

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

Student Name: _____

I, the undersigned, acknowledge that I have access to an electronic copy of the Student Handbook for the Master of Occupational Therapy Program via my official Idaho State University email address. I have been informed of the departmental, college, and university rules and regulations, as outlined and referred to herein. I agree to abide by these rules and regulations while I am enrolled as a student in the entry-level occupational therapy program at Idaho State University.

I further give permission to the faculty and chairperson of the department to release to any appropriate individual or entity information that could influence my practice as a student therapist, including academic and performance information relating to the safety and protection of any patient, clinical instructor, or site that is affiliated with the program.

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

Signature: _____ Date: _____

I, the undersigned, hereby grant Idaho State University the absolute and irrevocable right and permission, with respect to photographs and videos taken of me, and/or comments made by me, or in which I may be included with others, to copyright the same; to use, reuse and publish the same, in whole or in part, in any and all media, including but not limited to use on the internet, now or hereafter, and for any purpose whatever for illustration, promotion, art, advertising, news, and trade, and if appropriate, to use my name and pertinent education and/or biographical facts as ISU chooses. I hereby release and discharge ISU from any and all claims and demands arising out of, or in connection with, the use of photographs, videos, and/or comments, including without limitation, any and all claims for libel or invasion of privacy. I am of full age and have the right to contract in my own name. I have read the foregoing and fully understand its contents. This release shall be binding on me and my heirs, legal representatives, and assigns.

Signature: _____ Date: _____

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

The AOTA *Occupational Therapy Code of Ethics* (2020) is a public statement of principles used to promote and maintain high standards of conduct within the profession and is supported by the *Core Values and Attitudes of Occupational Therapy Practice*. The AOTA *Occupational Therapy Code of Ethics* is an aspirational guide to professional conduct when ethical issues surface. Ethical decision making is a process that includes awareness regarding how the outcome will impact occupational therapy clients in all spheres. Applications of the Code's principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for a resolution. The core values which guide the ISU Occupational Therapy Program faculty and all occupational therapy personnel in their interactions with others include Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The ethical principles to which the ISU OT program faculty aspire, as specified in the AOTA *Code of Ethics* are: beneficence, nonmaleficence, autonomy, justice, veracity and fidelity. Faculty members also place confidentiality, duty, and procedural justice high among their values as a faculty. Students and faculty are expected to abide by the Standards of Conduct for Occupational Therapy Personnel, as specified in the AOTA 2020 *Occupational Therapy Code of Ethics*

I have read, understand and agree to abide by The AOTA *Occupational Therapy Code of Ethics and Ethical Standards* (2020):

Student Name (Print)

Student Signature

Date



**Idaho State
University**

**Occupational
Therapy**

**STUDENT HANDBOOK
2024/2025**

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SECTION I- DEPARTMENT HISTORY AND INFORMATION

The Department of Occupational Therapy at Idaho State University is an integral component of Idaho State University as a whole and of the College of Health housed within the Kasiska Division of Health Sciences. The program currently offered through the Occupational Therapy Department is a professional entry program leading to the Master of Occupational Therapy (MOT).

Idaho State University is accredited by the Northwest Association of Secondary and Higher Schools. The University was recently re-accredited in the academic year of 2021-2022.

The Occupational Therapy program was formed in 1997, with the first class of MOT students entering in the fall of 1998 in Pocatello, Idaho. In 2022, the MOT program expanded to include a cohort of students on the Meridian, Idaho campus.

Program Accreditation

The Idaho State University Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The last accreditation site visit was in 2023 and was reaccredited until 2030. ACOTE can be contacted at:

7501 Wisconsin Avenue, Suite 510
Bethesda, MD 20814
(301) 652-6611
<http://www.acoteonline.org>

Graduates of the program will be eligible to sit for the national certification examination for occupational therapists, which is administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successful completion of this exam, individuals will be considered an Occupational Therapist, Registered (OTR). Following the OTR designation, most states require licensure in order to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Description of the Occupational Therapy Program

The occupational therapy profession uses occupation to promote well-being and health among people of all ages and abilities. Occupations are goal-directed, meaningful pursuits that occupy a person's day. Occupations include work and productive activities, self-care or care of others, and leisure/recreational activities. Occupational therapists adapt the environment, tasks, or the person, while helping each client develop new skills necessary to function in their world.

Occupational therapists view every aspect of a client's life as important to his/her health.

Occupational therapy seeks to improve the quality of life for individuals who are at risk for physical, cognitive, mental, or psychosocial impairments. Demand for occupational therapy will increase to address the needs of a growing population of aging adults, children with developmental disabilities, and people who struggle with traumatic injuries and illness. When one experiences physical or mental illness or injury, the occupational therapist steps in to help the individual return to work, family roles, and their typical daily life routine.

The restorative nature of occupational therapy is extremely broad and requires individuals with an interest in the complexity of humanity and occupations. One also needs an ability to think critically and creatively and address occupational performance problems that may result from disease, trauma, mental illness, and other life disruptions. To be well prepared, a student must enter the profession with a foundation in the liberal arts, biological, physical, and social sciences.

Admission Requirements

The graduate entry-level program in Occupational Therapy is a professional entry-level program that prepares students to practice as licensed occupational therapists. Students can be admitted into the Master of Occupational Therapy (MOT) program by applying to and meeting all criteria for admission to the Graduate School, as described in the [course catalog](#). They must also meet the prescribed prerequisite course requirements as listed on the [ISU Occupational Therapy website](#). Students may also have the option of early pre-professional entry into the program through the [established guidelines of the Bachelor of Science in Health Science, Pre-Occupational Therapy Accelerated Concentration](#).

Graduation Requirements

Students receiving the Master of Occupational Therapy (MOT) degree must complete all courses in the curriculum with a minimum of 3.0 GPA, prepare and present academic study papers on a regular basis, prepare and present a professional project or case study, successfully complete all Fieldwork I and II clinical affiliations, and take the OTKE comprehensive written examination.

Students are *required* to complete Level II Fieldwork within 12 months of completing the academic component of the program. Fieldwork sites are located throughout the state of Idaho and the United States. Due to the limited number of fieldwork sites in proximity to our campus locations, students should anticipate the financial impact of traveling and living out of town for the majority of their fieldwork.

Once the student has completed the degree requirements, he/she is eligible to sit for the NBCOT Certification Examination. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification

Examination. Students will be required to pay licensure fees and submit to a background check.

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

SECTION II- INFORMATION ABOUT THE MASTER OF OCCUPATIONAL THERAPY PROGRAM

Master of Occupational Therapy Program Mission

The mission of the Idaho State University's Master of Occupational Therapy Program is to prepare entry-level clinicians competent to meet the diverse needs of people locally, nationally, and globally by upholding the standards of occupational therapy education.

The program is committed to providing high quality, student-centered, innovative education, designed to develop autonomous practitioners who are occupation-based, evidence-based, reflective practitioners. We expect students to be leaders in the profession, who respect diversity, interdisciplinary education and practice and recognize and address the health needs of rural communities.

Master of Occupational Therapy Program Philosophy

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

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

We believe occupational therapy education must be global and diverse. It should include an understanding of human behavior and development across the lifespan and across cultures. It should also include the science and knowledge of disease processes, theories, frames of reference, and concepts applicable to occupational therapy, and the therapeutic benefit of occupation. Students must acquire knowledge to prepare them to assume the role of assisting individuals to develop, maintain, and/or restore their occupational performance.

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

The program is committed to providing high quality, student-centered, innovative education, designed to develop autonomous practitioners, who are occupation-based, evidence-based, reflective practitioners. We expect our students to be leaders in the profession, who respect diversity, interdisciplinary education, and practice, and recognize and address the health needs of rural communities.

Occupational Therapy Program Shared Vision

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

Shared Faculty Tenets of the ISU Occupational Therapy Program Vision include the following:

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

Occupational Therapy Program Curriculum Design

The curriculum of the Idaho State University Occupational Therapy Program is based on three domains of learning:

Exploration of self and optimal occupational performance

Foundational principles of evidence-based knowledge are provided throughout the curriculum

and built upon within the program. This begins with the exploration of routine or typical occupational performance and optimal functioning, before delving into pathology. Students engage in various opportunities to comprehend the importance of occupation in their own lives by way of hands-on experience and systematic examination of performance in areas of occupation, performance skills, performance patterns, context, activity demands, and client factors. Through these experiences, students begin to recognize how occupation, or the lack of occupation, affects health and well-being. Through the review of evidence-based practice and observation in clinical settings, students learn how occupation is used in occupational therapy intervention as a catalyst for therapeutic benefits.

To better understand the relationship between routine or typical occupational performance and the person, students take courses in the basic sciences including anatomy, kinesiology, and neuroscience. During this foundational year, students are also introduced to interdisciplinary education and practice by participating in classes with students in other health programs. Interdisciplinary education provides students with opportunities to compare and contrast the core values and roles of occupational therapy with other professions, thus fostering excellence in collaborative relationships.

Examination of occupational performance deficits and therapeutic use of self

During the second year of the occupational therapy curriculum, the educational emphasis shifts from exploration of typical and routine daily occupation to understanding pathology and its impact on the continuum of occupational performance. Students investigate the tools and strategies used to enhance occupational performance, including frames of reference, task analysis, and therapeutic use of self. Students learn evaluation and treatment techniques with an emphasis on client-centered practice. Students apply this knowledge in their Level I and Level II fieldwork experiences, hands-on laboratory exercises, and practical examinations designed to integrate knowledge into professional competencies. Students identify occupational problems, select interventions, and evaluate the outcomes. Further, students continue to participate in interdisciplinary courses, begin professional projects, and identify service delivery models.

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

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

Students learn how disability affects participation over the lifespan, integrating knowledge

gained in the first two years of the curriculum about pathology and the continuum of occupational performance. Level I and Level II fieldwork experiences provide further opportunities to synthesize learning in a clinical environment and to closely collaborate with other health practitioners.

Main Themes of the Occupational Therapy Curriculum Design

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

Occupation

Occupation is seen as a central construct in the theory and practice of occupational therapy. As such, students develop an appreciation for the complexity and centrality of occupation in the daily lives of the persons they will serve. Models and theories of occupation are embedded throughout the curriculum. Students explore the power and potential of occupation as a medium for maximizing occupational performance, health and well-being.

Diversity

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

Rural health

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

Interdisciplinary Education and Practice

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

Reflective Practice

With growing emphasis on accountability and clinical competency, occupational therapy practitioners must reflect on their professional behavior and clinical skills to identify their strengths and weaknesses and create sound professional development plans. Throughout the curriculum, students are required to assess their professional behavior using a portfolio-based, self-reflective process. Once students identify areas of weakness, they develop goals and

desired outcomes for learning, and direct their learning through methods such as self-reflection and other experiences, rather than being completely dependent on the instructor for development of knowledge. Students learn to document their development in areas such as communication, problem-solving, time management, and critical thinking. Self-directed learning, in addition to the pedagogic content, results in competent clinicians committed to reflective practice and lifelong learning.

Evidence-based Practice

The Occupational Therapy program at Idaho State University encourages its students to embrace an evidence-based approach to the practice of occupational therapy. This evidence-based practice approach considers research evidence together, with clinical knowledge and reasoning, to make judicious decisions about occupational therapy interventions. To foster clinical decision-making based on best evidence, one should consider the following five factors: expectation, environment, experience, ethics, and evidence. An expectation acknowledges a client-centered model of practice, thereby considering the wants and needs of clients. Further, theories and frames of reference relevant to occupational therapy practice help to establish these expectations. The physical and social environments are also considered key factors in clinical practice, which clinicians must address within the process of occupational therapy service delivery. The experience clinicians gain over years of practice also asserts a significant influence on occupational therapy practice. By acknowledging the clinical and lived experiences of reflective practitioners, both objective and clinicians may employ more subjective criteria within clinical practice. Ethics also plays a role within clinical decision making, involving not only professional ethics, but also the personal values of the reflective practitioner. Finally, effective clinical practice also requires therapists to search out and evaluate the evidence, which is most relevant to a particular case. We value evidence derived from various research perspectives.

Program Goals and Objectives

The ultimate goal of the program is to prepare entry-level clinicians who are competent to meet the diverse needs of people locally, nationally, and globally by upholding the standards of occupational therapy education. The program is committed to providing high-quality student-centered interdisciplinary education, scholarship, lifelong learning opportunities, and respect for cultural diversity.

Student Learning Outcomes (SLOs) for the MOT Program are:

1. Graduates will apply foundational concepts, knowledge of occupation, and reflective practice to competently practice as an occupational therapist.
2. As effective consumers of the scientific literature, graduates will incorporate evidence-based decision-making into their occupational practice.
3. Graduates will promote awareness of the impact of psycho-social issues, as part of interdisciplinary practice, on the provision and outcomes of occupational therapy in existing

and emerging practice areas.

4. As reflective practitioners, graduates will foster self-assessment skills related to professional development and a commitment to lifelong learning.

5. Graduates will promote awareness of the unique challenges of occupational therapy practice and occupational participation in rural settings.

6. In their provision of occupational therapy services, graduates will respect, apply, and incorporate principles of diversity and cultural competence.

Program Goals	Student Learning Outcomes
1. Graduates will apply foundational concepts, knowledge of occupation, and reflective practice to competently practice as an occupational therapist.	1.a. Students will utilize occupation as a therapeutic medium.
	1.b. Students will select appropriate assessment tools (including standardized and non-standardized tools) to thoroughly analyze the person, environment and occupation.
	1.c. Students will administer standardized assessment tools according to protocol.
	1.d. -Students will accurately interpret results in order to establish treatment goals that are based on clients' needs, priorities and stage of recovery.
	1.e. Students will select appropriate interventions based on best practice guidelines and evidence-based decision-making.
	1.f. Students will document the efficacy of treatment through use of outcomes-based measurement tools.
	1.g. Following graduations, students will pass the <i>National Board for Certification in Occupational Therapy</i> examination as first-time test takers.
2. As effective consumers of the scientific literature, graduates will incorporate evidence-based decision-making into their occupational practice.	2. Students will use evidence-based practice in the selection of interventions for his or her clients.
3. Graduates will promote awareness of the impact of psycho-social issues, as part of interdisciplinary practice, on the provision and outcomes of occupational therapy in existing and emerging practice areas.	3.a. Students will complete a Mental Health fieldwork
	3.b. Students will address clients' psychosocial needs, regardless of practice setting.
4. As reflective practitioners, graduates will foster self-assessment skills related to professional development and a commitment to lifelong learning.	4.a. Students will reflect on their personal strengths and weaknesses to identify goals for professional development.
	4.b.- Students will join the American Occupational Therapy Association and/or Idaho State Occupational Therapy Association
	4.c. Program graduates will demonstrate a commitment to lifelong learning.
5. Graduates will promote awareness of the unique challenges of occupational therapy practice and occupational participation in rural settings.	5. Students will complete a fieldwork placement that provide services to clients who live in rural communities.

6. In their provision of occupational therapy services, graduates will respect, apply, and incorporate principles of diversity and cultural competence.	6.a. Students will complete a fieldwork placement in a setting that serves diverse populations, which may include, but is not limited to, cultural, ethnic, and/or socioeconomic diversity. 6.b. Students will demonstrate sensitivity to cultural diversity, equity, and inclusion, when working with diverse populations.
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SECTION III- ESSENTIAL STUDENT INFORMATION

Location

Students will be assigned to a campus as part of the admissions process. The MOT Program is located in Garrison Hall (1400 E. Terry) in Pocatello and the ISU Meridian Sam and Aline Skaggs Health Science Center (1311 E. Central Drive) in Meridian.

Access to Garrison Hall and the Meridian Health Science Center classrooms of the department are available on a 24/7 basis to students through use of their Bengal card and card-readers. Students should inform department administration of their intention to use these facilities after hours when possible. Please contact kristenbarrington@isu.edu if you have issues with access.

There are lockers for student use in Garrison Hall Room 303 (women's locker room) or Garrison Hall Room 304 (men's locker room) and Meridian 835 (women's locker room) and 836 (men's locker room). Lockers are available on a first-come, first-serve basis. Students will select a locker, label the locker with their name and furnish their own lock. Please note that lockers on the Meridian campus are for day use only. Items remaining in lockers after 7pm daily will be removed and thrown away.

Schedules

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

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

NOTE: Students should not make plans for unscheduled time between 8:00 am and 5:00 pm Monday through Friday, because it may be used for scheduling Level I fieldwork activities, professional projects, special speakers, fieldwork meetings and so on. There may be occasions in which courses, lectures, Fieldwork and other instructional experiences may occur outside of scheduled class time, in the evenings and/or on weekends. Additionally, there will be lectures, laboratory experiences and Fieldwork experiences that occur off campus. All students should plan on a full-time commitment to the program.

2024-2025 ISU Academic Calendar

An updated version of the full ISU Academic Calendar for the 2024-2025 school year can be accessed on the [ISU Office of the Registrar website](https://www.isu.edu/academiccalendar/).

MOT Program Curriculum

An updated version of the full MOT Program Curriculum can be access through [the Course Catalog](https://www.isu.edu/academiccalendar/). (<https://www.isu.edu/academiccalendar/>)

Faculty and Staff Contact Information

Chair, Department of Occupational Therapy, and Program Director of the Master of Occupational Therapy Program:

Catherine Canavan, OTD, MS, OTR/L	(208) 282-4166	catherinecanavan@isu.edu
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Master of Occupational Therapy Faculty:

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Master of Occupational Therapy Adjunct Faculty:

Bailey Porter		baileyporter@isu.edu
Amy Haynes		amyhaynes@isu.edu
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Other Faculty with MOT Teaching responsibilities:

Jim Groome, PhD	(208) 282-2791	jamesgroome@isu.edu
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James Ralphs, PT, DPT	(208) 282-2843	jamesralphs@isu.edu
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Administrative Staff:

Kristen Barrington	(208) 282-4285	kristenbarrington@isu.edu
Tina Little	(208) 373-1773	tinalittle@isu.edu
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Aref Hashem	(208) 282-3064	arefhashem@isu.edu

Interim Dean, College of Health:

Dr. Gabriel Bargaen, Ph.D., CCC-A/SLP	(208) 373-1722	gabebargaen@isu.edu
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Interim Dean of Graduate Studies

Student Services

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

- **Central Academic Advising** – Responsible for freshmen, undecided and under-prepared students, and is available to assist all students
- **Student Success Center** – Houses Content Area Tutoring, Math Center, and Writing Center.
- **TRiO** – A federally funded program assisting eligible students with advising, mentoring, tutoring & success strategies; eligible students must have an academic need, AND one of the (3) following requirements: first generation student, low income, or documented learning or physical disability
- **Disability Services** – Assists students, faculty, and staff with understanding and providing reasonable accommodations for those with documented learning physical, and/or emotional disabilities.
- **Office of Equity and Inclusion** -- The University is committed to creating and maintaining a learning environment that is free of discrimination and harassment against an individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or veteran status. Harassment and discrimination will not be tolerated and should be reported to the Office of Equity and Inclusion.
- **Veteran's Student Support Center** -- Offer education and community resources for student veterans and their families.
- **Eli M. Oboler Library** – Provides students with a vast selection of books, periodicals & journals, as well as study rooms, on-line options.
- **Diversity Resource Center** -- Open to all students, faculty, and staff. We strive to make our campus a place where diversity creates a community dedicated to understanding, unity, communication, and respect.
- **The Counseling & Testing Center** – Offers personal counseling and administers national and local tests for placement and admission purposes.
- **Career Center** – Offers career counseling using assessments and tools such as the Myers Briggs Type Indicator (MBTI) & the Strong Interest Inventory, and FOCUS.
- **Student Employment** – Helps students find part-time jobs.
- **ISU Health Center** – The ISU Health Center provides quality healthcare to ISU students, faculty and staff. The Health Center, located on the Pocatello campus, provides a range of medical care that includes everything from colds and flu, to treatment of high blood pressure or diabetes. The Bengal Pharmacy is located directly above the ISU Health Center to provide quick and affordable prescriptions for ISU students, faculty, staff, and the community.
- **Early Learning Center** – The Early Learning Center (ELC) seeks to support students in their pursuit of higher education at ISU by providing quality child care for their children as well as for those of faculty, staff, and community members. We offer a child-centered program that promotes the well-being of children between the ages of six weeks and

eleven years (5th grade) by setting and maintaining high standards for employees and for environments that promote the social, emotional, cognitive and physical development of children.

- **Student Organizations** – *Students who are involved in student organizations graduate at higher rates & build useful skills for résumé building and future employment.
- **Study Abroad** – Coordinated through the International Programs Office, students can attend a semester or two at a university in another country.

Specific services available through the Department of Occupational Therapy:

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

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

Master of Occupational Therapy Student Association

The recognized organization for student social and professional activities is the Master of Occupational Therapy Student Association (MOTSA). The Association operates under bylaws determined by the Association membership. MOTSA is in a period of transition and was recognized as an ASISU student organization during the fall 2022 semester.

Technology Requirements

Students are highly encouraged to own a personal laptop for their studies. (Note: This should be an actual laptop, as a tablet or Chromebook may not be sufficient for your studies).

Minimum standards include:

- Wi-Fi capable
- Microsoft Office (available for free through the University – <https://tigertracks.isu.edu/TDClient/1950/Portal/KB/ArticleDet?ID=62227>)
- Functioning webcam and microphone (internal or external)
- Able to run Windows 10 or MacOS 10.14 (Mojave) or newer
- Google Chrome or another browser that is compatible with Moodle, Zoom, WebRTC, Box, Exxat, MyClinicalExchange/HealthStream, AOTA and NBCOT websites, and ISU websites including the library

Please note that if the University or Department determines that a change in delivery modality for classes is necessary, students will be required to join classes remotely. If this occurs, students will need to have a quiet, private location with stable internet connection to be able to

join via Zoom or WebRTC with their camera on for the duration of the class.

Financial Aid

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

Financial Aid

(208) 282-2756

finaidem@isu.edu

(<https://www.isu.edu/financialaid/>)

Scholarships

(208) 282-3351

scholar@isu.edu

(<https://www.isu.edu/scholarships/>)

Additionally, the Graduate School shares some information about support and funding on [their website](#).

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

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

Employment While a Student

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

Students should be particularly cautious about working in an occupational therapy setting. If they work as a volunteer or paid employee in such a setting they must be clearly identified as an occupational therapy aide. They may not be employed as an occupational therapist assistant (OTA) unless they are licensed as such in the state of Idaho. Students should be aware that legal complications may arise if they are providing health care services in any setting or at any time without being under the direct on-site supervision of a licensed occupational therapist.

Tuition and Fees

[Tuition](#) and [Professional Fees](#) for Idaho State University and the Master of Occupational Therapy program can be found using these links which are updated annually.

- Most non-resident Graduate Students are eligible for resident tuition after their first year of full-time graduate school. To establish residency while attending graduate

school, visit the Office of the Registrar's [Residency](#) page.

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

SECTION IV- CLINICAL FIELDWORK EDUCATION

Clinical Fieldwork

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

Fieldwork I:

Each student will complete two Level I fieldworks. These may include a full time (40hr/week), Level I fieldwork and one that follows a client through ISU Disability Services program throughout the semester with a weekly time commitment. The Fieldwork I experience allows the student to begin practicing the learned information and to participate in a portion of the occupational therapy process. Fieldwork I experiences also include addressing psychosocial issues in ISU's Disability Services program. Refer to the Fieldwork Handbook for more details.

Fieldwork II:

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

All students will be expected to experience practice areas that provide services to clients who live in both urban and rural communities. Clinical fieldwork sites are established throughout the U.S. so students should expect to travel away from their campus location and potentially out of Idaho for the majority of their affiliation experiences. Students are responsible for making necessary arrangements for transportation and lodging at their own expense, in order to be at assigned affiliations. Refer to the Fieldwork Handbook for details.

SECTION V- PROFESSIONAL PROJECT AND

COMPREHENSIVE WRITTEN EXAMINATION

Introduction

As a member of the Graduate School, the Department of Occupational Therapy requires all students who graduate with a Master of Occupational Therapy degree to complete a professional project and take a comprehensive written examination.

Professional Project Guidelines

The professional project courses (OT 6691, OT 6692, 66OT 6693 and OT 6694) consist of small group study of a problem in occupational therapy theory, client problem management, education, or administration. The professional project begins in the fall semester of the second year, and continues until completion in the spring semester of the third year, for a total of 5 credits. These projects are faculty led research and students are assigned to projects based on faculty availability and student interest.

Project Advisors:

All student projects in the department will have assigned faculty who will guide the professional project to completion. Some projects may have a primary advisor and a secondary advisor. Occasionally, an advisor may be a community clinician who works closely with the department.

- A primary advisor sponsors the professional project. A primary advisor is designated during the fall for the second-year students choosing projects.
- A secondary advisor may be asked to serve by the primary advisors in line with their interest in the projects and workload in the department. Secondary faculty advisors for projects are determined on a project-by-project basis based upon the scope of the project and the availability of faculty. Secondary faculty advisors may be assigned during the fall or spring semester of the student's 2nd year in the program.

Professional Project Format:

The format of the project will depend on the type of project completed, and will culminate in a publishable written document and/or professional presentation.

Authorship:

The faculty advisor maintains the principal investigator role. Students serve as co-authors on any peer reviewed publications to which they contribute. The established policy of the Department of Occupational Therapy for research projects/scholarly activities conducted under faculty research/scholarly activity/case study lines and submitted for publication will have the faculty advisor(s) as the primary author(s). Faculty members who serve as co-advisors on the same research, will determine in a collegial fashion who should be cited as the first author on a manuscript or abstract submitted for publication or presentation. If there is a difference of opinion as to who should be first author, the principals must request a committee review at the departmental level as per departmental procedure. Student groups developing research projects/scholarly activities who publish their efforts will be seen as the primary authors and the advisor(s) will be listed as co-authors. However, student research projects/scholarly

activities, which are not actively revised for publication by student authors within a six-month period from completion, will be open to faculty publication at that time. Projects that fall into this timeline may be published by the faculty advisor(s) as the primary author(s) with the students serving as co-authors. This means that the faculty member takes the leading role in preparing the manuscript for publication or makes major revisions. If the faculty advisor(s) chooses this option, he/she must inform the student authors in writing and communicate with them through the preparation phase of the manuscript for appropriate feedback. The department encourages all students to stay in close touch with faculty advisors after the completion of the project. All students will submit their professional project for presentation at the AOTA national conference, in conjunction with a faculty member.

Professional Presentation:

Upon completion of the professional project, students will disseminate their work in a number of ways including but not limited to: national professional organization presentation, state presentation, University or KDHS presentation, or OT program specific presentation.

Grading of Projects:

All projects will be graded on a Satisfactory/Unsatisfactory basis based upon the specific objectives and outcomes established by the professional project advisor. See individual syllabi for specific project objectives, grading and project expectations. In order to graduate, students are required to complete a minimum of 5 credits for the research project sequence of courses OT 6691, OT 6692, OT 6693, and OT 6694.

Comprehensive Written Examination

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

Because the OTKE is a computer-administered exam, students must have an active ISU computer account in order to access it. Students will not be allowed to take the exam without an NBCOT account as no temporary passwords will be given.

Upon completion of the OTKE, students will be expected to review their results and develop a study plan based on these results. The study plan will be reviewed with designated faculty members after the student has developed them to ensure the student has a successful plan to prepare for the NBCOT Certification Exam.

SECTION VI- MATRICULATION, REGISTRATION, AND

GRADUATION

Matriculation

Upon notification of acceptance to the Master of Occupational Therapy Program, applicants must respond within the time stated on the acceptance notice, indicating their intent to accept or decline a position in the entering class. Students in the ISU Bachelor of Science in Health Sciences Pre – OT accelerated concentration should refer to Section VII.

Registration

Registration for each semester in the curriculum will be completed online. Prior to the end of each semester, program faculty or staff will provide students with a registration list with all necessary course information for the following semester. Students are responsible for registering for all courses for the correct number of credits each semester. Each semester, students must provide a copy of their completed registration to their advisors for verification.

Graduation

Within the first two weeks of the semester or summer session in which the student expects to complete work for the degree, students must file an application for graduation and pay the diploma fee of \$20.00. If the student does not complete graduation requirements during this semester or the summer session, the student must renew his/her application for a subsequent term.

Requirements for Graduation:

Academic program work:

Requirements for Continued Academic Standing leading to Graduation

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

Academic coursework:

- A grade of **B** in all OT courses, and no less than a **B-** in BIOL 4474/5574. This applies to BSHS students, as well as MOT students.
- Students who earn a grade of B- or below, or a U (unsatisfactory) in any OT course, or a GPA of below a 3.0, will be placed on academic probation with the requirement that they raise their GPA to above a 3.0 by the following semester and maintain it throughout the remainder of the program. Failure to meet this guideline will be grounds for dismissal from the program.
- Students who earn a second grade of B- or below in any OT course (or lower than a B- in BIOL 4474/5574) or a second U (unsatisfactory) in any OT course, or whose GPA falls below a 3.0 for a second time, will be dismissed from the program.
- Students who earn a grade of below a **C (65%)** in any **one** course in the program will be dismissed from the program.

- BSHS students who earn a grade of below a B (or lower than a B- in BIOL 4474/5574) in any of their Year 1 courses will not be allowed to continue in the MOT program.
- Behavior in accordance with any of the published regulations of the Department of Occupational Therapy or the University, or meeting the published ethical or legal standards or rules and regulations of the profession of occupational therapy is expected of all MOT students throughout the program. Behavior not meeting these standards will be documented. A decision to dismiss a student due to unacceptable behavior requires a two-thirds majority vote of the faculty of the Department of Occupational Therapy.

Clinical course work:

- Competency in entry-level clinical skills in occupational therapy as stated and defined in The Fieldwork Handbook, and the course syllabus for each clinical affiliation (OT 5531, OT 5532, OT 6633, & OT 6634). Clinical courses are graded on an S (satisfactory) or U (unsatisfactory) basis. Students earning a U grade in any clinical course must repeat the course when it is next offered prior to continuing in the program. This may mean sitting out of the program sequence for one year. If a student earns a second U grade in any other fieldwork experience or the repeated fieldwork experience, they will be dismissed from the program.

Professional Projects

- OT 6691, OT 6692, OT 6693, and OT 6694, the Professional Projects courses are graded on the S/U basis.
- During the completion of the professional project course sequence, students are expected to complete specific assignments as indicated in the syllabus each semester.
- The entire OT 6691- 6694 credit load must be completed with a grade of S by the end of the spring semester of the year of graduation.

OTKE written examination:

Students complete the OTKE written exam addressing the entry-level curriculum as a whole during the fall of their third year of study. After completing the exam, students create a study plan to ensure they are well-prepared for the NBCOT exam.

Remedial Coursework Policy

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

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

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

- Students are encouraged to seek remedial assistance as soon as any difficulties with

course material are identified.

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

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

SECTION VII- BACHELOR OF SCIENCES IN HEALTH SCIENCES – PRE OT – ACCELERATED CONCENTRATION

Students who have gained early pre-professional entry into the Master of Occupational Therapy (MOT) program through the Bachelor of Science in Health Science – Pre OT – Accelerated Track (BSHS) must apply to the MOT program in January of their senior "pre-professional" year. Acceptance to the MOT program is not guaranteed.

Upon successful completion of the pre-professional year in the MOT program and the completion of the BSHS degree requirements, the student will receive a BSHS degree. The student will then apply to the MOT program and complete it over the next two years. Application to the MOT program occurs during the BSHS student's pre-professional year. Acceptance to the MOT program is not guaranteed.

- Applications for the MOT program must be received by January 15 of the pre-professional year. Late applications will be considered on a case by case basis.
- To complete the application - apply online through the ISU Graduate School. Complete the demographic information. For Application Type - be sure to select "Graduate Degree Seeking". Continue completing the application providing the required information for Program Selection (Select MOT) and the term. Provide the required information for Academic History (you must however submit your most recent transcript of spring and summer coursework that was not included in the accelerated application) and Test

Scores. With regard to Letters of Recommendation and Specific Program Uploads - you do not need new letters of recommendation- the information you submitted re: observation hours, your essay, and letters of recommendation for consideration into the cohort for the accelerated track of the BSHS is adequate. You should contact the Chair of the Admissions Committee to ensure that the information you supplied in your application to the Pre-OT Accelerated cohort was transferred to the MOT Admissions Committee and that the Graduate School is aware that your application is being processed as a paper application rather than an OTCAS application. You do not need to apply using the OTCAS service. You must pay the Graduate School Application Fee.

Upon successful completion of the pre-professional year in the MOT program and the completion of the BSHS degree requirements, the student will receive a BSHS degree. The student will then be admitted officially to the MOT program and complete it over the next two years.

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

- Complete the BSHS degree. The BSHS degree must be completed before the onset of classes in the summer semester of the first year of the MOT program.
- Complete the BSHS degree without any grades below a B in the BSHS upper division courses (or B- in BIOL 4474(L)).
- Apply to the Graduate School. Refer to the Graduate School's website for details. Application materials for the Graduate School are included in the MOT program application packet.
- Have a minimum grade point average (GPA) of 3.0 over all upper division coursework.

As part of your Occupational Therapy program, you will be placed in several off-campus sites for clinical training. You will be asked to provide documentation demonstrating successfully completion of a series of immunizations and/or waiver request, drug testing, and a criminal background check prior to entering the program.

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

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

The Occupational Therapy Program strongly recommends that students begin their application process to the MOT program no later than October of their pre-professional year. This will ensure the students have enough time to complete their observation hours, solicit letters of reference, and take the GRE or MAT in a timely fashion.

BSHS Student Responsibilities

While in their pre-professional year, BSHS students are accountable for all the rules, responsibilities, and expectations of all students in the MOT program. Grades lower than a B (or lower than a B- in BIOL 4474(L)) during the pre-professional year will prevent admission into the MOT program.

Professional Fees

While participating in the coursework during their pre-professional year, BSHS students regularly consume materials and supplies, resources, space, and staff, and faculty time. Therefore, in line with the MOT students, BSHS students must pay professional fees to help offset costs incurred by their participation in their pre-professional year. The professional fee schedule may change based upon several factors, including, but not limited to the discretion of the program, university, or the Idaho State Board of Education. The current professional fee and tuition schedule may be found online at (<https://www.isu.edu/costinfo/professional-fees/>).

SECTION VIII- RULES AND REGULATIONS FOR STUDENT BEHAVIOR

While enrolled in the Occupational Therapy Program students are expected, at all times, to act in accordance with the Idaho Statutes, TITLE 54 PROFESSIONS, VOCATIONS, AND BUSINESSES, CHAPTER 37 OCCUPATIONAL THERAPY PRACTICE ACT, commonly referred to as the “Idaho Occupational Therapy Licensure Law and Regulations”

(<https://apps.dopl.idaho.gov/DOPLPortal/BoardPage.aspx?Bureau=OCT>). When a student participates in a clinical affiliation or fieldwork sites outside of Idaho, the student must obtain, review, and comply with the relevant Occupational Therapy licensure laws, statutes, and regulations of each state in which they have a fieldwork site or clinical affiliation.

At all times while enrolled in the Department of Occupational Therapy, students are expected to act in accordance with the Academic Integrity and Dishonesty Policy of the Kasiska Division of Health Sciences

(https://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/).

At all times while enrolled in the Department of Occupational Therapy, students are expected to act in accordance with the AOTA Code of Ethics

(https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics) and Generic Abilities

(<https://blogs.lsc.edu/ptaclinicaleducation/wp-content/uploads/sites/35/2015/03/generic-abilities-chart.pdf>).

When using social media associated with university related activities, students are expected to follow the KDHS Social Media Guidance Document (<https://www.isu.edu/healthsciences/social-media/>).

Students are also expected to follow the rules and regulations of University student behavior, as specified in the Student Conduct System (<https://www.isu.edu/deanofstudents/student-conduct/>).

Rules and Regulations Specific to the Department of Occupational Therapy:

Academic Setting:

1. Students will adhere to the following departmental guidelines regarding class attendance, participation, and completion of requirements as well as any specific policies stated in the course syllabus for each class. Students will notify the course instructor of anticipated absence from required activities or classes. In the event of emergency absence, students will notify the course instructor as soon after the absence as is reasonably possible.
 - Attendance: Students are expected to attend all classes, labs, and fieldwork sessions in person unless otherwise directed by their instructor. If students are not able to attend due to extenuating circumstances, they must notify the instructor ahead of class time. In the event of an emergency absence, students will notify the course instructor as soon after the absence as is reasonably possible. It is the responsibility of the student to get materials they missed from a classmate. Students who miss class may miss the opportunity to earn points for the day (attendance/participation points, exit tickets, in-class activities/assignment, etc.) as outlined by each course syllabus. Unexcused absences will be reported to the student's academic advisor.
 - Tardiness: Students are expected to arrive to class on time, ready to engage in class activities at the scheduled start time. If students are going to be late due to extenuating circumstances, they must notify the instructor ahead of class time. Significant incidents of tardiness or patterns of tardiness will be reported to the student's academic advisor.
 - Bereavement: The ISU MOT program does not have a formal policy regarding student bereavement related to the loss of a close family member. In general, the following statement will be supported by the faculty on a case-by-case basis. If a student needs to miss class activities in order to attend memorial services of a close family member, it is the student's responsibility to notify the faculty member. It will then be responsibility of the student to request class notes and handouts from a classmate. It will be left to the discretion of the faculty member whether they share any recorded lectures with the student. If a student will miss a quiz, exam, or assignment due date, it is the student's responsibility to negotiate make-up dates as appropriate before missing said item. For this statement, a close family member could be defined as a parent, spouse, sibling, child, grandparent, or in-law. This statement is written to support the mental and emotional health of students attending the MOT program. If a student requires additional support services beyond bereavement leave, they will be

directed to the Counseling and Testing office on campus for further support.

- Late work: Work is due at the scheduled time. Work submitted late will be subject to a penalty of 25% of the points for each day that it is late. For example, if an assignment is turned in 1 minute-23 hours and 59 minutes late, there will be a 25% deduction in the earned points. As assignments are used to demonstrate that students are meeting ACOTE standards, students are required to submit all assignments, even if they are submitted late enough to earn 0 points.
 - Far sight behavior: Students are expected to be engaged in each class and lab fully, even if they do not have an instructor in their location. Students should avoid side conversations and comments, etc., as these behaviors are disruptive to both sites and significantly affect the ability of other students as well as instructors to attend to class activities.
 - Technology use: While our program utilizes technology in classes to facilitate instruction across two sites, the faculty recognize that the use of technology in classrooms can be disruptive to the learning process, both to the person using technology and their peers, when it takes attention away from learning. As such, students are expected to use technology responsibly in the classroom to facilitate their attention to classroom activities. This means students should avoid engaging in non-class activities such as checking and sending email, shopping, playing games, and so on during classes. Students may be asked to sign a technology agreement in classes that more specifically outline expectations.
2. Students will dress appropriately for class activities and for weather, maintaining a professional appearance to the public.
 3. As per departmental requirements, students will meet with their faculty advisors no less than one time each semester. During these advising meetings, students will be reminded of who their advisor is and when to meet with their advisor with concerns related to academic success, professional behaviors, and/or fieldwork education, as well as the chain of command when working through difficult situations.
 4. Students are expected to use class time for an open discussion of concepts, opinions, and information when discussion time is scheduled. Behavior that represents a lack of respect for the views of faculty, guest lecturers, or other students will be grounds for disciplinary action.
 5. Students must undergo a screening annually for basic health status or request a waiver from the Office of Equity and Inclusion. Students are required to provide proof of updated immunizations for measles, mumps, and rubella, and their annual TB test. All immunizations and health screenings required by clinical facilities sites are the responsibility of the student to obtain or request a waiver as stated above.
 6. It is strongly recommended that students carry or are otherwise covered by general health insurance at all times, while enrolled in the program. The insurance is the responsibility of the student.

7. Students will comply with criminal background check procedures as outlined in the MOT Fieldwork Manual.
8. Students will obtain BLS CPR at time of acceptance to the program, and will maintain it throughout their remaining academic and clinical experiences associated with the program.
9. Students will uphold the standards found within the 2020 Occupational Therapy Code of Ethics (the Code) of the American Occupational Therapy Association (AOTA) at all times.

Clinical Setting:

1. Students will follow the rules of the facility for student/employee behavior, dress and attendance.
2. Students will notify the AFWC and the Fieldwork Educator of anticipated absence from the facility. In the event of emergency absence, notification will be made as soon after the absence as is reasonably possible. Absences from the facility must be made up before completion of the clinical affiliation, on a schedule arranged between the student, the Academic Fieldwork Coordinator, and the Fieldwork Educator.
3. Students will be responsible for arranging their own transportation, food, and lodging during their clinical affiliations and the related costs incurred during the affiliation.
4. Students are responsible for updating their address, phone number, and email address through their Bengal Web and EXXAT accounts. This includes temporary contact information while they are on fieldwork.
5. Students will abide by the Fieldwork Handbook for further rules and regulations related to fieldwork.
6. Students will uphold the standards found within the 2020 AOTA Code of Ethics at all times.

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

Following the completion of the academic and clinical fieldwork experience the student will perform at the competency of an entry-level occupational therapist. The following skills are typically required for successful completion of both didactic and clinically oriented coursework within the occupational therapy program. These skills are found within the goals and objectives as specified in the syllabi of the following ISU courses: OT 5505, OT 4406/5506, OT 4412/5512, OT 4413/5513, OT 5514, OT6615, OT 4421/5521, OT 4422L/5522L, OT 5523, OT 5524, OT 5525, OT 5526, OT 5527, OT 5528, OT 5531, OT 5532, OT 6633, OT 6634, OT 4442/5542L, OT 5544L, OT 5545L, OT 5546L, OT 5547L, OT 5548L, OT 5571, OT 5581, OT 5582, OT 5583, OT 5584, OT 6691, OT 6692, OT 6693, OT 6694, OT 5599, BIOL 4474L/5574L, BIOL 4402/5502.

Skills Commonly Required for Successful Completion of the Idaho State University Occupational Therapy Program, with or without a reasonable accommodation

Motor and Praxis Skills:

- Squat, crawl, bend/stoop, reach above shoulder level, kneel, and climb stairs
- Lift and carry up to 50 pounds and exert up to 100 pounds of force for push/pull
- Move from room to room and maneuver in small spaces
- Maintain balance while standing, bending, and reaching
- Guard and assist others with ambulation
- Use hands repetitively; use manual dexterity
- Perform CPR for 3 minutes
- In a single day - sit 2-4 hours, stand 6-7 hours, travel 1-8 hours

Sensory Skills:

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

Cognitive Skills:

- Remain alert and awake for 3 hours
- Follow verbal and written instructions
- Focus on a task for 3 hours
- Divide attention between 2 or more things (keep track of time while interviewing a client)
- Self-direct focus back to task as needed
- Remember information
- Use sound judgment and safety precautions to prevent injury to self or others
- Recognize problems or errors
- Generate solutions to problems
- Anticipate problems
- Plan ahead
- Organize space and materials
- Prioritize tasks
- Self-evaluate performance

Emotional Regulation Skills:

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

Communication/Interaction Skills:

- Communicate effectively through written and spoken English with others
- Adapt communication for intended audience
- Convey respect for others

- Interact and establish rapport with individuals and groups of people with diverse social, emotional, cultural, and intellectual backgrounds
- Work cooperatively with others
- Attend to non-verbal social cues

Classroom Accommodations for Students with Documented Disabilities

The MOT program is committed to all students achieving their potential. If you have a disability or think you have a disability which may require a reasonable accommodation, you are asked to contact the ISU Disability Services office (208) 282-3599, as early as possible. It is the responsibility of the student to disclose a disability at the time of their requesting a reasonable accommodation. The student must request his or her needed reasonable accommodations and provide written documentation to Disability Services specifying the requested reasonable accommodations. Accommodations will not be given retroactively. Instructors and students must adhere to the policies and procedures regarding accommodated testing referenced here: (<https://www.isu.edu/disabilityservices/alternative-testing/>)

Accommodations for Students with Documented Disabilities on Fieldwork

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

- 1) Students may disclose their disability to the Disability Services office and may request accommodations for the MOT program with Disability Services office consultation.
- 2) Students, the MOT program, and the Disability Services office may establish reasonable accommodations, based upon the essential functions of the fieldwork site.
- 3) Students, or the AFWC, with written student consent, may disclose the disability to the fieldwork site and request accommodations from the Clinical Fieldwork (CF) site, prior to the start of the placement. *
- 4) Students, the AFWC, the CF site, and the Disability Services office negotiate reasonable accommodations based upon essential functions of the fieldwork site, prior to placement.

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

SECTION IX- DISMISSAL, WITHDRAWAL, LEAVE OF

ABSENCE, AND GRIEVANCE

Dismissal:

Failure to meet the academic requirements described in Section VI are grounds for dismissal from the graduate entry-level program in Occupational Therapy.

The MOT program will follow the Dismissal process outlined by the Graduate School, including notifying students of pending dismissal fifteen working days prior to the date program decision makers will meet, notifying the student of dismissal in writing within five days of the decision, and following the appeal of dismissal process. Detailed information about this process can be found at: (<https://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>)

Withdrawal:

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

- Date of withdrawal
- Statement of reason for withdrawal

A student who has withdrawn from the graduate entry-level program in Occupational Therapy may apply for readmission to the program during the next regular admission cycle following withdrawal. Applications for readmission will be considered by the admissions committee on an individual basis.

ISU POLICY ON WITHDRAWAL AND DROP:

(<https://www.isu.edu/financialaid/withdrawal--dropping-classes/>)

Leave of Absence:

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

The occupational therapy program is a three year "lock step" progressive program in curriculum and fieldwork affiliations. Students who are granted a leave of absence or are dismissed and then reinstated through the outlined appeals process, must complete the program in no more

than four years from the time of initial admission into the program. This ensures the student will maintain a reasonable progression of training in occupational therapy and not be hindered in retaining both academic and clinical knowledge, due to his or her absence from the program over an extended period of time.

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

Appeal of a Grade:

NOTE: Students should refer to and review the Graduate Catalog for specific policies regarding appeals of grades and/or dismissal.

ISU POLICY ON APPEALS AND DISMISSALS:

(<https://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>)

Grievance Policies and Procedures

Students who feel they are being subjected to any type of discrimination or harassment by any member of the faculty or staff of the University should

ISU POLICY ON STUDENT GRIEVANCE: (<https://www.isu.edu/eisu/complaint-procedures/>)

Title IX

If you have been a victim of...

Sexual assault

Sexual harassment

Domestic/dating violence

Stalking

Sex-based discrimination

Pregnancy discrimination

...We are here to help.

ISU is committed to providing a safe educational and work environment. As a university community, we value compassion and the safety of all employees and students. Sex- and gender- based discrimination (including sexual harassment, sexual violence, dating/domestic violence, and stalking) limit access to education and work opportunities. ISU will follow the guidelines set forth in Title IX of the Education Amendments of 1972 to stop, remedy, and prevent negative effects of sex- and gender-based discrimination.

ISU is dedicated to ensuring a prompt, effective, and compassionate response to any report of sex- or gender-based discrimination. **To report possible discrimination**, ask questions, or communicate concerns, contact Ian Parker, ISU Title IX coordinator at 208-282-1439 or email ianparker@isu.edu.

To report online, use the [secure online incident form](#)

Sexual and Gender Identity Statement

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

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

(<https://www.isu.edu/media/libraries/aaeo/Sexual-Orientation-and-Gender-Identity-Policy-ISUPP-3060.pdf>)

OT Program Management of Student Complaints

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

Procedure: The management and redress of student complaints will proceed in a manner consistent with the organization of the MOT program and its parent Department of Occupational Therapy. Specifically, a student should initially discuss and attempt to resolve the subject matter of the complaint with the faculty/staff with whom that student has an issue. Should they fail to reach an amicable resolution, the student should then address the complaint to her/his faculty advisor (verbally and in writing), who will serve as a mediator, and an investigator and attempt to come up with a resolution to the situation. Should an amenable resolution not be achieved through this process, the student should then address her/his concerns to the Occupational Therapy Program Director in writing. The Occupational Therapy Program Director will work with both the student and faculty/staff to resolve the issue in a fair and reasonable manner. Should an amenable resolution not be achieved, then the student

should proceed with filing a formal grievance according to the policies and procedures set forth in the Graduate Catalog.

SECTION X- SAFETY AND SECURITY

The mission of Idaho State's Department of Public Safety is to provide a peaceful and secure environment reasonably free from the threat of physical harm, property loss, and disruptive activity; and to promote mutual cooperation and conflict resolution in establishing a positive atmosphere in which effective learning and social interaction can take place.

Maintaining a healthy and secure campus community for students, staff, and faculty means:

- Being prepared for what to do in the event of an emergency
- Being proactive and having the right tools to respond
- Providing professional and empathic assistance to our customers

Emergency Guidelines

Public Safety provides plans and response guidelines in case of emergency which can be found here: (<https://www.isu.edu/publicsafety/>)

Clery Act

The Clery Act requires colleges and universities to report crimes that happen on and around their campuses. The Clery act requires the University to maintain a daily crime log, publish an annual security and fire report, and submit yearly crime statistics to the Department of Education. For more information please review this link: (<https://www.isu.edu/clery/>)

Building Security Procedures

Faculty and departmental offices and clinical areas are not accessible after hours or on weekends unless faculty members have been contacted as to the need for access. The labs will be open on a scheduled basis for specific functions conducted for class or laboratory activity and research. When students treat clients or conduct research, a faculty member must be on site for appropriate consultation and supervision. Only in extreme emergencies should students call security to gain access to laboratories during non- business hours.

Clinical Equipment and Supplies

In order to promote safety throughout clinical procedures, therapeutic equipment must be cleaned and maintained on a regular basis. Clinical facilities, instructional and research spaces, and supplies and equipment must be maintained to ensure an acceptable level of safety and

quality for use as a part of coursework, laboratories, routine clinical care, and research activities.