwork site the student has selected. Faculty members are to advise students that fieldwork sites may refuse to accept any student that does not meet the respective facility's immunization minimum requirements, regardless of the reason for not securing the immunization(s). AU will not send students on fieldwork without proof of immunizations to protect the clients served in the respective fieldwork facilities. Failure to attend fieldwork due to lack of immunization compliance may result in the student receiving a failing grade for the fieldwork experience. Failing a FW experience may result in a delay of subsequent fieldwork experiences and a delay in graduation.

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| Policy No. | 6.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | July 2017 |
| Last Revision: | |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 7.0. *Infection Control and Universal Precautions*

POLICY PURPOSE

To ensure safe health care practices for protection of clients, self, and others.

POLICY STATEMENT

All students, employees, and faculty will practice Infection Control procedures and universal precautions to ensure optimal health practices.

PROCESS + PROCEDURES

1. During the first semester in the OTHP courses, all students are trained in Universal Precautions.
2. Washing hands is a required prevention activity prior to and following all client care and lab activities.
3. No outside food and drink, with exception of water, are to be consumed in the lab spaces, with the exception of laboratory activities that require food and/or drink. This is at the discretion of course faculty.
4. All mats are to be cleaned after usage using approved cleaning wipes. Mats must be cleaned after each use, prior to a new person using it. No shoes should be worn on any plinths or floor mats throughout all Departmental labs. Labs and equipment are to be cleaned after each usage to prevent spread of potential germs/infections. Course faculty who are supervising labs are responsible for this procedure.
5. Gloves are to be worn for any infection, open wounds, or scabs. Gloves are to be discarded in foot operated waste cans.
6. If any injury occurs, it is to be reported immediately to the Department of OT.
7. Safe body mechanics and procedures are to be used at all times.
8. Appropriate infection control attire must be adhered to per facility policies.
9. Students are to wear clean attire, minimal jewelry; keep hair tied away from the face and not report to class/fieldwork when ill.
10. All Departmental linens utilized are to be washed after each lab usage and returned to the lab within two working days. Course faculty who are supervising labs are responsible for this procedure.

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| Policy No. | 7.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | 1.22.20 |
| Last Revision: | January 2020 |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
 Policy 8.0. *New Student Orientation*

POLICY PURPOSE

To describe procedures for orientation of new occupational therapy graduate students to the university, school and departmental expectations and resources.

POLICY STATEMENT

All occupational therapy graduate students are expected to attend the Augusta University; College of Allied Health Sciences; and the Department of Occupational Therapy's New Student Orientation.

PROCESS + PROCEDURES

1. Occupational therapy graduate students are expected to attend the Department of Occupational Therapy's New Student Orientation. Student Orientation activities address professional behavior expectations; academic resources and expectations; technology access and instruction; responsibilities related to client centered care, classroom performance and attendance requirements; clinical and university, registration, and student identification requirements.
2. OT students are provided with copies of the student handbook during new student orientation. Students must sign that they have received a copy of the handbook.
3. All OT students are expected to attend the Augusta University's and College of Allied Health Sciences' New Student Orientations. The date, time, and location will be determined by the Institution/College.

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| Policy No. | 8.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | July 2017 |
| Last Revision: | |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 9.0. *Prerequisites*

POLICY PURPOSE

To communicate a clear understanding of the required and accepted prerequisite courses needed for admission to the Department of Occupational Therapy's graduate OT programs.

POLICY STATEMENT

The Student Affairs Committee will assess all applicants' prerequisite courses for appropriateness in meeting the required hours of courses in selected content areas.

PROCESS + PROCEDURES

1. The Student Affairs Committee will work closely with the AU Department of Admissions to assess applicants' completion of the required prerequisites. Upon formal application, the Office of Academic Admissions will review all outstanding prerequisite courses and communicate in writing to the applicant all needed courses for admission.
2. Students must satisfy all prerequisite content in order to be admitted to the MHSOT program.
3. The Student Affairs Committee is responsible for ensuring that the department's web site provides current and accurate admissions requirements.
4. Faculty will participate in recruitment of qualified OT applicants and promote a culturally diverse class.

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| Policy No. | 9.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | March 2019 |
| Last Revision: | January 2019 |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
Policy 10.0. *Professional Behavior*

POLICY PURPOSE

To provide guidelines for faculty facilitation of expected professionalism in all classroom, laboratory, fieldwork, and related interactions.

POLICY STATEMENT

Occupational therapy graduate students are expected to exhibit professional behavior at all times.

PROCESS + PROCEDURES

1. The student will be informed of the AU Code of Conduct:
<https://www.augusta.edu/student-life/conduct/documents/aucodeofconductmidyearupdate201819.pdf>
2. All OT students are responsible for self-governance of professional behaviors in all classroom, laboratory, fieldwork activities and interactions. Faculty members are to document any unprofessional behavior incidence and place the documentation in the student's file. Documentation is to be dated and signed.
3. Faculty members are to expect students to display professionalism at all times. If professional behavior is not displayed, the student will be counseled and expectations for behavior will be documented and shared with the student.
4. The student must demonstrate the ability to manage personal issues and not allow interference with the ability to fully participate in educational, laboratory, fieldwork, and service expectations. If a student is experiencing personal difficulties that make it difficult to optimally perform or care for clients' needs; the student may be asked to withdraw from the program until the student is able to fully participate in the program allowing for quality work, academic achievement, client safety, and professional performance. Depending on the severity of the professionalism issue, the student may be denied re-entry into the program.
5. Students must demonstrate professionalism in all interactions. Students are expected to promote professional behavior when giving and receiving feedback or when differences occur. OT students must demonstrate respect for all individuals in all interactions (oral and written). Faculty will role model and facilitate the expected behaviors.
6. Professionalism, or personal, issues that impede performance and safety in client care may result in the immediate removal of the student from client care/fieldwork experiences.
7. Students must adhere to HIPAA requirements and consistently protect client confidentiality.
8. When failure to comply with expected professionalism occurs, remediation at the discretion of course faculty will be completed. If concerns with professionalism continue, representatives from the Departmental Review Body will review the behavior(s) and make recommendations including probation, suspension, or dismissal from the program. These recommendations will be given to the Program Director and the Chair of the Department, who will make the final decision.

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| Policy No. | 10.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | 1.21.20 |
| Last Revision: | January 2020 |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 11.0. *Program Accreditation Status*

POLICY PURPOSE

To share with student stakeholders and consumers the accreditation status of the Augusta University's Master of Health Science in Occupational Therapy (MHSOT) program and to comply with Accreditation Council of Occupational Therapy Education (ACOTE) Standards.

POLICY STATEMENT

The Department of Occupational Therapy will notify all students and applicants as to its ACOTE accreditation status in compliance with ACOTE Standard A.4.3.

PROCESS + PROCEDURES

1. Institutional accreditation status is public information and is available for public review and comment within AU's data and information system. Institutional and Department of OT accreditation status is found on site <http://www.augusta.edu/about/accreditation.php> and <http://www.augusta.edu/alliedhealth/ot/>.
2. The AU MHSOT program is accredited by the American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education (ACOTE). Augusta University received a ten year accreditation status from 2009 to 2019/2020. The 2010 Accreditation Report identified 9 major strengths with no areas of noncompliance. The next re-accreditation is scheduled for 2019/2020. The ACOTE accreditation certificate is displayed in the lobby of the Department of OT for public inspection.
3. Based on ACOTE requirements, all distributed promotional and recruitment materials, including the school catalog and program website, will contain the program's accreditation status.
4. Students may verify the AU MHSOT program's accreditation status at the following website: <https://www.aota.org/Education-Careers/Find-School.aspx>

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| Policy No. | 11.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | January 2019 |
| Last Revision: | January 2019 |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 12.0. *Registration Requirements*

POLICY PURPOSE

To clarify the role of the graduate OT student in meeting pre-registration timelines and avoid late registration fees.

POLICY STATEMENT

Students must complete pre-registration requirements within the specified timelines.

PROCESS + PROCEDURES

1. Students must register for courses during the specified dates in the AU Academic Calendar.
2. All registration procedures and timelines are specified by the Registrar's Office. Students register using the POUNCE website. The POUNCE homepage is located at <http://www.augusta.edu/registrar/registration.php>. Students will be notified by the Registrar as to pre-registration timelines. It is the student's responsibility to comply with the requested information within the specified timelines. Failure to comply may result in additional fees or inability to enroll in the necessary courses. The Late Registration Policy and related fees or holds on registration are specified in the procedures designated by the Office of the Registrar: <http://www.augusta.edu/registrar/holdsinfo.php>.
3. Adding and Dropping Courses: Courses may be dropped or added according to institutional policy. Drop/Adds requires the permission of the instructor and the Program Director or Chair of the Department. Due to the lock-step nature of the MHSOT curriculum, if a student withdraws from a course, progression is likely to be delayed until the following year when the course is offered again.
4. Courses may be dropped without penalty up to the specific midterm date established in the Registrar's academic calendar. Students dropping a course after the deadline will receive a WF (Withdraw Failing), except in cases of hardship as approved by the Chairperson and the Academic Dean. WF grades are calculated as F grades for grade point calculations.

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| Policy No. | 12.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | July 2017 |
| Last Revision: | |
| Last Review: | January 2020 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy
 Policy 13.0. *Student Academic Expectations*

POLICY PURPOSE

To define minimum academic expectations for progression in the Masters of Health Science in Occupational Therapy curriculum.

POLICY STATEMENT

The Department of Occupational Therapy uses the following grading system. OT has established minimum academic expectations for classroom, laboratory, and fieldwork performance.

PROCESS + PROCEDURES

1. Augusta University has established consistent grade designations.

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|------|------------|--------------------------|
| a. A | 90-100 % | Grade Point Average: 4.0 |
| b. B | 80-89 % | Grade Point Average: 3.0 |
| c. C | 70-79 % | Grade Point Average: 2.0 |
| d. D | 60-69 % | Grade Point Average: 1.0 |
| e. F | Below 60 % | Grade Point Average: 0.0 |
2. The Department of Occupational Therapy does not accept any grade below a C (70%) in general coursework and Level I Fieldwork coursework. All exams, labs, assignments, and assessments are expected to achieve a grade of 70% or higher as outlined on the course syllabi.
3. The Department of Occupational Therapy does not accept any grade below a B (80%) in intervention coursework and Level II Fieldwork coursework. All exams, labs, assignments, and assessments are expected to achieve a grade of 80% or higher as outlined on the course syllabi. The intervention courses include the following:
 - a. OTHP 6600 Mental Health and Psychosocial Evaluation & Intervention
 - b. OTHP 6606 Adult Evaluation & Intervention I
 - c. OTHP 6602 Adult Evaluation and Intervention II
 - d. OTHP 6604 Pediatric Evaluation and Intervention
 - e. OTHP 6854 School Systems
 - f. OTHP 6609 Community, Societal, and Population Models of Practice
 The Level II Fieldwork courses include the following:
 - g. OTHP 7009 FW Experience A
 - h. OTHP 7010 FW Experience B
4. If a student fails to meet the minimum expectations for any OTHP course exam, lab, assignment or assessment, the course faculty will provide a one time, comparable remediation to demonstrate competency on the specific exam, lab, assignment, or assessment. The student will be expected to achieve 70% competency for general coursework and an 80% competency for intervention coursework on repeated academic experience in order to progress in the curriculum and ensure competency with content moving forward. The original assignment grade will be the recorded grade.
5. Failure to meet minimum academic expectations in general, intervention, and fieldwork coursework could result in a delay in course and fieldwork completion and a delay in graduation.
6. All academic courses must be completed with a minimum 70% final grade for general coursework and a minimum 80% final grade for intervention coursework prior to a

- student attending Level II Fieldworks, with the exception of OTHP6710 which occurs concurrently with Level II B Fieldwork experience.
7. Given the unique nature of Fieldwork involving patient care experiences, the site and Academic Fieldwork Coordinator may remove a student from a Level I or II fieldwork experience immediately, resulting in a failing course grade. This would be due to serious actions or behaviors that directly impact the safety, privacy, dignity, or confidentiality of patients in the setting. A Departmental remediation must be completed prior to the student being able to go on a future fieldwork placement. For behaviors that are less serious, a learning contract may be developed during the fieldwork to support the student being successful in continuing on fieldwork if the site agrees to a learning contract. If a student fails to meet the minimum expectations for any Level I or Level II fieldwork course, after the implementation of a learning contract to support the student, the student will be required to withdraw from the fieldwork experience. A Departmental remediation must be completed prior to the student being able to go on a future fieldwork placement. Students may only have one withdraw from Level I or Level II Fieldwork. Failure to achieve the minimum academic expectation, including a withdraw, on fieldwork will be reviewed by a Departmental Review Committee for eligibility to progress in the program. Withdraw or failure in fieldwork will impact progression of future fieldwork placements and may impact progression in the curriculum.
 8. Participation requirements are graded by faculty and serve as a professional requirement in all courses. The lack of professional participation could result in course failure for not meeting course and professional expectations. Students will be warned about lack of participation, the warning will be documented, and if the student needs faculty assistance, it is the student's responsibility to discuss learning needs with the faculty member.
 9. Academic Probation Criteria: If the student's cumulative program GPA falls below 2.8, the student is placed on probation for one semester. The student will be notified, in email communication, by the Chair. The student is expected to improve the cumulative program GPA to the 2.8 level or above after one semester. If the student fails to meet the GPA expectation, the student will be referred to a Departmental Review Committee for recommendation regarding progression.
 10. Student Failure of a course or Withdraw from a course: A student, if not successful (70% competency with general courses and Level I Fieldworks, 80% competency for intervention course and Level II Fieldworks) or electing to withdraw from a course, will need to repeat such course(s) before qualifying for graduation. When this occurs, determination will be made if the student may progress in the curriculum or if the student will have to wait to progress until the course is completed satisfactorily (70% competency for general courses and Level I Fieldworks, 80% competency for intervention courses and Level II Fieldworks). This determination will be done on a case by case basis. The student will be referred to a Departmental Review Committee for recommendation regarding progression. The student will have one chance to repeat a failed or withdrawn course.
 11. Academic Suspension Criteria: The Department of OT may recommend a student for suspension if the student is unable to achieve the required performance levels after first attempt (70% competency for general courses and Level I Fieldworks, 80% competency for intervention courses and Level II Fieldworks) for academic, laboratory, fieldwork performance or professional behavior. The period of suspension is for up to one year. The student will be referred to a Departmental Review Committee to determine if Academic Suspension is the appropriate recommendation regarding progression.

12. Academic Dismissal Criteria: The Department of OT will recommend the student be dismissed from the Program if academic, laboratory, fieldwork, or professional behavior expectations are not realized after two courses are below the Departmental academic expectations outlined above or after second attempt is not successful. An academic withdraw from a course is considered a first attempt of a course, regardless of if the withdraw is a 'withdraw' or a 'withdraw fail'. The student will be referred to a Departmental Review Committee to determine if Academic Dismissal is the appropriate recommendation regarding progression.
13. Students may also be placed on a leave of absence for personal or health issues. The student will be referred to a Departmental Review Committee for recommendation regarding progression.
14. Academic Sanction Appeal: The student may appeal the above sanctions to the CAHS Dean according to CAHS Policy. There is no appeal of passing grades (University System of Georgia Policy).

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|---------------------------|---------------------------------------|
| Policy No. | 13.0 |
| Policy Owner: | AU Department of Occupational Therapy |
| Originally Issued: | July 2017 |
| Approved: | May 2021 |
| Last Revision: | May 2021 |
| Last Review: | May 2021 |
| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 14.0. *Student Advisement*

POLICY PURPOSE

To provide OT advisement guidelines for OT graduate students.

POLICY STATEMENT

All graduate OT students will be assigned an OT faculty member to serve as the student advisor while enrolled in the OT program.

PROCESS + PROCEDURES

1. The Director of Student Affairs will assign faculty as advisors at the beginning of each academic year. Students are encouraged to speak with their advisor about issues which have potential to impact their ability to succeed in the program. The faculty advisor may refer the student to campus support services.
2. Faculty advisors will at a minimum make electronic contact with each advisee once per semester. Faculty will meet in person at least annually with each student advisee. Students should ensure that they meet with the faculty advisor during these regular times, but also when there are academic or professional behavior concerns related to the OT program or impacting student success in the program.
3. Faculty will document electronic contact via printed email and the in person advisory meeting, to include the student's progress or concerns as appropriate. This documentation will be placed in the student file.
4. Course faculty and advisors will disclose academic and professional behavior concerns to the Director of Student Affairs, Program Director, and/or Chair of the Department. The Director of Student Affairs, Program Director, and/or the Chair of the Department have the right to inform relevant faculty of matters related to student academic and professional behavior concerns.
5. The Academic Coordinator for Fieldwork Education (ACFWE) will serve as the primary advisor for fieldwork issues. The ACFWE will document all advisory correspondences and meetings, to include the student's progress or concerns as appropriate. This documentation will be placed in the student file. The ACFWE will disclose academic and professional behavior concerns that occur on fieldwork to the Director of Student Affairs, Program Director, and/or Chair of the Department.

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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 15.0. *Student Attendance*

POLICY PURPOSE

To clarify attendance requirements for optimal learning outcomes.

POLICY STATEMENT

Student attendance is expected at all classroom, laboratory, and fieldwork assignments. When unavoidable, students are to notify faculty of any absences in a timely and appropriate manner.

PROCESS + PROCEDURES

1. Attendance and promptness are expected in order to gain the full educational growth expected of a professional health care provider. Students must realize that material missed from class discussions and guest speakers cannot be made up.
2. Students are to communicate all absences as required in the professional work environment. Students are expected to notify the course instructor by phone or email no later than the morning of an absence to communicate the absence and the general reason. Absences need to be excused with included documentation (i.e. funeral notice, MD's noted). Students are to limit outside appointments to avoid excessive classroom, laboratory, and fieldwork absences.
3. Excused absences include extenuating circumstances such as illness, death of a family member, medical emergency, or other unexpected circumstances. Excused absences may also include other prior approved circumstances (at least four weeks prior to the absence) with written documentation of the event and signed approval from the course instructor/s.
4. Students are responsible for all missed assignments and educational content. Absences during exams, quizzes, presentations and in-class activities may result in the loss of points on the assignment.
5. Students are required to submit the outstanding work assignments within the next class period.
6. A physician's note is required for extended illnesses and for returning to class. Repeated absences on dates of practicals, exams, or group presentations may require physician notes.
7. Failure to submit missed work assignments within a specified time period will result in the work not being accepted and a grade of 0 will be assigned. Students must complete the work, with a late date assigned by the course instructor, but the assigned grade will remain a 0. Assignments not turned in by the late date will be referred to the Departmental Progression Committee for unprofessional work behavior.
8. If a student does not communicate the absence as appropriate, the event will be considered unprofessional. Points may be deducted on the course grade to reflect the lack of compliance and the lack of professional communication. Reduction in the final grade by 0.1 for each unexcused absence may be implemented (i.e. 4.0 to 3.9 for one unexcused absence).
9. Students are expected to meet for all group assignments with peers. Failure to coordinate personal and professional assignments and workloads may result in failed educational outcomes.

10. Students will need to make up all absences from Level I fieldwork experiences. Due to the nature of fieldwork scheduling, make up dates for FW may occur after the semester, on weekends, or during semester breaks. Students must complete make-up fieldwork experiences prior to the start of the following semester.
11. Absences on Fieldwork Experiences II are monitored according to AOTA guidelines. Students are not awarded vacation time on these educational experiences. Up to two days may be missed for illness, family emergency or scheduled holidays (national holidays where clinic is closed). No absences for personal reasons will be approved by the ACFWE. All FW absences must be reported to the ACFWE according to the above departmental policies. Absences will need to be made up by extending the FW dates, or on weekend hours as approved by the clinic. Any absence for personal reason must be made up.

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Department of Occupational Therapy

Policy 16.0. *Student Dress Code*

POLICY PURPOSE

To provide guidelines for student dress code and prepare students for transition to professional environments.

POLICY STATEMENT

Students must follow dress requirements as outlined below at all educational activities, including daily lectures, laboratory activities, fieldworks, community service and service learning.

PROCESS + PROCEDURE

1. From the first day of orientation, students are representing the Department of Occupational Therapy and the profession. Students are expected to dress in attire that appears neat and professional, thus demonstrating respect for the program, clients, and profession.
2. *Items that are considered appropriate **professional** dress include:* dress slacks, khaki-type pants, skirts and dresses no shorter than 3" above the knee when sitting, button-down shirts, blouses, collared blouses/shirts, polo shirts and shell/sweater sets. Depending on the setting, a full scrub set may also be considered professional dress.
3. *Items that are considered appropriate **casual** dress include:* Five-inch inseam or longer non-denim shorts, jeans (without rips or fraying), scrubs, OT T-shirt.
4. *Items that are considered appropriate dress for **laboratory and fieldwork** experiences specifically:* Dress requirements for lab and fieldwork will vary depending on the activities and site, and is at the discretion of the course faculty and fieldwork site to determine. Workout/gym attire may be permitted in lab by faculty if appropriate to facilitate optimal learning. Clothing should not restrict movement. Students with pierced ears should wear small stud earrings. Dangling earrings or hoops are not permitted for safety reasons during laboratory activities and fieldwork experiences. Avoidance of perfumes and after shaves is strongly recommended. Shoes should be closed toe, closed heel, non-slip, and flat heeled for safety. Fingernails should be a functional length to perform all activities. Hair should be styled in a way to allow functional engagement in all activities.
5. *Items that are considered unprofessional include:* jeans that are ripped or frayed, workout/gym attire (unless explicitly allowed by course faculty for lab), clothing that restricts movement, visible undergarments, low rise pants, strapless tops, or exposed midriffs. Clothing with logos or slogans that pertain to alcohol, drugs, sex, and sorority/fraternity parties are not professional attire and are not permitted. Individuals should pay close attention to the length of their dresses or skirts especially during any event where stage presence is possible.

6. *Additional* dress code may be required in a particular clinic or fieldwork site. It is the student's responsibility to check with the clinic for dress code requirements before attending. Fieldwork sites have the right to refuse a student for inappropriate dress.
7. Faculty have the right to have specific dress requirements for class including professional business dress for visitors, full scrub sets for clinical activities, or more casual attire for laboratory activities as examples. Please refer to individual faculty syllabi for these requirements.

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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 17.0. *Student Email Etiquette*

POLICY PURPOSE

To facilitate student professionalism in written communication.

POLICY STATEMENT

Students are expected to follow the below guidelines for written email communication with professors, colleagues, and clinical instructors. Professionalism is required from students not only during person-to-person conversations, but also during written communication.

PROCESS + PROCEDURES

1. Always include a salutation and closing remark within your email.
2. Always use formal and correct grammar; do not use abbreviations or texting acronym's (i.e. TTYL, LOL).
3. Do not use upper case for emphasis, which can be perceived as shouting or anger; instead underline or bold for emphasis.
4. Do not include humor within your professional emails, which can be perceived as unprofessional.
5. Before forwarding to others, always request permission.
6. When receiving an email, acknowledge receipt in some way, even if needing to research for clarification. This allows the person to know you have received the email and are addressing the needed action.
7. Answer emails within 24-48 hours of receiving the correspondence.
8. Always use professional language with respect and dignity throughout your written and verbal conversations.
9. Failure to abide by the written procedures could result in a referral to a Student Progression Committee for professional behavior concerns. Failure to communicate professionally with your clinical instructors could result in failing the clinical fieldwork and forfeiting future selections.

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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 18.0. *Student Laboratory Requirements*

POLICY PURPOSE

To facilitate a clean and organized laboratory environment for clients and students.

POLICY STATEMENT

Students are to follow guidelines for infection control outlined in Policy 7.0 in laboratory environments. In addition, all laboratory resources and equipment will be cared for in a manner that results in a safe, clean and organized environment.

PROCESS + PROCEDURES

In addition to all guidelines of Policy 7.0 *Infection Control and Universal Precautions*, the following guidelines specific to laboratory resources and equipment, must be implemented and followed at all times:

1. *Lab*: Put all tables, chairs, and equipment in its original location. Throw away all trash into the wastebaskets. Leave the lab neat and organized overall. Place all used towels in the laundry bins. Doors to outside hallways outside of the Department must be shut when exited.
2. *Equipment*: Turn off all equipment at the end of each lab. Pads are to individual specific; please label your pads and store in the designated location. Receive instruction on how to use equipment prior to use. Report any problems immediately. Wipe down all equipment used during labs, including weights, stability pads, developmental toys, suspended equipment, physioballs, etc. with approved cleaning wipes. Exception: The ice machine in the Biomechanical Lab should remain on at all times.
3. *Mats/Plinth Tables*: For single mats, only one person at a time on the mat. For low mat tables, a maximum of 4 people at a time on the mat. Do not put your shoes on the mat. Do not write on the mats. Do not place book bags or other objects on the mat. Clean each mat after use with approved cleaning wipes.
4. *Splint Pans*: Wash your hands before making a splint and placing in the pan. Always clean a worn splint prior to placing it into the splint pan. Splint pans must be cleaned on a regular monthly basis; a sign-up sheet for cleaning the splints will be posted and each student is responsible for cleaning the splint pans during that month. This will be included in the final lab check out grade for the corresponding course.
5. Failure to follow the aforementioned could result in a loss of access to labs for individuals or groups, as well as results in deduction in professional behavior points within a given course.

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| Policy No. | 18.0 |
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Department of Occupational Therapy
 Policy 19.0. *Student Awards and Honors*

POLICY PURPOSE

To provide guidelines for graduate awards selections.

POLICY STATEMENT

Students Affairs Committee provides oversight of the Student Awards/Honor selection.

PROCESS + PROCEDURES

1. A representative of the Student Affairs Committee completes Student Awards materials and applications during Spring Semester. The recipients of the awards are shared with the Department Chair, Alpha Eta representative, Office Manager, and the Dean's Office.
2. By the end of February, the students selected for consideration for the CAHS Awards (Bard, Vericella Faculty – Spouse Award) are completed. Because many forms require the student's signature, forms may be collected prior to this date while students are on campus.
3. The committee initiates faculty nominations for the Faculty, Bradley, Carassco, Iwama, and Prendergast Awards.

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Department of Occupational Therapy

Policy 20.0. *Student Confidentiality*

POLICY PURPOSE

To clarify student's responsibility to maintain confidentiality in all academic and professional activities, including laboratory settings, fieldwork, community service, service learning and international fieldwork experiences.

POLICY STATEMENT

All students are required to comply with HIPAA requirements at all times including the completion of academic assignments related to laboratory settings, fieldwork, community service, service learning and international fieldwork experiences.

Procedure:

1. All AU students are required to complete the Health Insurance Portability and Accountability Act certification training. A copy of the compliance certificate is placed in the student's folder. The certificate may be shared with fieldwork sites as necessary.
2. Students are expected to follow HIPAA guidelines at all times, including, but not limited to refraining from talking about clients in public places, securing computerized documentation at all times, and not removing records from the facility.
3. Students may not use any personal identifiable information in fieldwork assignments or case studies including: name, location, dates (DOB, admission date, or discharge date), phone numbers, email addresses, social security numbers, medical record numbers, health plan beneficiary numbers, account numbers, certificate or license numbers, VIN or license plate numbers, device identifiers and serial numbers, biometric identifiers, photos or comparable images, or any other identifying number, characteristic or code.
4. HIPAA guidelines must be followed at all times, including social media sites. No information regarding guest participants from classroom or laboratory activities, in addition to patients from fieldwork experiences, should be posted on social media sites.
5. Failure to adhere to HIPAA and confidentiality guidelines may result in the removal of a student from the academic program.

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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 21.0. *Student Grievances*

POLICY PURPOSE

To establish a mechanism for students who believe they have been discriminated against on an academic or non-academic basis and have these concerns reviewed by an objective body or request an appeal of sanctions related to academics or conduct.

POLICY STATEMENT

For students who believes they have been discriminated against on an academic or non-academic basis because of race, color, creed, national origin, gender, age, religion, veteran status, sexual orientation, genetic information, or disability shall follow this appeal process through CAHS. The CAHS process is outlined in the CAHS Student Appeals Process page, located at: http://www.augusta.edu/alliedhealth/faculty/council/student_appeal_process.php.

Procedure:

1. Student will submit a formal grievance in writing to the Department Chair. At this point, the Department Chair may or may not initiate a meeting with the student.
2. The Chair will then form a Departmental Grievance Review Committee.
3. The Departmental Grievance Review Committee will be composed of two members (staff and/or faculty) of the OT Department and one external member (staff or faculty) of the CAHS.
4. The student will be given the opportunity to meet with the Departmental Grievance Committee, and contacted by email notification regarding date, time, and place of meeting.
5. The Committee will review all existing materials presented by the student upon formal grievance letter to the chair. At the first meeting, the Committee will decide on the specific data collection and review procedures to be followed.
6. The Committee may take additional information from any party involved on an individual basis.
7. The Committee may meet separately with the student and the faculty/staff member in an attempt to resolve differences. Each party should be prepared to present clear, concise, complete information to the committee and be prepared to answer questions from the Committee members.
8. All oral discussions during the meeting will be audio recorded.
9. All Committee meetings/deliberations are closed.
10. All written and tape recorded materials as well as minutes of Committee deliberation will be submitted to the Chair along with the recommendation within three working days of the conclusion of the meeting.
11. The Department Chair will render a decision/recommendation in writing to the student, the CAHS Dean, and any faculty/staff involved after full consideration of the Committee's recommendation.
12. The student may appeal the Chair's decision/recommendation to the Dean of the CAHS. This written appeal must be submitted within five working days of notification of the Chair's action.
13. For further action on grievance appeals, refer to the CAHS and AU Grievance policies.

14. The student shall not be harassed or penalized for proper utilization of the grievance procedure.
 15. All concerns will be managed in a confidential and timely manner by the Department and the Grievance Committee and within the Institution's policies and procedures.
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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 22.0. *Student Honor Code*

POLICY PURPOSE

AU's Student Conduct Code addresses honor violations. The professional OT students are expected to be knowledgeable of the code and adhere to the stated expectations.

POLICY STATEMENT

Augusta University's student conduct will adhere to established honor criteria and professional expectations.

PROCESS + PROCEDURES

1. Students will comply with all AU specified honor codes. The university recognizes honesty and integrity as being necessary to its academic function and the specialized mission of the University. Student conduct expectations are maintained to protect the equity and validity of the University's grades and degrees. The guidelines are offered to assist in the development of standards and attitudes appropriate to professional academic life. Any honor or conduct code violations will be managed in accordance with University policy
2. AU honor code requires honorable and ethical behaviors in all educational situations and medical responsibilities irrespective of the degree of supervision, guidance, or monitoring provided by the faculty or staff. The honor code specifically forbids lying, cheating, or attempted cheating, stealing or attempted stealing, plagiarism, failure to report the knowledge of a honor code violation, or failure to protect the confidential nature of the patient-therapist relationship.
3. Academic honesty is expected at all times. Students should be referred to the Institution's academic honesty policy and procedures.
4. Any violation of the policies and regulations of Augusta University or the Board of Regents of the University System of Georgia is prohibited.
5. AU students are regarded as adult members of the community and are subject to all prosecution of criminal acts on or off campus.
6. Faculty members are to report any violation of the honor code. Faculty will need to document any violations and place the documentation in the student's folder.

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Department of Occupational Therapy
 Policy 23.0. *Student Outcomes Disclosure*

POLICY PURPOSE

The Department of Occupational Therapy seeks to inform all students of graduate outcomes related to retention, graduation, employment rates, employers' satisfaction of Augusta University graduates' work performances, national certification exam results, and accreditation status.

POLICY STATEMENT

In accordance with accreditation and institutional standards, the Department of Occupational Therapy offers full public disclosure of three years of outcomes related to student retention and graduation rates, as well as NBCOT exam performance outcomes.

PROCESS + PROCEDURES

1. National Certification Exam Results are accessible via a link to the NBCOT website on the department's webpage. The retention and graduation rate data are available on the department's webpage.
2. Student Retention and Graduation percentages are collected annually by the department. Applicants and students may ask for this information at any time.
3. Graduates' employment rates are collected annually, and employers' satisfaction percentages are assessed every three years by the department. Applicants and students may ask for this information at any time.

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Department of Occupational Therapy
 Policy 24.0. *Student Photo Identification*

POLICY PURPOSE

To provide a mechanism to identify students by pictorial evidence.

POLICY STATEMENT

All Augusta University students are expected to have their picture identifications during the orientation process. Identifications must be worn at all times when on campus and attending fieldwork experiences.

PROCESS + PROCEDURES

1. All AU students are expected to have their pictures taken and receive AU identification during the first week of classes of the first semester of coursework. Students may be asked to leave campus, or fieldwork, if they do not have their identification.
2. Students and faculty members are referred to the AU Photo identification policy and procedure.

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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 25.0. *Student Progression*

POLICY PURPOSE

To identify the process for determining student retention and progression in the graduate Occupational Therapy program when minimum Academic or Professional Behavior expectations have not been met.

POLICY STATEMENT

When unsatisfactory academic or professional behavior issues arise, the student's performance or behavior will be reviewed by a Departmental Review Committee for consideration of progression.

PROCESS + PROCEDURES

1. The Department of Occupational Therapy adheres to the University and College of Allied Health Sciences student progression policies and procedures.
2. Faculty and students are referred to the Department of Occupational Therapy Student Academic Expectations and Professional Behavior policies and procedures for specified academic and professional performance criteria.
3. When unsatisfactory academic or professional behavior issues arise, the student's performance or behavior will be reviewed by a Departmental Review Committee. The committee will be comprised of at least two faculty members of the Department of Occupational Therapy and one external faculty member of the CAHS. The student will be invited by email correspondence to address the committee. The Committee will review student and departmental documentation, as well as speak to the student and any involved faculty members. The Committee will review departmental policy and make will make a recommendation to the Chair of the Department as to student progression.
4. The Chair of the Department will review the recommendations of the Departmental Review Committee and make a recommendation regarding suspension or dismissal from the program. This recommendation will be forwarded to the CAHS Associate Dean for consideration.

The student is referred to the College of Allied Health's Student Progression Policies and Procedures for any appeal response. The student is counseled to respond within the specified timelines in order to have the appeal heard by a separate College of Allied Health Sciences' Review Committee. This committee will be represented by other College of Allied Health faculty members that are not faculty members within the Department of Occupational Therapy. The Institutional Policies and Procedures regarding Student Progression may be found at: <https://www.augusta.edu/student-life/documents/201920studentmanualfinal.pdf>. The CAHS Student Policies and Procedures related to the appeals process may be found at the following link: <https://www.augusta.edu/alliedhealth/current-students.php>.

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| Location: | AUOT Website / Current Students |

Department of Occupational Therapy

Policy 26.0. *Student Records and Privacy*

POLICY PURPOSE

To clarify the institution's Family Educational Rights and Privacy Act (FERPA 1974) compliance and to protect student rights regarding education records maintained by the institution.

POLICY STATEMENT

In accordance with FERPA, students have the right to inspect and review personal educational records maintained by the institution. Students may inspect and review educational records maintained by the institution; challenge the content of the records on the grounds of inaccuracy, misleading, or a violation of privacy; or other rights and control disclosures from their education records with certain exceptions.

PROCESS + PROCEDURES

1. Faculty and OT students are referred to the Institution's policy and procedures regarding AU's Annual Notice of Privacy Rights.
2. Students' rights to confidentiality are protected in all Departmental records. Departmental records are secured in the departmental office and locked at all times.
3. The official educational records are maintained in the Registrar's Office.
4. Student records are maintained by Augusta University and are accessible for the student's review except for financial records of parents, employment records, letters of recommendation received prior to January 1, 1975 and recommendations to which the student has waived the right of access.
5. A student, upon request, may review records by contacting the Office of the Vice President for Enrollment and Student Services. Students may be responsible for paying the copy fee for certain records.
6. The Registrar will maintain academic records for future access. Non-academic records may be destroyed 10 years after last enrollment with these exceptions: letter of recommendation and admissions review reports (3 years after 1st enrollment date); Housing and Residence Life office records are destroyed one year after last day in residence; Financial Aid records from the Financial Aid Office are destroyed 7 years after graduation or after a federal audit.
7. Release of information from student records will not occur except as allowed by law and AU policy. Students wanting information from their records sent to prospective employers, other institutions, etc. must submit a signed request to the Registrar authorizing the release. Refer to Release of Information from Student Records in the AU Student Manual regarding additional clarifications.

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Department of Occupational Therapy

Policy 27.0. *Technical Standards & Reasonable Accommodation for Students with Disabilities*

POLICY PURPOSE

To set forth performance procedures for safe service delivery and reasonable accommodation(s) for students with special needs in accordance with legal, University System, Institutional and professional guidelines.

POLICY STATEMENT

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, it is the policy of the Augusta University to ensure that all students with disabilities are afforded equal opportunity and access to programs and facilities. Students are encouraged to identify any disability or Impairment so AU can determine what reasonable accommodations may be made.

PROCESS + PROCEDURES

1. All students are required to review the Technical Standards prior to the first day of class. Students are required to sign the document or request accommodations prior to the initiation of the first semester. A student, having been given accommodation(s) by the Institution, must meet the OT Technical Standards for professional performance expectations and client safety.
2. At Augusta University, determining eligibility for services and appropriate accommodations is the decision of the Provost. It is not a decision to be determined by individual faculty, department or school. To guide the students initiation of the process of requesting accommodations, students should be referred directly to contact the AU Director of Campus Life Services.
3. The University System of Georgia has adopted eligibility criteria to identify students demonstrating specific learning disorders. The appropriateness of accommodation for each case is evaluated on its own facts and merits (American with Disabilities Act, 1990).
4. Types of accommodations requested by students with specific learning disorders may include but are not limited to the granting of additional time for testing and/or course work, use of auxiliary aides, tutoring, or other Institutional support.
5. Faculty are referred to the Institution's web site to guide students regarding the appropriate application procedures for accommodation consideration. Faculty are not to provide accommodations without official notification from the Provost. Providing special accommodations without BOR approval is not permitted by AU policy.

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Department of Occupational Therapy

Policy 28.0. *Technology Requirements*

POLICY PURPOSE

To provide a consistent method to communicate minimum technology requirements for compliance with Departmental and College of Allied Health Science guidelines for student laptop computer expectations.

POLICY STATEMENT

The Department of Occupational Therapy follows the CAHS Laptop Policy. Upon matriculation all Occupational Therapy students must have a laptop computer system, PC or MAC and accessories that meet the CAHS stated minimum requirements.

PROCESS + PROCEDURES

1. Students are responsible for maintaining their personal laptop computer software and hardware.
2. Software or hardware failure will not excuse the student from course responsibilities.
3. Students are responsible for all software installations and updates required for course management and network connectivity.
4. All student computers must meet certain minimum technical requirements, outlined within the CAHS Laptop Policy. Computer specifications are listed within the CAHS Laptop policy at the following link: <https://www.augusta.edu/alliedhealth/documents/pdf/cahs-laptop-policy-2018.pdf>

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