

College of Health Sciences

# Occupational Therapy Department Doctorate Program

## Student Handbook

Class of 2026

Matriculation 2023



HELLO

# Welcome to Rush University!

As a doctoral student in occupational therapy, you have entered a community of health care providers with all the rights, privileges, and obligations that accompany your new role. This handbook is intended to provide you with the basic information you will need on your academic journey.

General information about Rush University is on the Rush University website ([www.rushu.rush.edu](http://www.rushu.rush.edu)). For additional occupational therapy information, please also refer to the Rush University Department of Occupational Therapy web page ([www.rushu.rush.edu/occuth](http://www.rushu.rush.edu/occuth)).

Rush University and the College of Health Sciences Policies and Procedures may be found in the Rush University Catalog through RU connected. The Rush University Catalog contains information about being a student of Rush University. This handbook contains information specific to your life as a Rush University Department of Occupational Therapy student. As you proceed, if you have questions not addressed with these pages, please contact your Academic Advisor or the Academic Coordinator for assistance.

The faculty extends our best wishes for your success in the program.



# Table of Contents

PLEDGE OF RESPONSIBILITY & HANDBOOK ACKNOWLEDGEMENT.....	3
OCCUPATIONAL THERAPY PROGRAM .....	4
Historical Overview of the Program .....	4
Rush University Department of Occupational Therapy Mission .....	4
Rush University Department of Occupational Therapy Vision .....	5
Department of Occupational Therapy Philosophy on Education.....	5
Student Learning Outcomes .....	6
Accreditation Status of the Program .....	6
Curriculum Design .....	7
Faculty .....	16
RUSH UNIVERSITY OCCUPATIONAL THERAPY PROGRAM REQUIREMENTS & ACADEMIC POLICIES.....	17
New Student Orientation.....	17
General Program Expectations.....	17
COVID-19 Policies .....	17
Academic Calendar & Registration.....	17
Academic Advisors Commitment .....	18
Assignment of Grades .....	18
Attendance Expectations .....	19
Examinations .....	20
Practicum Experiences .....	20
IDEA Surveys .....	20
Communication & Professional Development.....	20
Commitment to a Safe & Inclusive Classroom Experience.....	21
Recommended Dress.....	22
Department-Student Communications .....	22
Personal Identification Change .....	22
Text Books .....	23
Copying .....	23
Curriculum Changes.....	23
Leave of Absence & Withdrawal.....	24
Academic Misconduct.....	25

Student Appeal Process for Decisions Regarding Academic Misconduct.....	25
Technical Standards .....	26
Rush University Policies & Procedures for Student Accessibility.....	28
UNIVERSITY AND COLLEGE OF HEALTH SCIENCES POLICIES AND PROCEDURES	28
<b>OCCUPATIONAL THERAPY FIELDWORK</b> .....	29
OCCUPATIONAL THERAPY DOCTORAL CAPSTONE.....	36
HEALTH AND SAFETY REQUIREMENTS .....	39
GRADUATION .....	42
Requirements.....	42
Rush University Commencement.....	42
OT Pinning Ceremony .....	42
Student Awards .....	43
NBCOT Certification Examination.....	45
Illinois Licensure.....	45
APPENDICES .....	46
Professional Associations and Publications .....	46
Membership & Participation Professional Organizations.....	46
Student Occupational Therapy Association.....	46
Coalition of Occupational Therapy Advocates for Diversity .....	47
Rush Occupational Therapists in Action .....	47
Core Faculty Phone List.....	47
SPECIAL NEEDS REQUEST FORM .....	48
Departmental Policies .....	50
DEPARTMENT OF OCCUPATIONAL THERAPY – Course Descriptions.....	62



## **PLEDGE OF RESPONSIBILITY & HANDBOOK ACKNOWLEDGEMENT**

I have received a copy of the Rush University Occupational Therapy Department Student Handbook. I am responsible for reading and understanding all the details and following all the guidelines listed here and on the RUSH orientation website. In addition, I have reviewed and am responsible for understanding the OT Department, Rush University, and Rush University College of Health Sciences' policies and procedures found in the Rush University Catalog and the Rush University Student Handbook.

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Student's Signature

Date

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Student's Printed Name

Date

*Prepared by the Department of  
Occupational Therapy, Rush University*

# **OCCUPATIONAL THERAPY PROGRAM**

## **Historical Overview of the Program**

Occupational therapy has had a strong presence in Rush's institutional history since the early nineteen hundreds. Archives indicate the Women's Board Auxiliary donated funds in 1916 to establish classes in "occupation" organized and managed by Susan Tracy, a well-known figure in occupational therapy history. Shortly thereafter, the occupational therapy department was established and supported by the Woman's Board Auxiliary until 1937. At that time, the hospital assumed administrative responsibilities for occupational therapy, which continues to this day.

The Board of Trustees of Rush-Presbyterian-St. Luke's Medical Center established Rush University in 1972 as a private higher education institution dedicated to the education of health professionals. In 1976, the College of Health Sciences was created and two years later, Cynthia Hughes-Harris, Ph.D., OTR/L, FAOTA was recruited to the position of Assistant to the Dean to determine the feasibility of an occupational therapy program. Initially the program was established as a post-professional Master of Science in Occupational Therapy with the first class being admitted in 1980. The program was reconfigured to an entry level Master of Science in Occupational Therapy in 1986. Thirty years later the faculty decided to convert to an entry-level Occupational Therapy Doctorate with the first students admitted in the fall of 2017 and graduated in the spring of 2020.

Since the inception of the academic program there has been a close relationship between the academic and clinical components of occupational therapy. This relationship supports our practitioner-teacher-investigator model and allows students to have contact with faculty and clinicians, as well as regular immersion into clinical settings throughout the medical center. Beginning the first semester, our students are assigned clinical practicum experiences. These clinical experiences continue throughout the program and culminate with the completion of the Individual Doctoral Experience during the last semester students are on campus. It is this clinical immersion that allows students to apply classroom material to real-life learning situations in real-life settings. The faculty believes this clinical immersion is essential for the transformation of students into world-class occupational therapists. The current chair of the Rush University Department of Occupational Therapy, Becky Ozell, DHS, OTR/L, FAOTA works closely with the clinical director of occupational therapy in the medical center, Brenda Koverman, MBA, MS, OTR/L to maintain and explore avenues to expand this relationship.

The Department of Occupational Therapy is well regarded within the Rush system, as well as the occupational therapy community. The program received the maximum 7 year accreditation for its Entry Level Occupational Therapy Doctorate program in 2019 from the American Council for Occupational Therapy Education. In addition, the program is ranked 23<sup>rd</sup> in the country by U.S. News & World Report.

## **Rush University Department of Occupational Therapy Mission**

Through the use of the Practitioner-Teacher-Investigator model, the Department of Occupational Therapy is committed to excellence in education, service, scholarship and healthcare delivery while fostering an environment of diversity and inclusion.

## **Rush University Department of Occupational Therapy Vision**

The Department of Occupational Therapy will be a recognized national leader in education, scholarship, service, and innovative academic clinical partnerships that promote excellence in healthcare delivery.

### **Rush University Department of Occupational Therapy Values**

The Department of Occupational Therapy embraces the Rush *ICARE* values of *Innovation*, *Collaboration*, *Accountability*, *Respect*, and *Excellence* to guide our mission and vision. The staff, students and volunteers of this department are committed to executing these values with compassion.

## **Department of Occupational Therapy Philosophy on Education**

Occupational therapists recognize humans as complex beings engaged in and organized around occupations occurring within the physical, temporal, cultural, psychological, spiritual, and virtual environments (AOTA, 2014; AOTA, 2017). When dysfunction or internal or external contexts limit or prevent participation, occupational therapists enable doing in a variety of ways. The practice of occupational therapy involves clients, individuals, groups, or organizations, their attributes, and the multiple environmental contexts that comprise occupational performance. Occupational therapy interventions are designed to facilitate people to adapt and change in order to improve their engagement in occupational performance across the lifespan.

Rush University Department of Occupational Therapy faculty members fulfill roles as practitioner-teacher and investigator, a combination that infuses the curriculum with contemporary and scholarly perspectives to prepare students to meet the occupational needs of society. Graduate courses and clinical experiences build on students' past knowledge and skills to encourage transformative and integrative learning. The critical self-reflection of the transformative learning process encourages examining, questioning, validating, and possibly revising prior knowledge so that new perceptions and meanings may evolve (Cranton, 2006). Integrative learning expands on this process by facilitating students' ability to connect ideas, concepts, and experiences to better adapt to novel and complex issues (Huber & Hutchings, 2004). The end result is a learner who is intellectually flexible to meet the needs of complex clients in a continually changing society. A program based on transformative and integrative learning builds on a student's past, connects it to present activities, and predicts a future in which they are competent and capable to respond to the ongoing needs of the profession and the clients we serve.

The curriculum builds towards leadership in professional reasoning and meeting the needs of an increasingly dynamic profession. Self-directed learning and critical thinking using evidence-based research and practice are fostered through faculty mentorship, problem solving, collaborative activities, and critical inquiry in the classroom, clinic, and community to promote entry-level performance. The individualized doctoral experience establishes a trajectory that enables students to become an emerging leader in their professional practice. Rush occupational therapy graduates are prepared to work in traditional and emerging practice settings, but more importantly, are ethical, flexible, creative, autonomous, and informed practitioner-teacher-investigators.

## References

- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process. (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- American Journal of Occupational Therapy. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 72(Suppl.2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>
- Cranton, P. (2006). *Understanding and promoting transformative learning* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.
- Huber, M.T., & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington D.C.: Association of American Colleges and Universities.

## **Student Learning Outcomes**

At the end of this program students will:

1. Apply and adapt the philosophy of occupational therapy to clinical practice.
2. Demonstrate understanding of the foundations of human function and analyze its impact on occupational performance.
3. Utilize entry-level professional reasoning in all aspects of occupational therapy service delivery.
4. Evaluate the needs and priorities for intervention based on appreciation and understanding the occupational needs of clients within the context of their physical, social, temporal, and cultural environments.
5. Design, appraise, and articulate theoretically based interventions that address the client's occupational needs.
6. Formulate a professional values system that incorporates evidence-based practice.
7. Integrates professional leadership in occupational therapy services within complex community and health delivery systems.
8. Generate and disseminate new knowledge to promote occupational therapy as a powerful, widely-recognized, science-driven and evidence-based profession.
9. Justify the distinct value of occupational therapy and its contribution to the interprofessional team for optimal patient care.
10. Develop or modify new or existing occupational therapy programs based on critical contextual analysis.

## **Accreditation Status of the Program**

The entry-level Occupational Therapy Doctorate program at Rush University is approved by the Illinois Board of Higher Education and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). This council accredits and reviews all of the occupational therapy and occupational therapy assistant programs in the United States. ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage and the ACOTE website: [www.acoteonline.org](http://www.acoteonline.org). Questions concerning accreditation should be directed to the ACCOTE (301) 652-6611, [www.acoteonline.org](http://www.acoteonline.org), or write: Accreditation Council for Occupational Therapy Education (ACOTE)

## **Curriculum Design**

The increasingly dynamic healthcare system requires graduates of an occupational therapy program to be flexible, autonomous, broadly educated generalists and leaders who use creative and professional reasoning with great effectiveness and efficiency to successfully engage in interprofessional client care. To meet these needs, the occupational therapy curriculum at Rush University is designed to build on and develop knowledge and skills at increasing levels of complexity, competence, and integration. The Practitioner-Teacher-Investigator (PTI) Model is the hallmark of Rush University. Given this model, the curriculum is encapsulated by academic clinical partnerships. This partnership allows students to learn from faculty who are active in practice and affords students opportunities to engage in clinical experiences throughout the curriculum. These clinical experiences empower integrative learning by applying classroom learning to clinical practice (Huber & Hutchings, 2004).

The sequence of the occupational therapy curriculum encourages students to construct their knowledge and skills at increasing levels of complexity, competence, and synthesis. As such, the curriculum mirrors transformative learning (Cranton, 2006). Transformative learning is achieved through critical self-reflection. It is constructivist in nature and marked by an increased ability to validate prior learning through self-reflection and act on the insights obtained (Mezirow, 1991). As this collaborative learning process evolves through modeling and mentoring relationships and development of skills in evidence-based practice, research, and management, the occupational therapy student prepares for leadership roles in clinical practice. The curriculum yields a discerning practitioner-investigator who is able to identify and design theoretically based interventions that address client's occupational needs while simultaneously attending to detail within the larger context.

The curriculum threads are conceptualized in a butterfly design, which reflects the schematic of the hospital tower at Rush University Medical Center. The butterfly design is a symbol of the transformation which has occurred within the medical center over the past ten years, and which is ongoing in the patients we treat and students we prepare to be occupational therapists. Occupational performance forms the foundation of the curriculum. As occupational therapists we believe in the power of occupation as both a means and an end to transform lives (American Occupational Therapy Association, 2014). Learning activities shape the student's holistic understanding of the relationship between engagement in occupation and health and wellness and their ability to evaluate and report the effectiveness of occupational therapy interventions to the interprofessional team. Given the individual nature of occupational performance, students must appreciate the client-centered practice concepts at the heart of the profession. Client-centered care requires practitioner/client collaboration and consideration of the diversity of the clients' goals, skills/abilities, culture, and learning style (Boyt Schell, Scaffa, Gillen & Cohen, 2014). To accomplish this, it requires the student to:

- Understand the theoretical foundation of occupation – this includes the foundation of human performance, increased knowledge of occupation as both an intervention and an end goal, and the impact of occupational performance on health and wellness.



- Continuum of practice – knowledge of lifespan and occupational development, as well as knowledge of medical conditions and practice along the contextual continuum, i.e., acute care, rehab, outpatient, community-based care, etc. is essential for optimal client-centered care.
- Evidence-based practice – focus throughout the curriculum is placed on the use of evidence to guide evaluation and intervention. Creation of evidence is also stressed to contribute to the knowledgebase of the profession.
- Professional reasoning – in order to respond to the dynamic needs of the client, it is essential that the practitioner be grounded in professional reasoning. Development of this reasoning begins during the first semester of the program and continues throughout the program.

The Rush University occupational therapy curriculum sequence empowers students to construct their knowledge, perception, and skills at increasing levels of complexity, competence, and integration. The curriculum sequence includes:

1. Understanding General Bodies of Knowledge – Foundational knowledge of an individual's functional skills and abilities is required for understanding success or failure in the engagement of occupational performance. This foundation is built on accumulated knowledge in behavioral, social, developmental, biological, and physical sciences, education, and contemporary societal events.
2. Understanding Client-Centered Occupational Performance – Focuses on the domain of occupational therapy across the lifespan. At this stage, previously learned information is incorporated into the occupational therapy perspective.
3. Application and Evaluation of Knowledge to Practice – Builds on previous knowledge of occupational performance and how this knowledge is assimilated into practice. Concentrates on the refinement of the meaning, functions, and application of occupational therapy to a variety of clinical contexts. Allows for continued development of professional reasoning skills and appreciation of evidence-based evaluations and interventions to support practice.
4. Synthesis of Professional Reasoning Skills and Competencies - Integrates the roles and functions of the occupational therapist and combines previous learning to create conceptual and technical competence. Instills acceptance of self as a professional with acknowledgement of concomitant responsibilities, duties, and rewards.
5. Creation of New Knowledge – Engages in and disseminates scholarship focused on advancing research, academics, and/or practice within the profession of occupational therapy (Kielhofner, 2005; Crepeau & Wilson, 2013).

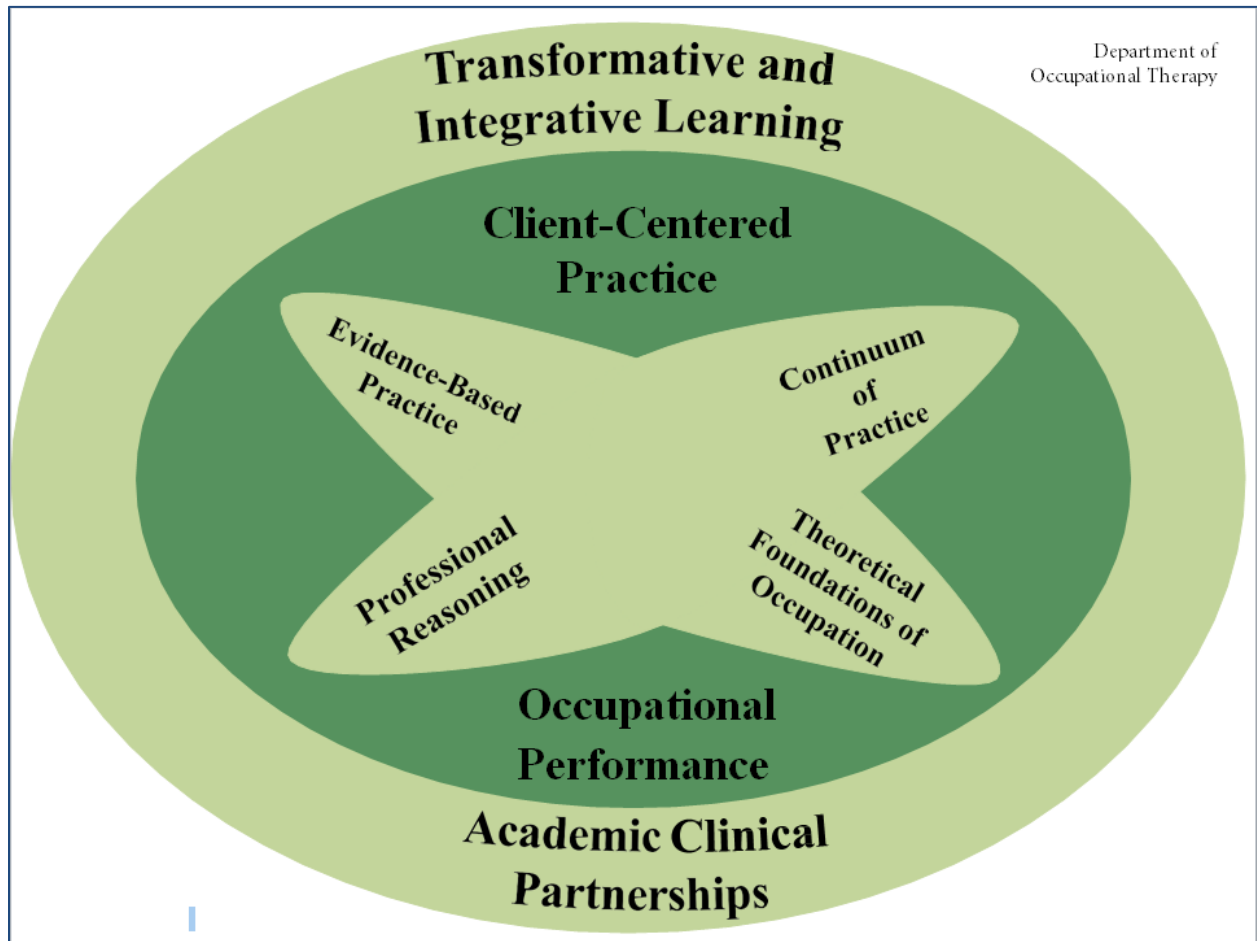
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- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process. (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- Boyt Schell, B.A., Scaffa, M.E., Gillen, G., & Cohn, E.S. (2014). Contemporary occupational therapy practice. In B.A. Boyt Schell, G. Gill, & M.E. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (pp. 47-58). Philadelphia: Lippincott Williams & Wilkins.

- Cranton, P. (2006). *Understanding and promoting transformative learning*. 2<sup>nd</sup> ed. San Francisco: Jossey Bass Inc.
- Crepeau, E.B. & Wilson, L.H. (2013). Emergence of scholarship in the American Journal of Occupational Therapy. *American Journal of Occupational Therapy*, 67(4), e66-376. <http://dx.doi.org/10.5014/ajot.2013.006882>
- Huber, M.T., & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington D.C.: Association of American Colleges and Universities.
- Kielhofner, G. (2005). Scholarship and practice: Bridging the divide. *American Journal of Occupational Therapy*, 59(2), 231-239.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey Bass Inc.

## FIGURE 1: CURRICULUM DESIGN

### *Underlying Themes and Interwoven Constructs*



**FIGURE 2: CURRICULUM SEQUENCE: Simple Sequence**

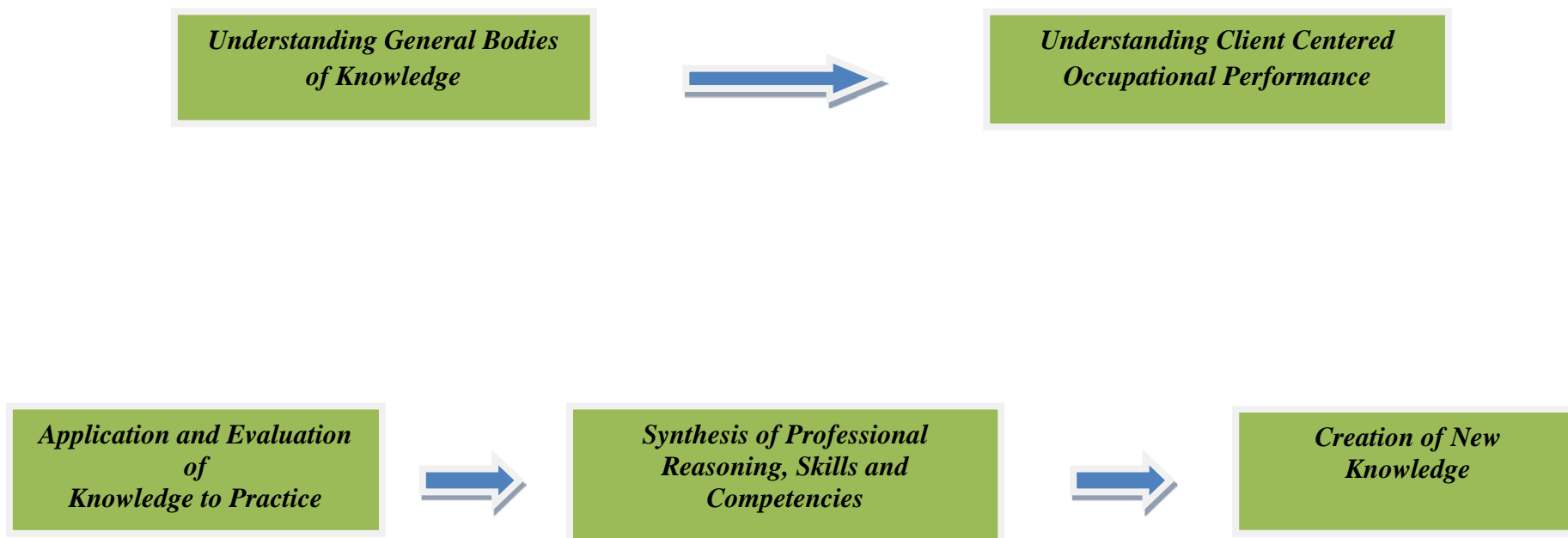
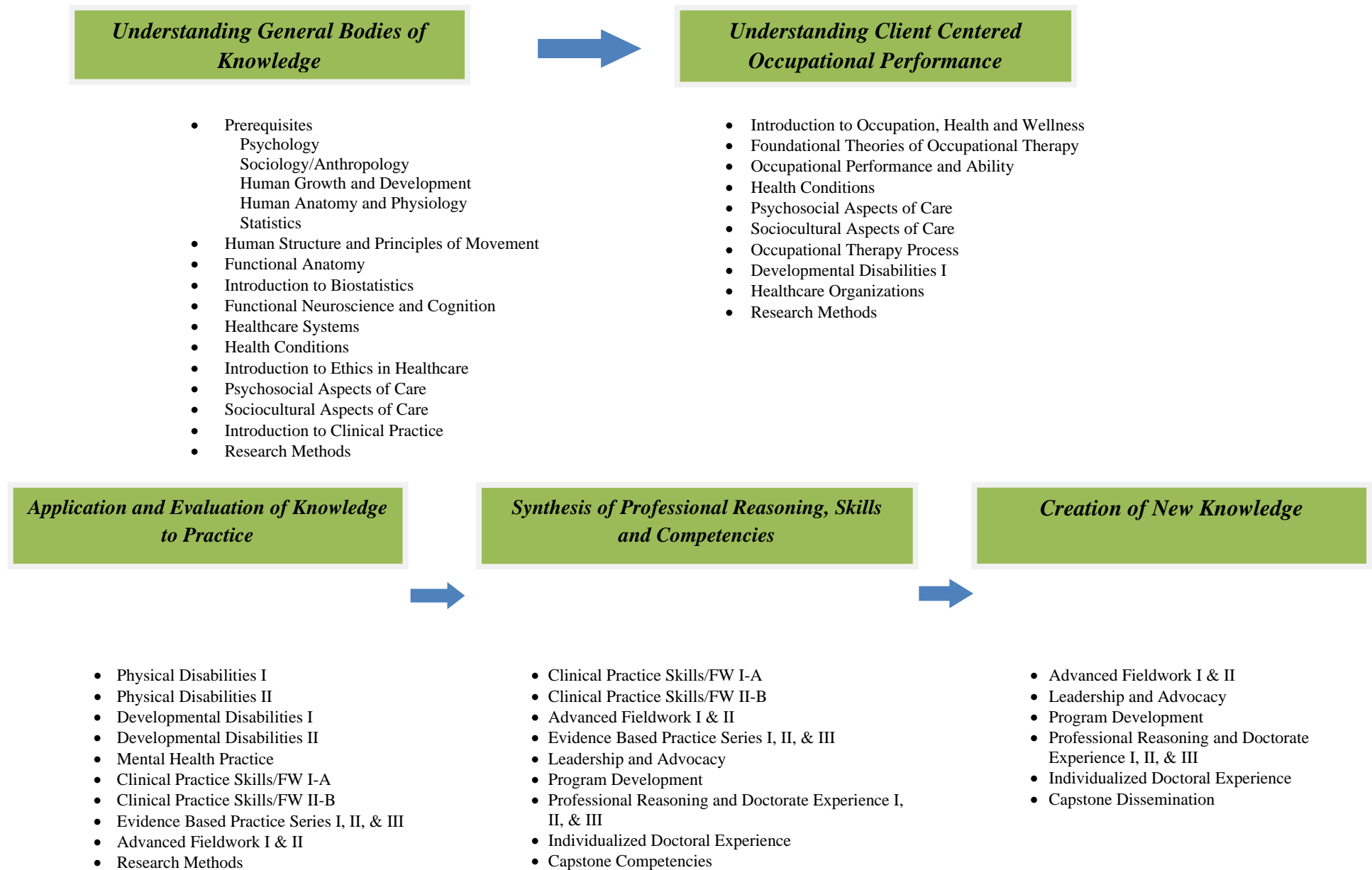


FIGURE 3: CURRICULUM SEQUENCE: Detailed Sequence





## Understanding General Bodies of Knowledge



## Understanding Client Centered Occupational Performance



## Application and Evaluation of Knowledge of Practice



## Synthesis of Professional Reasoning, Skills and Competencies



## Creation of New Knowledge



### Pre-Req

- Psychology
- Sociology/Anthropology
- Human Growth & Development
- Human Anatomy & Physiology
- Statistics

### S1 FALL

- Health Conditions (4)
- Introduction to Clinical Practice (2)
- Human Structure & Principles of Movement (3)
- Functional Anatomy w/Lab (2)
- Introduction to Occupational Health and Wellness (3)

### S2 SPR

- Introduction to Biostatistics (2)
- Research Methods (3)
- Health Care Systems (3)
- Sociocultural Aspects of Care (2)
- Occupational Performance & Ability (3)
- Foundational Theories in OT (3)
- Research Methods (3)

### S3 SUM

- Functional Neuroscience & Cognition (4)
- Psychosocial Aspects of Care (3)
- Occupational Therapy Process (3)
- Evidence-Based Practice Series I (1)
- Developmental Disabilities I (3)
- Clinical Practice Skills/ FW1A(2)

Understanding General  
Bodies of Knowledge

Understanding Client  
Centered Occupational  
Performance

Application and Evaluation  
of Knowledge of Practice

Synthesis of Professional  
Reasoning, Skills and  
Competencies

Creation of New  
Knowledge

S4  
FALL

- Physical Disabilities I (4)
- Mental Health Practice (4)
- Evidence-Based Practice Series II (1)

- Clinical Practice Skills/FW1B (2)

- Program Development (2)

S5  
SPR

- Physical Disabilities II (4)
- Developmental Disabilities II (4)
- Evidence-Based Practice Series III (2)

- Evidence-Based Practice Series III (2)
- Professional Reasoning & Doctorate Experience I (2)

- Professional Reasoning & Doctorate Experience I (2)

S6  
SUM

- Advanced Fieldwork I (9)

- Advanced Fieldwork I (9)
- Leadership & Advocacy (2)
- Professional Reasoning & Doctorate Experience II (2)

- Leadership & Advocacy (2)
- Professional Reasoning & Doctorate Experience II (2)

S7  
FALL

- Advanced Fieldwork II (9)

- Advanced Fieldwork II (9)
- Professional Reasoning & Doctorate Experience III (1)
- Capstone Competencies (1)

- Professional Reasoning & Doctorate Experience III (1)

S8  
SPR

- Individualized Doctoral Experience (12)

- Individualized Doctoral Experience (12)
- Capstone Dissemination (1)

# Class of 2026 Course of Study

## YEAR 1

FALL 2023

### SEMESTER 1

OCC 501 Human Structure & Principles of Movement (3)  
OCC 501L Functional Anatomy w/Lab (2)  
OCC 520 Health Conditions (4)  
OCC 608 Introduction to Clinical Practice (2) **(Practicum #1)** ★  
OCC 600 Introduction to Occupation Health and Wellness (3)  
IPE 502 Interprofessional Patient Centered Teams (0)  
**Total = 14**

## YEAR 2

FALL 2024

### SEMESTER 4

OCC 612 Physical Disabilities I (4)  
OCC 614 Mental Health Practice (4) **(Group Dynamics)** ★  
OCC 618 Clinical Practice Skills/**FWI-B** (2) ★  
OCC 684 Evidence-Based Practice Series II (1)  
OCC 630 Program Development (2)  
**Total = 13**

## YEAR 3

FALL 2025

### SEMESTER 7

OCC 797 **Advanced Fieldwork II** (9) ★  
OCC 812 Professional Reasoning & Doctorate Experience III (1) OCC 820 Capstone Competencies (1)  
**Total = 11**

JANUARY 2024

### SEMESTER 2

CHS 601 Introduction to Biostatistics (2)  
OCC 576 Sociocultural Aspects of Care (2)  
OCC 609 Occupational Performance & Ability (3) **(Practicum #2)** ★  
OCC 620 Foundational Theories in OT (3)  
OCC 579 Research Methods (3)  
OCC 643 Health Care Systems (3)  
IPE 502 Interprofessional Patient Centered Teams (0)  
**Total = 16**

SPRING 2025

### SEMESTER 5

OCC 613 Physical Disabilities II (4)  
OCC 616 Developmental Disabilities II (4)  
OCC 685 Evidence-Based Practice Series III (2)  
OCC 810 Professional Reasoning & Doctorate Experience I (2)  
**Total = 12**

### SEMESTER 8

SPRING 2026

OCC 825 **Individualized Doctoral Experience** (12) ★  
OCC 828 Capstone Dissemination (1)  
**Total = 13**

**Total hours = 107**

SUMMER 2024

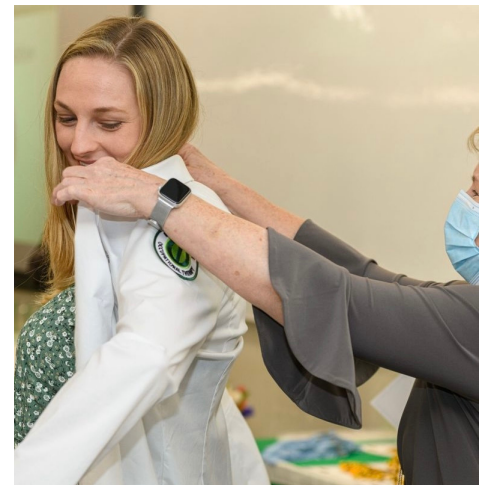
### SEMESTER 3

OCC 625 Functional Neuroscience & Cognition (4)  
OCC 607 Psychosocial Aspects of Care (3) **(Practicum #3)** ★  
OCC 610 Occupational Therapy Process (3)  
OCC 615 Developmental Disabilities I (3)  
OCC 617 Clinical Practice Skills/**FWI-A** (2) ★  
OCC 683 Evidence-Based Practice Series I (1)  
**Total = 16**

SUMMER 2025

### SEMESTER 6

OCC 795 **Advanced Fieldwork I** (9) ★  
OCC 644 Leadership & Advocacy (2)  
OCC 811 Professional Reasoning & Doctorate Experience II (1)  
**Total = 12**



★ Indicates a hands on clinical experience

## **FACULTY**

### **Rush University Department of Occupational Therapy: The Faculty and Their Specialties**

#### **Core Faculty**

**Paula Costello**, OTD, OTR/L, Thomas Jefferson University, Doctoral Capstone Coordinator & Assistant Professor; Pediatrics

**Bridget Hahn**, OTD, OTR/L, University of Illinois at Chicago, Academic Coordinator & Assistant Professor; Physical Rehabilitation, Occupation-Based Practice, Well-being

**Piper Hansen**, OTD, OTR/L, BCPR, University of Illinois at Chicago, Academic Fieldwork Coordinator & Assistant Professor; Neuro-Rehabilitation, Occupation-Based Practice and Assessment, Knowledge Translation

**Lauren Little**, PhD, OTR/L, FAOTA, University of North Carolina, Associate Dean of Research & Associate Professor; Pediatrics

**Rebecca Ozelie**, DHS, OTR/L, FAOTA University of Indianapolis, Department Chair/Program Director & Associate Professor; Physical Rehabilitation, Spinal Cord Injury and Burns

**Evguenia Popova**, PhD, OTR/L, University of Illinois at Chicago, Assistant Professor; Pediatrics, Community Practice, and Mental Health

**Ricardo Ramirez**, OTD, OTR/L, University of Illinois, Instructor; Oncology, Occupational Justice and Mental Health

**Steven Taylor**, OTD, OTR/L, University of Illinois, Assistant Professor; Hand Therapy and Cognition

**Laura VanPuymbrouck**, PhD, OTR/L, FAOTA, University of Illinois, Assistant Professor; Physical Rehabilitation, Healthcare Equity, Americans with Disabilities Act

#### **Part-time Faculty**

**Ryan Durkin**, OTD, OTR/L, MBA, RUSH Oak Park Hospital Outpatient Rehabilitation, Older Adult Home Modification Program, Management and Leadership

**Shalonda Hall**, OTD, OTR/L, CLT, GTS, Methodist Hospitals Outpatient Rehabilitation, Lymphadema, Physical Disabilities, Home Health

**Samantha Souza**, OTD, OTR/L, Northwest Community Hospital, Day Rehabilitation, Physical Disabilities, Health Equity, Aging, Telehealth

# **RUSH UNIVERSITY OCCUPATIONAL THERAPY PROGRAM REQUIREMENTS & ACADEMIC POLICIES**

## **New Student Orientation**

The Rush occupational therapy curriculum begins in September of each year, with orientation occurring at the end of August. All students admitted to the program, are expected to attend in-person orientation. At the orientation, students are introduced to the faculty and administrators, informed about student services and oriented to the curriculum design. Time is provided during orientation to meet academic advisors.

## **General Program Expectations**

The Rush University OTD program is a full-time program with classes occurring Monday-Friday, however, some evening and weekend hours may be required periodically for the completion of academic and clinical assignments. In these situations, students will be given ample notice to arrange their schedules accordingly. Although most classes are on campus, several courses are online, or partially online, with both asynchronous and synchronous sessions. Collaborative learning opportunities are commonly used in the curriculum, which means that students will need to work with their peers outside of scheduled class periods.

## **COVID-19 Policies**

As we continue to live with the realities of COVID, the university, college, and department continue to monitor the situation and make modifications as needed. In the event COVID regulations change, the model of course delivery may also change based on CDC, Illinois Department of Public Health, Chicago Department of Public Health, and university requirements. Please find current COVID-19 related policies and information [here](#).

## **Academic Calendar & Registration**

The Rush University Portal is Rush University's Web-based information system providing a single site for managing information and communications related to student's admission, academic data, financial aid, billing information, and student life. Students will be registered by the department as a cohort and notified once the process. Students are responsible for ensuring they are correctly registered in the portal each semester. Students will not be enrolled for classes if they have a balance on their university account or any health requirements or mandatory trainings are out of compliance.

The Academic Calendar for the University can be found at [www.rushu.rush.edu/rush-experience/student-services/office-registrar/academic-calendars](http://www.rushu.rush.edu/rush-experience/student-services/office-registrar/academic-calendars). The occupational therapy program follows the calendar marked CHS. The department will send out a schedule of classes approximately six weeks in advance of each semester by the Academic Coordinator. Classes are generally scheduled during the day, Monday through Friday.



## **Academic Advisors Commitment**

Once you have been accepted into the program, you will be assigned to a faculty member who will serve as your academic advisor through semester four. Upon assignment of a capstone site in semester 5 students will be paired with a clinical advisor who has expertise in the students interest areas and who will complete academic and capstone advising for the remainder of the program. The purpose of an advisor is:

- To provide a support system for the student.
- To function as a liaison between student, the University, and its representatives.
- To advocate on behalf of the student in case of special needs.
- To provide feedback and to synthesize input from other faculty about student performance and professional development.

Students are expected to make at least one appointment per semester with their advisor. The student or the advisor can initiate additional meetings. In accordance with ACOTE standard A.3.7, advising related to professional coursework, professional behaviors, fieldwork education, and the doctoral capstone will be the responsibility of the assigned occupational therapy faculty advisor.

The advisor is the student's representative to the faculty; any special requests should be communicated first to the advisor. Some requests entail that a decision be made by the faculty as a whole while others can be made by individual faculty. In either case, students will be informed of the decision through their academic advisor. Any requests for accommodations should be made directly with [Office of Student Accessibility Services](#). Please see the policy at the end of the handbook for further details.

## **Assignment of Grades**

Each instructor determines the grade requirement for his/her course. It is the responsibility of the student to become familiar with requirements and expectations of specific assignments. Grades are calculated to the tenth degree are not rounded. Grades are assigned as either a letter grade **A, B, C, D, F** or **Pass (P)/No Pass (N)** as indicated in the University Catalog. Any student not completing a course must take an incomplete (**I**) or withdraw (**W**) from the course. Students may not withdraw from classes during the last three weeks of any term. A student who submits a withdrawal form during the last three weeks of the term will receive a grade for the course. Students who withdraw from a required course must repeat the course at the next academic offering and should be aware a withdrawal from any course may delay progression through the program and graduation. *Note: the withdrawal policy is different for the Advanced Fieldwork courses. See fieldwork section of this handbook for more information.*

The grade of **I** (incomplete) is given only when circumstances beyond the control of the student prevent completion of course requirements. Students receiving an **I** are responsible for finding out from the instructor the exact work required to satisfy the course requirements. Incompletes must be resolved within one academic term (semester) unless an alternate agreement is made.

Students must successfully complete each course within a specified time in order to remain in the program. Students are evaluated regularly throughout each academic term using a variety of cognitive, psychomotor, and affective measures.

Only grades of A, B, C, & P will fulfill degree requirements in all non-elective courses listed in the curriculum outline. Academic probation is assigned to any student who earns a semester grade point average of 2.99 and below. Students placed on probation must earn or maintain a cumulative grade point average of 3.0 or above by the end of the next two academic terms. Students who fail to meet minimum cumulative GPA requirements within the time frame specified above will be automatically dismissed from the program.

Students placed on probation for the first time must meet with their Academic Advisor and establish an Action Plan prior to the beginning of the next academic term. If a student is placed on probation a second time, he or she must petition and meet with the Student Performance and Academic Review Committee (SPARC) and provide an Action Plan that is acceptable to SPARC in order to continue in the program. The student will also be responsible for meeting on a regular basis with his or her advisor to monitor the progress of the aforementioned Action Plan's implementation. A student placed on probation for a third time for didactic course work will automatically be dismissed from the program.

A student receiving a grade D, F, or No Pass (N) in a required course must repeat the course at the next academic offering and earn at least a B (or Pass for Pass/No Pass courses) to remain in the program. A student who receives more than two D, F, or No Pass grades during a single semester; or, any D, F, or No Pass grades for more than one semester will be dismissed from the program.

Rush University uses the criteria set forth by AOTA Fieldwork Performance Evaluation for the Occupational Therapist form to evaluate Level II Fieldwork. Both Level I and Level II Fieldwork are Pass/Fail courses. **See Grading Policy for Level I and Level II Fieldwork.**

### **Attendance Expectations**

Attendance and active participation are important aspects of professional education and are critical to your professional development. Students are therefore expected to be present for all class, lecture and lab meetings and are fully responsible for all content presented to them. Excused absences must be requested prior to the class meeting time and must be validated by the instructor. Students must e-mail or call the instructor in case of an absence. Valid excuses include illness, doctor's instruction, notice of death in family, religious obligations, and other special circumstances. Extended time out of class may require documentation from a physician. Students that miss more than four days per semester are required to meet with their assigned advisor to discuss the need for a leave of absence. Multiple or extended absences may require a leave of absence to ensure course objectives and program requirements can be met. Please see course syllabi for attendance policies and the impact on a course grade.

If a student is ill, they are expected to stay home. In such instances, the student is responsible for obtaining class information after an absence and virtual options will not be available. Virtual

options for in-person class content will only be provided for asymptomatic COVID-19 positive students that are currently in quarantine.

## **Examinations**

Students will be required to place notebooks, computers, phones, tablets, watches, and all personal items into book bags/backpacks during in-person quizzes and exams. Bags and backpacks will be placed in a secure location during the duration of the exam and retrieved only upon exiting exam.

## **Practicum Experiences**

During the first three semesters of the program students complete a practicum experience. Each of the three experiences will be incorporated into one of the courses during each semester. Students will be assigned to a practice setting within or outside of the Rush organization. Students will spend 2-3 hours per week for 4 weeks in the clinical setting outside of class time. The schedule will be provided 4 weeks prior to the clinical experience. The week prior to the clinical experience the faculty contacts for each clinical section will provide an orientation to the setting/space. The week after the clinical experience the faculty contact will provide a processing session for the experience. Expectations will be provided within the course the practicum is associated with.

## **IDEA Surveys**

Feedback about the course and the course director's performance is essential to maintaining and improving the quality of education provided at Rush University. We make programmatic changes based on this information, so it is important that it is an accurate and complete reflection of how students experience the program. If we do not make this mandatory we only receive feedback from a small cross section of students, which may not accurately reflect the perception of the majority of students in the program. Therefore, we require students to complete the IDEA survey at the conclusion of the course. **We feel so strongly about the importance of your feedback that final course grades will be reduced by one letter grade for those students not completing the surveys prior to the specified deadline each semester.** *If there is a compelling reason why a student cannot complete the survey, it is that student's responsibility to notify all course instructors **prior** to the deadline.* Course Directors are informed when a student has completed the survey, but the content of the survey is compiled in a comprehensive report and individual feedback is confidential.

## **Communication & Professional Development**

In addition to the curriculum content related to the art and science of occupational therapy, faculty are highly committed to shaping professional attitudes and behaviors which are critical to the delivery of competent occupational therapy and consistent with Occupational Therapy Code of Ethics and the Values and Attitudes of Occupational Therapists. Faculty members believe professional development is at least as important to aspiring therapists as academic development. Serious infractions related to professional conduct or development will be addressed through the College of Health Sciences Procedure for Unprofessional Conduct. Unprofessional conduct may be deemed as grounds for dismissal from the Rush University Department of Occupational

Therapy program. Students should refer to the College of Health Sciences Guide to Professional Conduct found in the Rush University Catalog.

Students are encouraged to maintain communication with Course Directors regarding course content or individual progress within a course. Either the instructor or the student may request a meeting outside the class. Students may reach faculty by phone, by voicemail, or by email. If a student is experiencing academic difficulty, an appointment with the Course Director and/or the Academic Advisor should be scheduled expediently for review and recommendations for improvements. If extenuating circumstances interfere with timely completion of course requirements (e.g., prolonged illness or family demands) students should discuss options as early as possible with the Course Director, Academic Coordinator, or the Academic Advisor.

### **Commitment to a Safe & Inclusive Classroom Experience**

Students, faculty, and staff all have a role & responsibility in creating a safe and inclusive classroom environment. The department is committed to fostering a safe and inclusive classroom environment, through the following routes:

- Mandatory Implicit Bias Training
- Semesterly academic advising sessions
- Bi-annual student faculty meetings
- Anonymous survey in all course learning management systems
- Rush OTs in Action Committee

Despite our best efforts microaggressions/bias may occur in the classroom by students or faculty. These are often committed by well-intentioned people; however, it is critical they are addressed to minimize harm or recurrence. A microaggression is defined as a subtle, powerful, and often unintentional form of discrimination (Wong et al, 2014). If a student experiences a microaggression it is recommended the student consult directly with the offending party. We understand these conversations can be challenging and students are encouraged to use strategies from the Implicit Bias training or use strategies found [here](#) to help effectively navigate these conversations.

Even with these supports a student may not feel comfortable bringing a microaggression/bias up to a faculty member given the inherent power dynamic. In such case the students can bring this to the attention of the faculty anonymously via the inclusivity and effectiveness survey provided in the course learning management system. This information will go to that course director only. The faculty member is encouraged to address this feedback with the cohort but how they address it is at their discretion. If faculty have questions of how to address this feedback, they are encouraged to talk to the department chair, discuss at a faculty meeting, or with a member from the Racial Justice Action Committee (<https://www.rush.edu/about-us/diversity-equity-and-inclusion/racial-justice-action-committee-resources>). Students may also consult the department chair with any ongoing concerns after these routes have been exhausted. For issues related to discrimination or harassment, you can also contact the Office of Institutional Equity at

[institutional\\_equity@rush.edu](mailto:institutional_equity@rush.edu) or call the Rush Hotline to register a complaint at (877) RUSH-009.

Wong, G., Derthick, A. O., David, E. J. R., Saw, A., & Okazaki, S. (2014). The what, the why, and the how: A review of racial microaggressions research in psychology. *Race and Social Problems*, 6(2), 181-200.

### **Additional Supports within Rush University Include:**

#### **Student Diversity & Community Engagement**

Armour Academic Center  
600 S. Paulina St., Suite 984  
Chicago IL, 60612  
Phone: (312) 942-0725

Email: [student\\_diversity@rush.edu](mailto:student_diversity@rush.edu)

### **Recommended Dress**

Rush University is situated in a medical center environment and professional attire is required as we believe it engenders trust and demonstrates professionalism. All members of the Department of Occupational Therapy, including students, staff, faculty, and volunteers are expected to dress in safe, functional, modest attire which reflects professionalism. No jeans are allowed. Identification badges must always be displayed when in the University and Medical Center. Certain situations and environments may allow for more casual attire depending on the nature of activity in which students will be engaged. Students are required to purchase Caribbean blue scrubs for completion of assignments in the Medical Center and no open toed shoes are allowed. On clinical placements outside of Rush, students will be required to follow each site's dress code.

### **Department-Student Communications**

Communications from the Department of Occupational Therapy will be via the Rush email system. Students are responsible for checking their Rush email accounts on a daily basis. In most cases, an email message will be the only form of communication for important upcoming dates and memorandums.

### **Personal Identification Change**

If during your time at RUSH, you wish to change or update any of the following with the university Registrar's Office please complete this [form](#).

- Legal Name
- Chosen Name
- Social Security Number (SSN)
- Date of birth

This will precipitate changes to your email and university records as appropriate. Please find additional details and the form [here](#).



If you have changes to any of the above, pronouns, or other aspects of your identity that would be useful for the department to be aware of, please notify your academic advisor, the academic coordinator, or another member of the department you are comfortable with. The department will make any necessary updates to our records and roster and if applicable, faculty and staff will apply these changes in the interactions they have with you.

## **Text Books**

Each course includes a list of required and recommended text books and readings. This list can be found at the Rush University Bookstore website:

<https://www.webmedbooks.com/rush/default2.aspx>. Students are responsible for obtaining all required textbooks and readings. Students are strongly encouraged to purchase required textbooks which will serve as a resource for current coursework and future references. Textbooks may also be available through the occupational therapy department. Students can check out books for up to 24 hours. The Rush University Library can also provide required text books through library reserves. Please reach contact the Rush University Librarians for assistance and/or use the Rush Library website to aid in this process. If a student is unable to purchase required textbooks for courses, students should discuss their hardship with their academic advisor.

## **Artificial Intelligence Use**

Students are allowed to use artificial intelligence (AI) technology for designated activities; however, they must provide attribution to the AI tool or algorithm used, such as referencing AI use in the text or reference list, incorporating it in your methodology, or adding an appendix with a complete transcript of prompts and AI-generated responses (APA, MLA, Chicago).

It is important to note that students who choose to use AI technology must be aware of its limitations, potential inaccuracies, and possible biases. They must also ensure that their use of AI does not violate any laws, regulations, or ethical standards.

## **Copying**

Students are responsible for obtaining all course materials including class handouts, readings and lecture outlines. Required course materials and access to required course materials will be available for each course through Canvas. Students can obtain course materials from Canvas and may be responsible for fees associated with printing off course materials.

## **Curriculum Changes**

Curriculum changes may occur after the student is enrolled in the program. A policy (see appendix) has been established to document how proposed changes in the curriculum will be discussed, reviewed, and implemented.

## **Classroom Content Recording**

Students are permitted to record lectures for their personal use, subject to the following conditions:

**Personal Use Only:** Recorded lectures are intended solely for the personal use of the student making the recording. These recordings should be used to supplement the student's own learning, review, and study.

**Explicit Permission:** Students must obtain explicit permission from the instructor before recording any lecture. Instructors may choose to grant or deny permission at their discretion. Such requests should be made in advance and include the reason for recording.

**Non-Distribution:** The recorded lectures must not be shared, distributed, or made accessible to any other individuals. This includes but is not limited to, sharing with classmates, sharing on public platforms, social media, or file-sharing services.

**No Modifications:** Any editing, alteration, or modification of recorded lectures is strictly prohibited unless explicitly authorized by the instructor.

**Respect for Privacy:** Recorded lectures may contain personal information, discussions, and contributions from instructors and fellow students. It is the student's responsibility to respect the privacy of all individuals present during the lecture. Sharing content that violates privacy or confidentiality is prohibited.

**Retention and Deletion:** Students should delete recorded lectures at the end of the academic term or course. Retaining recordings beyond this point is a violation of these expectations.

Failure to comply with this policy may result in disciplinary actions, up to and including termination from the program. Disciplinary measures will be in accordance with the RUSH University Student Code of Conduct and applicable policies.

## **Leave of Absence & Withdrawal**

*Leave of Absence* is a temporary suspension of studies for which an approved time limit has been set and a specific date of return established. Any student who must interrupt his or her studies for reasons such as sustained ill health or a compelling personal situation may apply for a Leave of Absence by filling out a Special Needs Request. The request will result in a response from the Academic Coordinator with stipulations on the conditions of re-entry. In addition, the student is required to complete the Petition for Withdraw form or Leave of Absence in the Registrar's office and follow Rush University Procedures for Leave of Absence

*Voluntary Withdrawal* implies the permanent departure from the University without the immediate expectation of return. No withdrawals are allowed during the last three weeks of the academic term or final examination period. If a student submits a voluntary withdrawal form during this period, they will receive a grade for the courses they were enrolled in. Refunds are made only during the time limits for refunds. A completed Petition for Withdrawal form is required.

*Administrative Withdrawal* refers to a permanent departure from the University that is University initiated and without expectation of the student's return.

## **Academic Misconduct**

Students at the Rush University Department of Occupational Therapy belong to an academic community with high scholarly standards. Honorable conduct and academic integrity are expected of all students within the department. See Rush University's Academic Honesty and Student Conduct policies.

## **Procedures for Handling Incidents, Observed or Suspected, of Academic Misconduct**

Students and faculty are morally obligated to report observed or suspected incidents of academic misconduct to the Course Director and/or Academic Coordinator as it has serious implications for developing both competency and character in the aspiring occupational therapist.

The Course Director and/or Academic Advisor will follow the College of Health Sciences procedure for Unprofessional Conduct found in the Rush University Catalog.

## **Student Appeal Process for Decisions Regarding Academic Misconduct**

A student may appeal a determination and/or disciplinary action by following the College of Health Sciences Student Academic Appeals and Grievance procedures found in the Rush University Catalog.

## **Student Complaints about the Program**

The Department follows the Rush University Complaint Resolution Policy found in the Rush University Catalog which can be found here: <https://www.rushu.rush.edu/rush-experience/student-services/office-registrar/university-catalog>. Additionally, students are encouraged to make attempts to resolve issues internally by approaching the faculty member or using the survey outlined in the safety and inclusivity in the classroom policy. If you wish to further the complaint students shall follow the Student Academic Appeal and Grievance Procedures. The Program Director maintains a log of complaints and disposition for all complaints against the program.

## **Required Software/Online Tools**

**My Apps:** <https://myapps.rush.edu/>

Students are recommended to use My Apps, which is a virtual desktop where Office software, Rush Email, and secure storage is provided. Visit <https://rushuportal.learning.rush.edu/faq> for more information about the My Apps virtual environment. Students are also able to log into RULearning from MyApps. RUSH University utilizes the learning management system – Canvas.

**RULearning Login Page:** Students can log-in to Canvas through [Canvas Information for Students | RUSH University](#). Students are also able to access RULearning via the listed login page.

**Rush University Portal:** Students can log-in to the Rush University Portal through <https://www.rushu.rush.edu/faculty-and-staff> From this site students can access Canvas as well as get financial and financial aid information.

**Computer Requirements:** Students should have computers with audio/visual capabilities (including the ability to record presentation assignments) and that support learning management tools including but not limited to Respondus LockDown Browser and Monitor, Panapto, and ExamSoft. *Students will be required to download Respondus LockDown Browser to their computers and complete a practice test using Respondus LockDown Browser and Monitor within the first three weeks of Semester 1. A webcam will be required. If your computer does not have a built-in webcam, students will be required to purchase a plug-in camera for online test-taking. Instructions for downloading Respondus can be found in a separate document on this jump drive.*

**Microsoft Office Suite: Word, Excel, and PowerPoint:** If you do not already have the Microsoft Office software you can access the Suite through My Apps or download copy of the Microsoft Office suite at a reduced cost for Windows or Mac users:  
<https://rush.onthehub.com/>

**Internet Browsers:** Students should have access to more than one browser, such as Internet Explorer, Chrome, Firefox or Safari. All browsers should be the most up-to-date version available.

**Internet Requirements:** Students must have access to a high-speed internet connection when working off campus.

**Adobe Acrobat Reader:** Students should have access to the most up-to-date Adobe Acrobat Reader.

## **Technical Standards**

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals representative of the national population.

Our core values — ICARE — Innovation, Collaboration, Accountability, Respect and Excellence translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

The following technical functions are required of all students enrolled in the Occupational Therapy program:

### **Acquire information:**

- Acquire information from demonstrations and experiences in courses such as lecture, group, and physical demonstrations.

- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in accessible images from paper, slides, videos with audio description, and transparencies.
- Identify information presented in images from paper, slides, videos, and transparencies.
- Recognize and assess patient changes in mood, activity, cognition, verbal, and non-verbal communication.

#### **Use and Interpret:**

- Use and interpret information from assessment techniques/maneuvers. Use and interpret information related to physiologic phenomena generated from diagnostic tools

#### **Motor:**

- Possess psychomotor skills necessary to provide or assist in holistic occupational therapy care and perform or assist with procedures and treatments.
- Practice in a safe manner and appropriately provide **occupational therapy** care and assessment in emergencies and life support procedures and perform universal precautions against contamination.

#### **Communication:**

- Communicate effectively and sensitively with patients and families.
- Communicate effectively with faculty, preceptors, and all members of the healthcare team during practicum and other learning experiences.
- Accurately elicit information including medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition.

#### **Intellectual ability:**

- Measure, calculate, reason, analyze, and synthesize data related to diagnosis and treatment of patients and populations.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the occupational therapy role.
- Synthesize information, problem solve, and think critically to judge the most appropriate theory, assessment, or treatment strategy.

#### **Behavioral:**

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients in need.
- Possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

#### **Character:**

- Demonstrate concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.

- Demonstrate intent and desire to follow the Rush University and “program name” Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program, should contact the Office of Student Accessibility Services <https://www.rushu.rush.edu/office-student-accessibility-services> to confidentially discuss their accommodations needs. Given the clinical nature of our programs time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

### **Rush University Policies & Procedures for Student Accessibility**

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. In keeping with Rush University’s mission to promote diversity among its student population and providing equal access to its facilities, programs, services and learning opportunities, the University encourages students with disabilities to engage the Office of Student Accessibility Services as soon as they begin their program. Students should feel free to contact **Marie Lusk, MBA, MSW, LSW Director, Office of Student Accessibility Services** for Rush University to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively, and students are encouraged to register with the Office of Student Accessibility Services as soon as they begin their program. Additional information can be found online at the Office of Student Accessibility website or by contacting the Office of Student Accessibility Services. In order to respect student’s privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors, instead please contact:

Marie Ferro-Lusk, MBA, MSW, LSW  
 Director, Office of Student Accessibility Services Rush University  
 600 S. Paulina St. Suite 440  
 Chicago, IL. 60612  
 Phone: (312) 942-5237  
 Fax: (312) 942-2778  
 Email: [marie\\_s\\_ferro-lusk@rush.edu](mailto:marie_s_ferro-lusk@rush.edu)  
 Website: <https://www.rushu.rush.edu/students-disabilities>

## **UNIVERSITY AND COLLEGE OF HEALTH SCIENCES POLICIES AND PROCEDURES**

Rush University students are responsible for following all University and College of Health Sciences policies and procedures which are located in the Rush University catalog found [here](#) on the Rush University Website.

# **OCCUPATIONAL THERAPY FIELDWORK**

## **General Information**

Fieldwork is an integral part of occupational therapy education. Students at Rush University accomplish fieldwork in a variety of settings representing contemporary and emerging areas of practice as well as through innovative simulation methodology. Some of these are housed within Rush University Medical Center, and others are in occupational therapy practice settings external to Rush University. The demand for fieldwork sites is increasing given the number of academic programs needing to provide fieldwork opportunities. Students who do not have a car are not given preference to local fieldwork sites. While every effort will be made to place students in sites that accommodate their preferences, it should be expected that a student may travel outside of the Chicagoland area and even out of state. In addition, last minute changes and cancellations by the fieldwork site may occur and may impact student placement options.

Students are required to comply with all fieldwork and clinical site-specific requirements. Some sites may require drug and alcohol screening, criminal background checks, or other specific health tests, vaccinations and/or evidence of immunity in order to participate in fieldwork at that site. If a clinical placement is denied based on the results of a drug and alcohol screening and/or a criminal background check, the student will receive a grade of NP for the course. Students should also refer to the Rush University College of Health Sciences Policies regarding criminal background checks and drug and alcohol screening found in the Rush University Catalog. Students are responsible for any and all costs associated with fieldwork, including transportation or housing costs, and incidental expenses that may be incurred during fieldwork. Some students may choose to pursue fieldwork out of state, however, there is no guarantee a desired fieldwork site will agree to a fieldwork placement, or the required legal contract can be negotiated with the site. Arranging a fieldwork site out of state requires extra effort from the student and a willingness to work collaboratively with the Academic Fieldwork Coordinator (AFWC) to arrange the experience. If given approval to pursue out of state fieldwork by the AFWC, students may pursue no more than two new out of state sites. Please refer to the Fieldwork Manual for specific details regarding the process of selecting new sites.

In accordance with ACOTE standard C 1.7, the Rush University Department of Occupational Therapy requires that one of the fieldwork experiences (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation. In addition, it is a Rush University requirement that one of the Level II experiences be a physical disabilities placement.

Fieldwork placements are based on availability, the willingness of the fieldwork sites to accept fieldwork students, and contractual agreements between the university and the fieldwork site. Fieldwork placements are determined through a three-tiered process. Students provide preferences to their preferred fieldwork setting and locations; these are preferences and there is no guarantee the student will be placed in these requested sites. This information is used during the lottery process. Final confirmation of placements is obtained from all faculty members to ensure the “best fit” for students and sites. Students must accept the assigned fieldwork sites



provided by the AFWC and are responsible for making living and/or transportation arrangements to fulfill the obligations for education by completing the assigned fieldwork experiences. Failure to accept the scheduled fieldwork and/or procure living/transportation arrangements will result in delay of graduation or potential termination from Rush University OT program.

Prior to the fieldwork placement process, students are encouraged to view fieldwork site information on EXXAT. EXXAT is a web-based database that contains descriptive information about the sites, used by students in the last five years, to assist in their research of fieldwork sites. It also includes the contract between Rush University and the fieldwork site and the site's AOTA Fieldwork Data Form, given to Rush University by the fieldwork sites to communicate information about occupational therapy at that site. It will also include any available Student Evaluation of Fieldwork Experience Forms. There may also be additional information including site specific objectives, assignments, a student manual, and/or information on parking and housing. The AFWC maintains this database and updates regularly. Students may also seek information about possible fieldwork sites from the AFWC, other faculty, or other students.

### **Fieldwork Level I-Description**

The Rush University Curriculum design is based on a transformative and integrative learning theory in which our courses are sequenced to allow students to construct their knowledge and skills at increasing levels of complexity, competence and synthesis. As such, through our academic and clinical partnership with fieldwork sites, each level I fieldwork opportunity allows students an opportunity to apply learned knowledge in classes to practice. Student assessment of learning focuses on the Rush University curricular threads; evidence-based practice, professional reasoning, continuum of practice, and theoretical foundations of occupation. Each fieldwork experience strengthens the relationship between what is learned in the didactic component of the curriculum and clinical practice.

Students participate in two Level I Fieldwork experiences (FWIA, FWIB). Level I Fieldwork is not substituted for any part of level II Fieldwork. General guidelines, specific objectives, and specific grading criteria are provided to the students and their fieldwork educators during each fieldwork course for each Level I experience. During each Level I Fieldwork experience there is a corresponding fieldwork class; OCC 617, and OCC 618. These classes are designed to help students integrate and synthesize their fieldwork experiences with their coursework.

The AFWC, in consultation with the faculty, assigns students to Level I Fieldwork. It is the responsibility of the student to let the AFWC know if there is a special need to be considered during fieldwork assignments. Effort will be made to accommodate such needs.

### **Fieldwork Level II-Description**

Level II Fieldwork is an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, research, and management of occupational therapy services. Level II fieldwork is provided in traditional and/or emerging settings, consistent with the Rush University curriculum design. Level II fieldwork is a supervised experience that is a minimum of 24 weeks, full time, in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. Fieldwork completion on a part-time basis is not an available option (C.1.9) At Rush



University, this is accomplished by the student engaging in two 12-week experiences, Advanced Fieldwork I and Advanced Fieldwork II. These Advanced Fieldwork II experiences are completed under the supervision of a qualified occupational therapist where services exist (C.1.14). The goal of Level II Fieldwork is to develop competent, entry-level occupational therapists.

The AFWC assigns students to Level II Fieldwork experiences. Students' preferences, availability of fieldwork sites, geography and faculty input are considered when assigning students to fieldwork sites. During the second semester of the OT program, the AFWC will ask that each student prioritize fieldwork sites for Level II Fieldwork, based on availability.

It is department policy that students are not allowed to independently set-up agreements with fieldwork sites. **Students should only contact fieldwork sites when instructed by the AFWC.** All students will be instructed to contact the fieldwork sites to which they have been assigned, in advance of each fieldwork.

Students wishing to pursue out-of-state placements need to meet in advance with the AFWC to collaboratively investigate the appropriateness and availability of sites. Students requesting out of area fieldwork placements are required to: 1) write a one-page essay stating why they wish to pursue fieldwork in a specific geographic area 2) complete research on the alternative site and 3) provide a logistical plan. Additionally, the student and AFWC must comply with the site selection policy to establish new sites. See the Fieldwork Manual for complete details.

All students must have an academic term (the semester prior to level II fieldwork) and cumulative GPA of at least 3.0 to be eligible to go out on Level II fieldwork. In keeping with the guidelines established for academic probation (refer to page 21: Assignment of Grades), the student must earn a cumulative GPA of 3.0 or higher by the end of the next consecutive academic term. If a student is on probation at the end of the prior spring semester, the planned Level II placement will be canceled. Students must earn a cumulative GPA of 3.0 or above by the end of the prior summer semester or they will be dismissed from the program.

In order to be considered for a placement outside the Chicago-land area, students must have a cumulative GPA of 3.5, at the end of the 4<sup>th</sup> semester and cannot have received a C in any course related to the practice area in which they wanted to be placed.

## **Evaluation Criteria**

### **Level I Fieldwork Grading Procedures**

Level I fieldworks are part of Pass/No Pass courses. The 2<sup>nd</sup> Edition of the Philadelphia Regional Fieldwork Consortium Level I Student Fieldwork Evaluation or the Rush University Simucase Level I Student Fieldwork Evaluation is used to evaluate Level I Fieldwork performance. Students must receive a passing score on their Fieldwork I Evaluation Form, based on a five-point rating scale to pass the associated class (OCC 617, OCC 618). Students must receive a total score of 33 (or 32 on the Simucase Level I Student Fieldwork Evaluation) or higher to pass Level I fieldwork. In addition, students are expected to successfully complete the classroom requirements. Student must receive a combined score (Fieldwork I Evaluation and classroom

performance) of 76% or higher, in order to pass the course. Note: Students MUST pass the fieldwork experience in order to pass the course.

A student who fails a Level I fieldwork experience will receive a No Pass (NP) for the corresponding fieldwork course. The student will be required to meet with his or her Academic Advisor to develop a mutually agreed upon action plan. The student will then be required to petition and meet with the SPARC to present this action plan to determine if the student will be allowed to make-up the fieldwork experience. Pending the nature of the circumstances of failure, SPARC actions may include *but are not limited to*: require the student complete remedial work prior to completing a make-up fieldwork, require the student complete remedial work prior to completing a subsequent scheduled fieldwork, recommendation of placement at an alternate fieldwork setting, and/or dismissal from the program. Should the student be allowed to make-up the fieldwork experience and is successful in completing this make-up, they will continue in the program. Should a student fail a subsequent fieldwork experience no make-up will be available and the student will be dismissed from the program. Students should be aware that a failure of a fieldwork experience may result in postponement of subsequent fieldwork placements and graduation will be delayed.

Students who fail a Level I experience and is given the opportunity to make-up the experience will do so at the next offering of the course, in accordance with the Rush University Occupational Therapy Handbook Assignment of Grades. Students cannot complete Level II fieldwork until all Level I fieldwork experiences are successfully completed. Level I fieldwork is not a substitute for any part of Level II fieldwork.

A student receiving a grade D, F, No Pass (NP), WF, or WN in a required course must repeat the course at the next academic offering and earn at least a B (or Pass for Pass/No Pass courses) to remain in the program. Only one D, F, No Pass, WF, or WN is allowed for the entire program. In the event a student receives a second D, F, No Pass, WF, or WN at any other time in the program they will be dismissed from the program.

**If the student experiences problems within the first two days of the fieldwork experience or at any other time, it is the student's responsibility to contact the AFWC to discuss the situation and develop an action plan.** If the problem(s) appear(s) irresolvable or is more clinical in nature, the AFWC will consult with the chair of the program and develop an alternate plan of action to keep the student at the current placement, if possible. The student will only be moved from the placement as an action of last resort. Students will be encouraged to work with the AFWC and the Fieldwork Educator throughout this process.

### **Level II Fieldwork Grading Procedures**

Level II fieldworks are Pass/No Pass courses.

Students are evaluated formally and informally throughout the fieldwork experience. Formal evaluations occur at midterm and at the completion of the twelve weeks by the on-site supervisor using the Fieldwork Performance Evaluation (FWPE) form of the American Occupational Therapy Association. The site is evaluated by the student upon fieldwork completion using the Student Evaluation of Fieldwork Experience (SEWFE) form of the American Occupational Therapy Association.

A site may terminate a fieldwork student for poor performance, professional behavior issues, safety concerns, HIPAA violations or other performance concerns at any point in the twelve weeks (See Unsafe Students in the Clinical Setting Policy in Rush University Occupational Therapy Student Handbook and Fieldwork Manual). This termination should be done in collaboration with the Academic Fieldwork Coordinator (AFWC). If the termination comes prior to the midterm or, if student is passing at midterm but fails to progress satisfactorily beyond midterm and is terminated prior to completion of the twelve weeks, the AFWC will determine if it's appropriate for the FWED to complete the FWPE. If it is determined to be unreasonable to complete the FWPE, the Fieldwork Educator should provide documentation to support the termination. The AFWC will review the documentation. If they support the termination, the student will receive a "No Pass" for the course. If the AFWC does not support the termination, the student will receive an "Incomplete" for the course and will work with the AFWC on whether another 12-week experience should be completed or if a shorter experience, recognizing the work already completed will suffice.

Students are required to have an overall final score of 111 points on the AOTA Fieldwork Performance Evaluation to pass the fieldwork and receive a rating of 3 or above on the "Fundamentals of Practice" (Safety & Ethics) items. The FWPE does not have a minimum passing score at Midterm. At Rush, we ask the Fieldwork Educator to contact the ACFW directly at Midterm if they feel a student is at risk of not achieving entry-level competence by the end of the affiliation. The AFWC will initiate remediation if a student receives two or more ratings of 1's at midterm. Options may include development of an action plan to improve performance, remediation work, and/or termination from the site. The development of these options will be at the sole discretion of the site and the AFWC. Termination would result in a "No Pass" for the course. A student who receives a final score of 110 or below, upon termination of the experience, will receive a No Pass for the course. Termination, in this situation may be defined as completion of the 12-week fieldwork with a score of the FWPE of 110 or below or termination prior to the 12 weeks by the student, the fieldwork site, or Rush University. Termination for any of these reasons will result in a grade of No Pass for the associated class (OCC 795, OCC 797).

A student who does not pass a Level II Fieldwork will receive a No Pass (N). The student will be required to meet with his or her Academic Advisor to develop a mutually agreed upon action plan. The student will then be required to petition and meet with the SPARC to present this Action Plan to determine if the student is allowed to complete a subsequent fieldwork experience. Pending the nature of the circumstances of the failure, SPARC actions may include but are not limited to: require the student complete remedial work prior to competing a replacement fieldwork in a comparable or alternate practice setting, require the student complete remedial work prior to completing a *scheduled* Level II Fieldwork B, complete remedial work prior to completing a replacement fieldwork in an alternate fieldwork setting and/or dismissal from the program.

If the student experiences problems during the fieldwork placement it is the student's responsibility to contact the Academic Fieldwork Coordinator to discuss the situation and develop an action plan. If the student attempts to implement this plan but still believes the problem cannot be resolved, it is the student's responsibility to try to work things out with the AFWC. If the student disagrees with the AFWC or their disagreement(s) regarding this situation

cannot be resolved, the student should petition and meet with the SPARC to present their position on why they believe this is an unsuccessful placement. The student's reason for making this request MUST be documented and significant. Reasons why site may be inappropriate for student may include, but not limited to, a significant conflict between the student and the fieldwork educator that cannot be resolved and would interfere with the fieldwork educator being objective in the education relationship, or unsafe or unethical practice is occurring at the fieldwork site.

The SPARC will consider the student presentation and recommend if discontinuation of the fieldwork without penalty is the appropriate course of action. If discontinuation of the fieldwork is the recommendation, the committee will further recommend if the student should work with the Fieldwork Coordinator to identify a new fieldwork site where they will complete the experience at a later date. A grade of I (Incomplete) after midterm will only be assigned when circumstances beyond the control of the student prevent completion of the fieldwork requirements.

If a student chooses to leave a fieldwork experience without approval of the AFWC, the student will receive a grade of "No Pass" for the course.

If a student experiences physical or mental distress during the fieldwork experience, the student should contact the AFWC immediately. The AFWC will mentor the student and provide resources and strategies as appropriate. If the physical or mental distress is significantly impacting the student's well-being and ability to safely complete the fieldwork experience, the AFWC may recommend the student discontinue the fieldwork. The AFWC may request documentation from a medical professional indicating the student's need for discontinuation of the fieldwork experience. The outcomes of this discontinuation include but are not limited to:

- If a student experiences physical or mental distress at any point in the 12-week fieldwork experience, the student must first communicate and collaborate with their Fieldwork Educator and the AFWC to attempt all options for successful completion of the fieldwork. If the student experiences physical or mental distress at any point in the first 8 weeks of the 12-week fieldwork and is meeting expectations of the fieldwork experience as communicated by the FW Ed at the site, the student can withdraw from the course. The student will be required to provide documentation from a medical professional indicating the need to discontinue fieldwork. The student will receive a "W" on their transcript. If the student experiences physical or mental distress during week 9 or later, the student will receive a No Pass ("N") on their transcript. A student may receive a grade of Incomplete ("I") pending the circumstances and approval from the Chair of the Department. The student will be required to meet with their academic advisor and develop an action plan to address the identified physical or mental impairment in order to facilitate future success on fieldwork. The student will need to provide documentation from a medical professional indicating the student's ability to return to clinical work. When the student is determined to be fit to return to clinical work by a medical professional, their academic advisor and the AFWC, the student will register for a makeup course. The student will be required to pay the full course registration amount. Students will repeat twelve weeks of fieldwork at the same or new clinical site at the next available time period. In the event

the student experiences the same physical or mental distress on the repeat fieldwork, the student will need to initiate the SPARC process to determine eligibility to remain in the program based on the technical standards of the program.

- If a student experiences physical or mental distress at any point in the 12 week fieldwork experience, the student must first communicate and collaborate with their Fieldwork Educator and the AFWC to attempt all options for successful completion of the fieldwork. If the student experiences physical or mental distress at any point in the first 8 weeks of the 12 week fieldwork **and is not currently meeting expectations of the fieldwork experience as communicated by the FWEd at the site**, the student can withdraw from the course. The student will be required to provide documentation from a medical professional indicating the need to discontinue fieldwork. The student will receive a “Withdrawal”– W” on their transcript. If the student experiences physical or mental distress during week 9 or later, that student will receive a No Pass (“N”) on their transcript. The student will initiate the SPARC process (see student handbook re: SPARC process) to address the performance concerns and the physical, mental or emotional distress that led to the “W” or “N”. The student may need to provide documentation from a medical professional indicating the student’s ability to return to clinical work. When the student has completed the SPARC process and is determined to be fit to return to clinical work by a medical professional, their academic advisor and the AFWC, the student may be allowed to register for a makeup course. The student will be required to pay the full course registration amount. Students will repeat twelve weeks of fieldwork at the same or new clinical site. In the event the student fails the repeat fieldwork, the student will be terminated from the program.

### **International Fieldwork**

Students who wish to complete an international fieldwork placement must first meet with the AFWC to ensure the fieldwork experience will reflect the curriculum and philosophy of the program. A student may not complete more than one level I and one level II international fieldwork. A valid memorandum of understanding must be in place. The AFWC and the personnel at the fieldwork site need to collaborate to develop fieldwork objectives and to ensure the site is able to comply with all ACOTE fieldwork standards. The country should not be on the United States government travel warning list Please access <http://travel.state.gov/travel> for specific information about this. If the country is on the US government travel warning list, in the event of infectious disease concerns, political unrest, or any other unforeseen circumstance, the department, college, and/or university reserves the right to cancel the fieldwork and/or remove the student from the fieldwork site for student safety. The student is responsible for any costs associated with this cancellation.

Students are required to provide the OT Department with evidence of personal international health insurance that is valid during the duration of the fieldwork experience. The personal international health insurance must minimally cover expenses associated with emergency medical evacuation of the exchange visitor to his/her home country. Additionally, students must purchase and provide evidence to the OT department professional liability insurance that will cover them internationally. And finally, students must purchase and provide evidence of trip



insurance in the event of a trip cancellation due to the above or other unforeseen circumstances. Students are also expected to comply with any international travel regulations, rules and policies (i.e. VISA). All cost associated with international fieldwork experiences are the responsibility of the student.

*Level I Fieldwork:* Students who complete an international level I fieldwork must comply with all level I requirements described above. International level I fieldwork must be supervised by qualified personnel. This may include but is not limited to currently licensed or otherwise regulated occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses and physical therapists.

*Level II Fieldwork:* Students who complete an international Level II fieldwork must be supervised by an occupational therapist that graduated from a program approved by the World Federation of Occupational Therapists and has a minimum of 1 year of experience in practice

## **OCCUPATIONAL THERAPY DOCTORAL CAPSTONE**

### **Doctoral Capstone Overview**

The Doctoral Capstone represents the culmination of entry-level doctoral preparation for occupational therapy students. Students synthesize and apply the knowledge and skills developed in didactic courses and clinical education to the design and implementation of an applied and innovative response to an identified need in the field. The student completes the Doctoral Capstone in one of four tracks: 1) Advanced practice in traditional or emerging settings; 2) Management and leadership; 3) Academics, and 4) Research. The Doctoral Capstone has two separate components: 1) The Doctoral Capstone Project, and 2) individual Doctoral Capstone Experience.

### **Doctoral Capstone Competencies**

In accordance with ACOTE standards (ACOTE C.2.0), all students must successfully complete all didactic coursework, Level II Fieldwork, and pass OCC820 Capstone Competencies prior to beginning the individual Doctoral Capstone Experience. Rush has developed a three-part competency requirement which includes: 1) self-assessment and reflection of student learning outcomes, 2) synthesis and application of knowledge to a clinical case scenario through an oral competency exam; and 3) a passing score on a practice NBCOT exam. The capstone competencies provide evidence that the student is prepared to move forward with their capstone experience. All capstone competencies are assignments within OCC820 during semester 7. All assignments must be passed by the course assigned dates or the student is at risk for delays in the Doctoral Capstone and graduation.

### **Capstone Competency #1: Learning Outcome Reflections**

The Rush Occupational Therapy Doctorate curriculum has been developed to provide a transformative and integrated learning experience. A component of transformative learning involves critical self-reflection which encourages examining, questioning, validating and possibly revising previous knowledge so that new perceptions and meanings may evolve

(Cranton, 2006). Integrative learning occurs as students connect ideas, concepts, and prior experiences as they reflect on new experiences presented within clinical settings. This reflective practice and ongoing self-appraisal is required for ongoing professional development and lifelong learning. Therefore, throughout the time in the program students will reflect on the program's student learning outcomes and their progress towards meeting these outcomes. Students complete a self-rating of their performance on the student learning outcomes each year as well as a summative outcome reflection as a final assignment in OCC 820.

### **Capstone Competency #2: Clinical Case Scenario Oral Competency Exam**

The purpose of the clinical case scenario oral competency exam is for students to demonstrate their ability to synthesize knowledge and skills gained through didactic course work and clinical education experiences and apply this to new clinical situations. Students are expected to demonstrate the ability to use the occupational therapy process to enable occupation for the client represented in the case including treatment interventions, synthesis of evidence and application to the case, and possible follow-up case recommendations.

### **Capstone Competency #3: NBCOT Practice Exam**

During Semester 7 students are also required to pass a practice NBCOT exam. This exam is administered by the OT program and mimics the multiple-choice exam format of the official test. The program purchases the practice exam. On the designated day students will take the exam at the designated time and location. Individual arrangements will be made for students completing Fieldwork II assignments out of town. The department will set the passing score. Student who do not pass the practice exam will submit a study plan to ensure they are prepared for the official exam after graduation.

*The Doctoral Capstone Coordinator (DCC) is responsible for the Capstone Competencies. They will address any questions regarding these program requirements which are subject to change based on accreditation or curriculum needs.*

### **Doctoral Capstone Experience**

The individual Doctoral Capstone Experience is a 14 week (560 hours), full-time, student directed experience (ACOTE D.1.5). The purpose of the experience is to provide an in-depth experience in one or more of the following areas: clinical practice, research, administration, leadership, program and policy development, advocacy, education and theory (ACOTE D.1.0). Furthermore, the Doctoral Capstone Experience allows the students to demonstrate their ability to synthesize knowledge learned in the academic program, integrated with past knowledge and experiences, to demonstrate advanced conceptual and technical competencies. The capstone experience is the “doing” aspect of the capstone process, where the student places their inquiry in action, utilizing the clinical skills they have honed throughout their prior didactic and clinical work in the program. The Doctoral Capstone Experience is designed and delivered with faculty support and provided in settings consistent with the program's curriculum (ACOTE D.1.2). The student is mentored by a faculty member and a community site mentor with expertise consistent with the student's area of focus. At Rush University the Doctoral Capstone Experience is organized around the same four tracks of the Doctoral Capstone and Doctoral Capstone Project:

1) Advanced practice in traditional or emerging settings; 2) Management and leadership; 3) Academia; and 4) Research.

## **Doctoral Capstone Project**

Each student in the curriculum is required to complete and disseminate an independent mentored Doctoral Capstone project which is reflective of the Doctoral Capstone Experience. The purpose of this project is to demonstrate the ability to synthesize the knowledge learned in the program as it relates to theory and practice, in order to create or advance knowledge within the profession. The capstone project is implemented during the Doctoral Capstone Experience and directly connects clinical practice with scholarship. The student works with a faculty mentor and community site mentor to develop an individual plan that integrates knowledge from coursework into their project and meets an identified need or gap in services within the community site. Together, students and mentors negotiate and formulate a specific topic and methodology for investigation. The mentors serve as professional role models and guide students throughout the capstone project and experiential component.

Prior to the start of coursework addressing the capstone in Semester 4, students will work with guidance from the Doctoral Capstone Coordinator to develop their interest track choices, preliminary project focus, and site partnerships. The Doctoral Capstone series of courses, Professional Reasoning and Doctorate Experience I, II, and III, support the development of the capstone project proposal and final manuscript. The capstone proposal is developed in OCC 811 Professional Reasoning & Doctorate Experience II (Semester 6) and submitted for approval in OCC 812 Professional Reasoning & Doctorate Experience III (Semester 7). Students will also submit a plan for dissemination of the project after completing the Doctoral Capstone Experience within OCC 828 Capstone Dissemination.

*Note: Students are not allowed to begin the experience until all coursework, fieldwork and competencies have been successfully completed. Exceptions will only be made in extenuating circumstances for the competency requirement, however coursework and fieldwork must always be completed prior. Students will not graduate until they have successfully completed the doctoral capstone experience and capstone dissemination.*



# **HEALTH AND SAFETY REQUIREMENTS**

## **Health and Immunization Requirements**

Each student is required to show proof of immunization prior to matriculation and at time of required renewal, while enrolled in the OT program:

Hepatitis B	Documentation of completion of the 3 step series AND documentation of immunity by titer
Measles	Immunity confirmed by titer
Mumps	Immunity confirmed by titer
Rubella	Immunity confirmed by titer
Varicella	Immunity confirmed by titer
Tuberculosis	Proof of 2 step TB Skin test or Quantiferon TB Gold Blood Test or if positive results provide clear Chest X-Ray. Ongoing TB screening renewal required.
Tetanus, Diphtheria & Pertussis (Tdap)	Documentation of Tdap Booster within the past 10 years.
Influenza	Beginning November of first year in the program: Documentation of flu shot administered during the current flu season OR documentation of approved exemption from immunization from Rush University Medical Center's Employee & Corporate Health*. Yearly renewal required (offered free of charge through Rush).
Meningococcal	Record of one dose of meningococcal conjugate
COVID-19	Documentation of completion of the 2-dose Moderna or Pfizer vaccine or 1-dose Johnson & Johnson vaccine OR documentation of approved exemption from immunization from Rush University Medical Center's Employee & Corporate Health*. This may change based off of CDC and Rush guidelines.

*\*Requests for exemption from immunization may be made due to medical contraindications and/or religious beliefs and require documentation to support the request. Support for exemption due to medical contraindications should be provided by the student's personal physician. Support for exemption due to religious beliefs should come from a religious leader. It is the student's responsibility to submit this request to Employee and Corporate Health who will review the request and determine if the request will be granted.*

Affiliated clinical sites may require additional proof of health and immunity requirements, including COVID-19. It is the student's responsibility to obtain the requirements and to provide health and immunization information to clinical sites.

## **Student Health and Immunization Record**

Occupational Therapy students are required to complete and maintain updated records of the OT program Health and Immunization Requirements through Castle Branch (<https://www.castlebranch.com/>). Prior to matriculation, students will receive information about the OT Program Health and Immunization Requirements along with instructions for enrolling in Castle Branch. Requirements must be completed and approved by Castle Branch prior to matriculation and prior to the start of each academic term of the program. If a student fails to complete or maintain the requirements each academic term, the student will not be

eligible to participate in clinical aspects of the program (practicum, fieldwork, course work that occurs in clinical settings). Course grades associated with the clinical aspects of the program will be impacted accordingly. In accordance with the Rush University Catalog, students who do not submit the required proof of fulfilled health and immunization requirements by the designated deadline will be prohibited from registering for the next academic term and may be disengaged from the program until these requirements are met, late registration fees will apply.

### **CPR Certification**

Students must show evidence of certification in The American Heart Association Health Care Provider Course for cardiopulmonary resuscitation (CPR) prior to engaging in clinical aspects of the program. A CPR course is offered to OT students during OT department orientation. The required CPR program will be scheduled and organized by the department and will be free of charge to matriculating OT students. Students who wish to complete the required course outside of the course offered during orientation are responsible for the cost, scheduling the course outside of class time, and maintaining current CPR certification throughout the OT program. CPR certification is valid for 2 years and students will need to complete CPR recertification in before entering their third year of the program. A CPR renewal course must be completed and students will be responsible for completion and the associated the cost. All students are responsible for documenting certification through Castle Branch. If a student fails to complete or maintain the CPR certification requirement, the student will not be eligible to participate in clinical aspects of the program (practicum, fieldwork, doctoral capstone, course work that occurs in clinical settings). Course grades associated with the clinical aspects of the program will be impacted accordingly.

### **Annual Mandatory Training**

Each student will be required to complete the Annual Mandatory Training and pass any associated competency examinations. The trainings are available through Canvas/RU Learning. If a student fails to complete or maintain the LEAP Online training requirements, the student will not be eligible to participate in clinical aspects of the program (practicum, fieldwork, course work that occurs in clinical settings). Course grades associated with the clinical aspects of the program will be impacted accordingly.

### **Health Insurance**

It is required that all students carry health insurance from their date of matriculation until graduation. Each student will be required to show proof of health insurance in order to participate in clinical experiences. It is the student's responsibility to notify the Office of Financial Affairs of any changes in coverage.

### **Liability Insurance**

Rush University students are indemnified by the institution. When students complete clinical assignments or participate in fieldwork outside the purview of Rush University, the setting may require proof of insurance. The Office of Legal Affairs routinely sends these documents to

establish clinical sites. Occasionally, clinical sites require higher levels of insurance than those provided by Rush. In the instance that an assigned clinical site requires a higher level of insurance, students may be required to purchase their own personal liability insurance as a condition of acceptance at that site.

### **Criminal Background Check**

Each student is required to undergo a criminal background check, performed by Castle Branch. Most clinical settings require a criminal background check prior to completing clinical work. Additionally, many professions, including OT, require a background check prior to licensure and certification. All costs associated with the background check are incurred by the student and must be completed prior to matriculation into the program. Students are responsible for maintaining a record of their criminal background check, completing additional background checks as required by specific clinical sites and providing a copy to clinical sites as requested. A student with an unsatisfactory criminal background check will be required to meet with the Academic Coordinator, and their Academic Advisor will be informed. During the meeting with the Academic Coordinator the student will be counseled about the potential impact of the unsatisfactory criminal background check on clinical placements, licensing, and future employment. Any unsatisfactory criminal background check may negatively impact clinical placements, while a felony charge and/or conviction may negatively impact NBCOT certification and/or licensure or permission to practice in some states. If a clinical placement denies a student a placement based on results of a criminal background check, the student will receive a grade of NP for the course (see section C regarding General Requirements for Fieldwork). Students who have been charged with or convicted of a felony will be required to complete the NBCOT Early Determination review. Students should also refer to the Rush University College of Health Sciences Policies regarding Criminal Background checks found in the Rush University Catalog.

### **Requirements for Clinical, Fieldwork, & Doctoral Experience Assignments**

**It is the student's responsibility to maintain and keep current all required documentation of the following items:**

- 1) CPR Certification
- 2) Mandatory Training Modules (RU Learning)
- 3) Current Student Health and Immunization Record
- 4) Proof of Current Health Insurance
- 5) Criminal Background Check
- 6) Completion of Competencies (Individual Doctoral Experience only)

# **GRADUATION**

## **Requirements**

Once admitted to the Rush University Department of Occupational Therapy program, students embark on a journey which entails the accumulation of 107 semester hours of credit for graduation and includes:

- Successfully complete all didactic coursework and Fieldwork,
- Pass the Department of Occupational Therapy oral competency exam,
- Successfully complete all requirements of the Capstone Experience and Capstone Project,
- Pass the Rush University Interprofessional Patient Care Teams course (IPE 502), and
- Complete a minimum of 16 contact hours of approved professional or community service,
- Completion of Implicit Bias training.

In order to graduate and have the Occupational Therapy Doctorate degree conferred, all coursework and clinical work must be completed. In order to be eligible to take the registration exam administered by the National Board for Certification of Occupational Therapists, students must have completed all graduation requirements as documented in official transcripts from Rush University. Full-time students must complete all program requirements within 45 months from the time they begin the program. Students will have 15 months to complete Level II fieldwork after the final day of Semester 5 of the curriculum and 12 months to complete the doctoral experience/project after the last day of their final Level II fieldwork. Any student who expects to go beyond this timeframe must write the Program Director to request an exception to the policy.

## **Rush University Commencement**

Rush University Commencement is held annually during the spring. Information about participation in this event is distributed by the Office of Student Life and Engagement. Occupational therapy students who will complete their course of studies are invited to participate in the commencement ceremony in May of the year they graduate.

## **OT Pinning Ceremony**

The Department of Occupational Therapy hosts a Pinning Ceremony and Reception each year for students and their families during the final semester of their final year. Students and student family members will receive an invitation for this event from the Department of Occupational Therapy.

## **Student Awards**

Students may be eligible for awards from within the College of Health Sciences, from the Department of Occupational Therapy and from external benefactors. Following are some of the awards from which occupational therapy students are eligible:

### **The Occupational Therapy Faculty Award:**

Sponsored by the Department of Occupational Therapy

*To the outstanding graduate student who has demonstrated a balance of scholarship, humanitarianism, integrity, and professional commitment, as selected by the faculty*

### **Thomas Family Award of Clinical Excellence:**

Sponsored by Mr. & Mrs. Joseph A. Thomas

*To recognize a student who has demonstrated clinical excellence, and an interest in stroke rehabilitation*

### **Jonathan Luke Darnall Award for Clinical Excellence in Pediatrics:**

Sponsored by the Darnall Family

*To recognize a student who has demonstrated clinical excellence, and an interest in pediatric practice.*

### **Excellence in Mental Health Award:**

Sponsored by the Department of Occupational Therapy

*To recognize a student who has demonstrated patience, clinical excellence, and an interest in mental health practice*

### **Beverly J. Myers Excellence in Hand Therapy Award:**

Sponsored by the Department of Occupational Therapy

*To recognize a student who has demonstrated patience, clinical excellence, and an interest in hand therapy practice.*

### **Susan Tracy Excellence in Fieldwork Award:**

*The Susan Tracy Excellence in Fieldwork Award: This award was established to recognize a student who demonstrated outstanding abilities during their fieldwork experience. Students are nominated for this award by their fieldwork educators based on the student's performance, commitment to learning, and contributions to the fieldwork site.*

### **The SOTA Professionalism Award:**

Sponsored by the Rush University Student Occupational Therapy Association

*To honor the student who best exemplifies the seven core values and attitudes of occupational therapy practice:*

### **College of Health Science Dean's Award:**

Sponsored by the Dean of the College of Health Sciences

*To honor an undergraduate and graduate student for outstanding academic achievement.*

### **Cynthia Hughes Harris Fieldwork Educator Award:**

Sponsored by the Department of Occupational Therapy

*Cynthia Hughes Harris is the founding chairperson of the Rush University Department of Occupational Therapy and we dedicated this award in honor of her. The Cynthia Hughes Harris Fieldwork Educator Award is an award that honors fieldwork educators who demonstrate excellence in fieldwork education.*

### **Certification and Licensure Requirements**

Upon successful completion of all degree and graduation requirements, including occupational therapy education, Level I and Level II Fieldwork, and the doctoral capstone experience and project, students are eligible to apply to sit for the registration examination which is administered by the National Board of Certification of Occupational Therapists (NBCOT). When students submit their application, they must be prepared to verify they have met all graduation requirements. The NBCOT application outlines this process in detail. In addition, graduates should be aware they will be asked to answer questions related to the topic of felonies. For more information on the limitations, you may contact NBCOT at:

National Board of Certification of Occupational Therapy  
One Bank Street, Suite 300  
Gaithersburg, MD 20878  
<http://www.nbcot.org/>

Students enrolled in an ACOTE-accredited occupational therapy education program and scheduled to graduate with an associate, baccalaureate, entry-level master's, or entry-level doctoral degree may request that their university or college registrar submit a Degree Verification Form (DVF), within six (6) months of their anticipated graduation date, on their behalf if they have successfully completed all degree and graduation requirements, including occupational therapy education, Level I and Level II Fieldwork, and, for OTD students, the doctoral capstone experience and project. The form may only be used within the same calendar year as the student's anticipated graduation date. At RUSH, students may only request the DVF if their capstone was delayed, they complete all capstone requirements and there is more than 120 days until the next scheduled University graduation date.

Some states allow graduates to work as an occupational therapist with a temporary license until the first opportunity to take the national registration exam. Graduates must apply for licensure in the state they intend to work and must comply with all requirements as well as national certification. After successfully passing the NBCOT exam, graduates are considered registered occupational therapists (OTR). Any graduate not passing the examination must follow protocol and restrictions outlined by NBCOT and the state in which they reside.

## **NBCOT Certification Examination**

For the most current application and procedures check for details on the NBCOT site at: [www.nbcot.org](http://www.nbcot.org)

### **How to apply:**

Candidates apply for the certification exam online at [nbcot.org](http://nbcot.org). The exam application must be completed by the candidate. Applications completed and/or submitted by a third party (e.g., family members, recruiters, program directors, fieldwork coordinators, professors) are not valid and the candidate will be deemed ineligible for three (3) months with all application fees forfeited. Once this exam application is submitted, it is valid for 90 days. The certification exam must be taken within this validity period, or by the Authorization to Test (ATT) expiration date. If the exam is not taken within the eligibility period, all fees will be forfeited. A new exam application and fee MUST be submitted.

## **Illinois Licensure**

As a professional-entry-level program, the Rush University Occupational Therapy Doctorate in which you are currently enrolled meets the requirements for professional licensure across the United States. The address for Illinois Department of Professional Regulation is:

Illinois Department of Professional Regulation

320 West Washington Street, 3<sup>rd</sup> Floor

Springfield, Illinois 62786

<http://www.idfpr.com/contact.asp>

The state will respond with an authorization to work letter to allow graduates to begin working. Graduates may begin working once they have received the letter of authorization. However, it may take several weeks.

In Illinois, graduates may continue to work up to six months or until they have taken and passed the first eligible certification exam. In addition, the licensure act states that during this time, graduates who are not yet licensed must receive supervision on site for at least 75% of your work hours.

Graduates planning to work in other states should, check with the individual State Boards for licensure information.



# **APPENDICES**

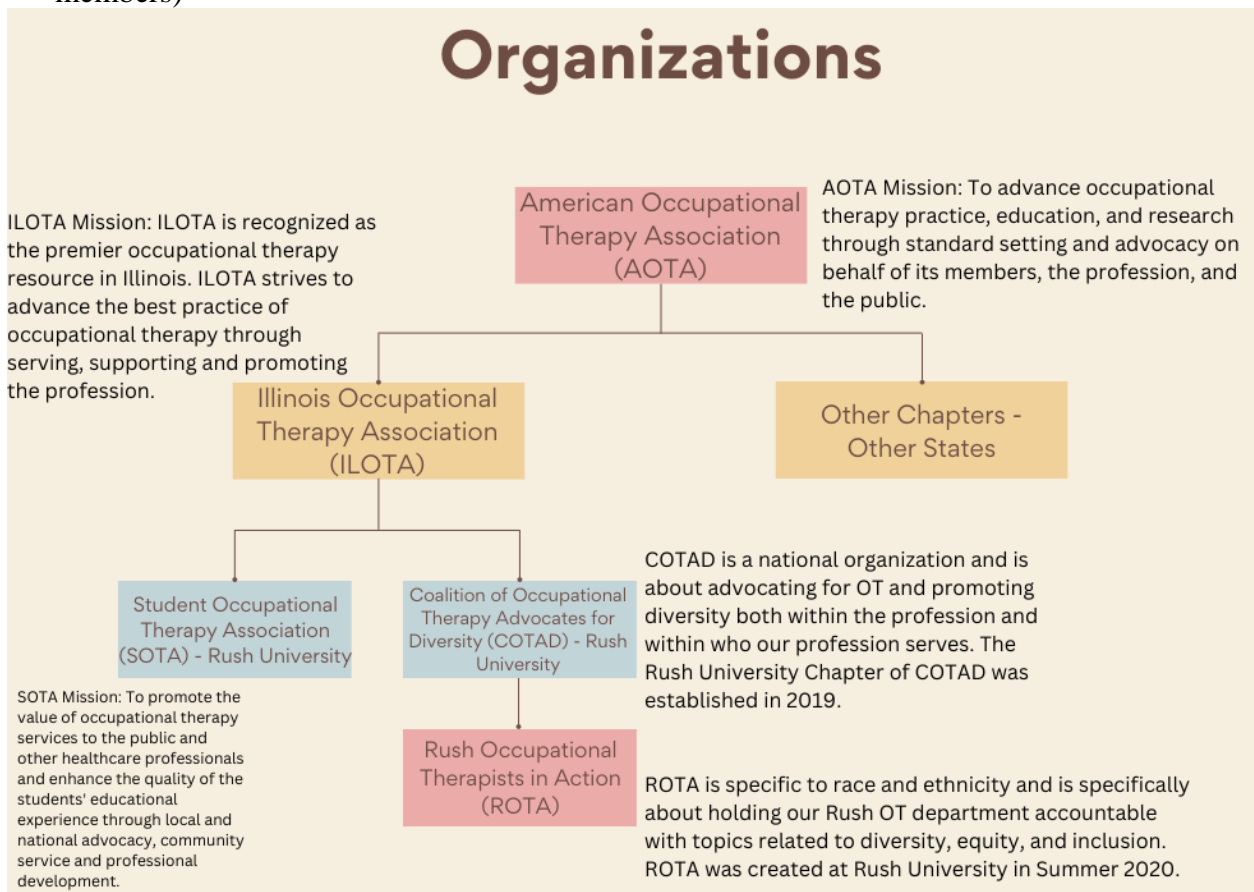
## **Professional Associations and Publications**

### **Membership & Participation Professional Organizations**

Membership in professional organizations is highly encouraged and many of Rush University faculties are involved in local, state and national initiatives relative to occupational therapy. Membership in such organizations is viewed as an opportunity to advocate for the profession and to keep informed about issues which impact the practice of occupational therapy.

For memberships in professional organizations contact the websites listed below:

- American Occupational Therapy Association (AOTA): [www.AOTA.org](http://www.AOTA.org) (\$75 per year)
- Illinois Occupational Therapy Association (IOTA): [www.IOTA.org](http://www.IOTA.org) (\$20 for AOTA members; \$25 for non-AOTA members)
- World Federal Occupational Therapy (WFOT): [www.WFOT.org](http://www.WFOT.org) (\$27 for AOTA student members)



### **Student Occupational Therapy Association**

The Student Occupational Therapy Association (SOTA) affords students an opportunity to organize efforts and advocate for the profession. Following their predecessors, the entering class of students forms an autonomous student organization, electing officers, and adhering to the mission of SOTA. The mission of SOTA is to promote the value of occupational therapy services to the public and other healthcare professional development. A faculty sponsor is identified as the liaison between students and faculty and will assist the students as necessary. Elections are



held in Fall of each year and include election of a president, vice-president (who also serves as an Assembly Student Delegate [ASD] representative to AOTA), financial coordinator, recording secretary, and public relations officer.

### **Coalition of Occupational Therapy Advocates for Diversity**

An international nonprofit organization that works to promote diversity, equity, and inclusion and address occupational injustice. This organization provides students/faculty/practitioners the opportunity to learn about and create an inclusive environment through interactive events and engaging education.

### **Rush Occupational Therapists in Action**

A committee comprised of Rush students and faculty focusing on the promotion of racial and ethnic equity in the Occupational Therapy Department through education & advocacy.

**Occupational Therapy Code of Ethics and Ethical Standards (2020)** All students are expected to know and abide by AOTA's Code of Ethics. The Code of Ethics can be found for review at the link provided below.

[https://research.aota.org/ajot/article/74/Supplement\\_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics](https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics)

### **Core Faculty Phone List**

<b>Last Name</b>	<b>First Name</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Costello	Paula	1010A AAC	(312)-942-4713	Paula_J_costello@rush.edu
Hahn	Bridget	1009A AAC	(312)-942-1759	Bridget_J_hahn@rush.edu
Hansen	Piper	1010D AAC	(312)-942-4899	Piper_Hansen@rush.edu
Little	Lauren	1009E AAC	(312)-942-1759	Lauren_Little@rush.edu
Popova	Evguenia	1009D AAC	(312)-563-5899	Evguenia_S_Popova@rush.edu
Ozelie	Becky	1019A AAC	(312)-942-6988	Rebecca_Ozelie@rush.edu
Ramirez	Ricky	1010B AAC	(312)-942-2262	Ricardo_Ramirez@rush.edu
Taylor	Steve	1009B AAC	(312)-563-2143	Steven_J_Taylor@rush.edu
VanPuymbrouck	Laura	1010F AAC	(312)-942-5595	Laura_vanpuymbrouck@rush.edu

# **SPECIAL NEEDS REQUEST FORM**

## **RUSH UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY SPECIAL NEEDS REQUEST FORM**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

**DESCRIPTION OF PROBLEM, SITUATION OR CIRCUMSTANCE NECESSITATING REQUEST:**

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**DESCRIPTION OF THE ACTUAL REQUEST:**

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**PROPOSED PLAN OF ACTION FOR ACCOMPLISHING BOTH THE REQUEST AND ANY ASPECT OF THE PROGRAM THAT MAY BE AFFECTED BY THE SITUATION:**

**\*This form must be completed and on file in the department before the student proceeds with the proposed plan. It must also be submitted within the 1<sup>st</sup> 2 weeks of the semester which will be affected unless there are extenuating circumstances.**

**COMMENTS OR MODIFICATIONS TO PROPOSAL AS SUGGESTED BY  
APPROPRIATE FACULTY:**

**1. Course Director(s):**

<b>Course Director</b>	<b>Comments</b>

**2. Academic Advisor**

**3. Academic Coordinator**

**4. Academic Fieldwork Coordinator**

**5. Other**

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**ANY CHANGES IN PROPOSAL BASED ON ABOVE COMMENTS**

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**Signature of Agreement**

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**Student (required)**

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**Academic Advisor (required)**

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**Course Directors (if applicable)**

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**Academic Coordinator (required)**

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**Academic Fieldwork Coordinator (if applicable)**

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**Other (please designate)**

# **POLICY FOR CONVEYING INFORMATION TO STUDENTS ABOUT PROPOSED AND IMPLEMENTED CHANGES TO CURRICULUM**

Rush University

Occupational Therapy Department  
Policies and Procedures

Date of Issue \_\_\_\_

Last Revision 8/1/2023

Policy: Conveying Information to Students: Re: Changes (Proposed & Implemented) to OT Program

A curriculum's dynamic nature allows it to adapt to the changes in a profession's knowledge base and demands. Thus, enhancing the students' learning opportunities and preparing them to perform as competent entry level therapists, upon graduation. This may necessitate, at times, that the curriculum/program change after the student has enrolled. The policy's purpose is to outline how this information is to be conveyed to students so that they are aware of the changes being proposed and/or implemented in a timely fashion. It will also provide the students with a forum in which to provide feedback regarding the proposed change.

This policy pertains to any changes or proposed changes to the Occupational Therapy Program or curriculum which would:

- a) Have financial ramifications for the student
- b) Change the content in the curriculum
- c) Change the course sequence in the curriculum
- d) Change graduation requirements
- e) Provide new options to the program, such as special certifications or course electives

## **Proposed Changes**

Proposed changes will be presented to the occupational therapy student body at Faculty/Student Meeting. Students will be provided written information regarding the proposed changes prior to the meeting. The meeting will be both educational and a forum in which the students can give feedback regarding the proposal.

## **Implementation of Changes**

A Faculty/Student Meeting will be convened at which time, students will be provided with written and verbal information regarding changes to the occupational therapy program which will be implemented in the future. This will be an educational forum so that students may understand how the changes impact their school career.

## **Scheduling of Meetings**

Timeframe in which to share proposal or implementation of changes will be no longer than one month after the decision by faculty to proceed on said changes has occurred. Students will be informed of meetings through e-mail and class announcements. Standing biannual meetings are scheduled twice per year. Additional meetings will be scheduled, as necessary to accommodate timely sharing of information with students.

## **TECHNICAL STANDARDS POLICY**

Rush University

Occupational Therapy Department  
Policies and Procedures

Date of Issue 3/25/2015  
Last Revision 8/15/2017

### Policy: Technical Standards for the Occupational Therapy Program

Graduates of the occupational therapy program must possess the essential knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care safely and effectively. Rush University Department of Occupational Therapy has specified the following non-academic criteria “technical standards” that applicants and enrolled students must meet with or without accommodations to participate in the educational program and the practice of occupational therapy. These standards are presented so students can be knowledgeable about performance skills needed during coursework and clinical experiences and allows students to determine if accommodations may be needed. The technical standards can be found in the OT Student Handbook and on the website.

Students are required to review these standards and ensure they are qualified to meet these expectations prior to admission and throughout the program. Students with concerns about their ability to meet these standards should meet with their academic advisor and contact the Rush University Office of Student Accessibility Services as soon as possible. Early self-disclosure of issues is encouraged to assure the safety of the student and future clients, thus enhancing the likelihood of successful completion of the program and competence as a practicing therapist.

Students can request a reasonable accommodation through the Rush University Office of Student Accessibility Services. This request may or may not be granted.

Academic Advisors will review the standards with their advisees at two points in the curriculum:

- During the students first semester of study and
- During the Semester 5 of study, just prior to the student beginning their Level II Fieldwork Experiences.

The Academic Advisor will also discuss the standards with a student if issues arise, which impact the student’s performance. The academic advisor and student will collaborate on how the student can address the issues. The student’s inability to remediate these issues may result in disciplinary action, which may include suspension or dismissal from the program.

## **UNSAFE STUDENTS IN CLINICAL SETTING POLICY**

Rush University	
Occupational Therapy Department Policies and Procedures	Date of Issue <u>10/31/2014</u> Last Revision <u>10/31/2014</u>
Policy: Unsafe Students in Clinical Setting	
<p>Unsafe practice is defined as behavior or action that has the potential to cause serious harm to a patient. This is a serious situation and goes beyond a student who might come unprepared for a particular clinical assignment. Examples of unsafe clinical practice include but are not limited to:</p> <ol style="list-style-type: none"><li>1. Willfully or intentionally doing physical and/or emotional harm to a patient (e.g., abusing a patient).</li><li>2. Providing a pattern of patient care in an imminently harmful, careless or negligent manner (e.g., a series of not adhering to safety precautions).</li><li>3. Failing to inform the fieldwork educator in a timely manner of inability to carry out assigned care of a patient.</li><li>4. Implementing interventions that do not address the patient's documented needs.</li><li>5. Falsifying patient records or fabricating patient experiences.</li><li>6. Failing to report an error in assessments and/or treatments or failing to report an untoward event or adverse reaction.</li><li>7. Receiving serious complaints from patient(s) indicating unsafe practices on the part of the student.</li><li>8. Failing to adhere to the Drug Free Campus and Workplace policy of the Medical Center (see University Catalog).</li></ol> <p>If, in the fieldwork educator's clinical judgment, a student is unsafe to continue in the clinical setting, regardless of when this behavior occurs during the clinical experience, the fieldwork educator will take the following steps:</p> <ol style="list-style-type: none"><li>1. Dismiss the student for the remainder of the clinical day. The fieldwork educator will follow all institutional guidelines as appropriate. The student will not be allowed to return to a clinical setting until steps 2-4 are complete.</li><li>2. The fieldwork educator will document the reason(s) for removal within 2 business days and provides documentation to the student and Academic Fieldwork Coordinator (ACFW)</li><li>3. The ACFW will notify the Program Director. The ACFW and Program Director will review the documentation and clarify any issues with the fieldwork educator and student, as appropriate, within 2 business days of receiving the documentation</li><li>4. The ACFW will decide whether to uphold the removal of the student or have the student return to a clinical setting as soon as possible. If the removal is upheld, the student will be administratively withdrawn from the course and receive a grade of "No Pass." The ACFW will notify the Registrar's Office. If the removal is overturned, the ACFW will coordinate with the student a mechanism to complete the required clinical hours for the fieldwork/practicum experience. This may include but is not limited to being assigned to a different clinical site or, if this is resolved in a timely manner potentially returning to the original site.</li><li>5. The student may elect to initiate an appeal process per procedures in the Student Handbook</li><li>6. The documentation related to unsafe clinical practice will be kept in the student's file in the Department of Occupational Therapy.</li></ol>	

## **POLICY ON ACADEMIC ADVISING**

Rush University	
Occupational Therapy Department Policies and Procedures	Date of Issue <u>9/2006</u>  Last Revision <u>7/28/2022</u>
Policy: Academic, Fieldwork, & Capstone Advising	
<p><b>ACADEMIC ADVISING POLICY:</b> Each student is assigned an academic advisor who is a core occupational therapy department faculty member. This faculty member will provide advising on student progress, professionalism, academic standing, fieldwork education and doctoral capstone. The Academic Fieldwork Coordinator will additionally provide specific advising related to fieldwork education and the Doctoral Capstone Coordinator will provide specific advising related to the capstone experience and project. When necessary, the academic advisor, doctoral capstone coordinator and fieldwork personnel will collaborate on advising students. In accordance with ACOTE standard A.3.7, advising related to student progress, professionalism, academic standing fieldwork education, and the doctoral capstone will be the responsibility of the assigned Occupational Therapy core faculty advisor.</p> <p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"><li>1. The Academic Coordinator assigns incoming students to designated faculty who will serve as their academic advisor through semester 4. In semester 5 the department will pair students with a clinical advisor with shared professional interests as the student who will complete advising for the remainder of the program. In the case where a faculty member leaves, the Academic Coordinator will reassign students to new advisors.</li><li>2. Students will meet with their advisor at least once every semester to review their academic performance and professional development. Students will also have an opportunity to provide feedback on their experience in the program.<ul style="list-style-type: none"><li>• These meetings will be documented. In Semester 3 a formal professional development assessment will be completed in addition to academic advising and filed.</li><li>• Students will have the opportunity to review the completed advising form and provide a written response.</li><li>• Both parties will sign the form and it will be saved in the secured student file.</li></ul></li><li>3. Student files are stored in a password protected electronic file that only department faculty and administrative staff have access to.<ul style="list-style-type: none"><li>• Everyone who has access to these files have gone through the US Department of Education FERPA training.</li><li>• Information that is shared and documented during an advising session is confidential and may only be shared for legitimate academic reasons.</li><li>• Only those with a legitimate reason to access a student's file may do so.</li></ul></li><li>4. Students meet with the Academic Fieldwork Coordinator to discuss fieldwork placements and throughout the fieldwork process. See the Fieldwork Handbook for more detailed information regarding fieldwork.<ul style="list-style-type: none"><li>• Students will be advised in small groups during fieldwork seminar during semesters 6 &amp; 7</li><li>• Documentation of the participant list and fieldwork seminar agenda will be stored in the respective cohort file</li></ul></li></ol>	

5. Students meet with the Doctoral Capstone Coordinator for initial and ongoing consultation regarding Capstone prior to and during courses related to the capstone. These meetings are documented on the Capstone Advising Form. See the Capstone Manual for more detailed information regarding capstone.
- The assigned clinical advisor will meet with students as needed per the Doctoral Capstone Faculty Mentor Agreement Form signed during semester 5
  - No formal additional documentation is required throughout this process.



## **STUDENT INVOLVEMENT IN HUMAN SUBJECTS RESEARCH**

Rush University	
Occupational Therapy Department Policies and Procedures	Date of Issue <u>2/1/2016</u> Last Revision <u>8/13/2019</u>
Policy: Human-Subject Research	
<ol style="list-style-type: none"><li>1. All students engaged in human-subject research must follow the research policies and procedures that can be found at <a href="http://inside.rush.edu/Policies/Pages/default.aspx">http://inside.rush.edu/Policies/Pages/default.aspx</a>. Students should refer to IRB Administration and Research Compliance policies for more information.</li><li>2. Students will be oriented to human-subject research and required training in OCC 579 Research Methods. All students are required to complete CITI training as part of this course.</li><li>3. Students engaging in research prior to receiving the training in OCC 579 should work with the principle investigator or project coordinator of the study to obtaining the required training and certification prior to beginning their involvement in the study.</li><li>4. If students are engaging in human-subject research, it is the student's responsibility to ensure current CITI certification until the project is completed.</li></ol>	

## **ANNUAL COMPETENCY POLICY**

Rush University

Occupational Therapy Department  
Policies and Procedures

Date of Issue 8/20/2001  
Last Revision 4/14/2021

### **Policy: Mandatory Online Training**

1. Each student will be required to complete in mandatory training and pass the competency examinations annually via RU Learning (September of Year 1, June of each subsequent year).
2. If a student fails to complete or maintain the mandatory training requirements each semester, the student will not be registered for coursework the following term or eligible to participate in clinical aspects of the program (practicum, fieldwork, course work that occurs in clinical settings).
3. Course grades associated with the clinical aspects of the program will be impacted accordingly.
4. The university monitors completion and will not register students with outstanding trainings. The Academic Coordinator is notified in this case and will work to support students who are not in compliance.

## **USE OF EQUIPMENT AND SUPPLIES POLICY**

Rush University	
Occupational Therapy Department Policies and Procedures	Date of Issue <u>2/1/2016</u> Last Revision <u>8/13/2019</u>
Policy: Use of Equipment and Supplies	
<p>The program provides a broad variety of equipment and supplies (including textbooks and evaluations) for educating students. Equipment is made available to students during classroom instruction. Students may also check out equipment and supplies from the department to practice.</p> <p>Equipment used in class is from a variety of sources including: the OT clinical departments (i.e., Fluidotherapy machines, ultrasound, paraffin), Rush University General Equipment Resource center (plinth tables, mat tables), and outside vendors (additional ultrasound machines, iontophoresis, Bioness machines) as needed to aid in classroom instruction. These materials are not available for student check-out. The Department of Occupational Therapy academic program follows the same policies and procedures of the clinical program regarding the use of modalities equipment.</p> <p>Commonly used textbooks, evaluations and intervention materials are available through faculty within the department. Students that wish to borrow a textbook should make arrangements with the specific faculty member. Resources that are housed in common areas should be signed out via the administrative support staff. Materials may be loaned out for a period of 24 hours (unless alternate arrangements have been made with a faculty member) and signed in upon return.</p> <p>Commonly used textbooks are also available through the University Library. Students are to follow the University Library policies and procedures for checking out university material. These policies can be found at <a href="http://rushu.libguides.com/borrowing">http://rushu.libguides.com/borrowing</a></p>	

# **LAB SAFETY POLICY**

Rush University

Occupational Therapy Department  
Policies and Procedures

Date of Issue 8/1/23  
Last Revision 8/1/23

Policy: Lab Safety Policy

## **ACCESS TO LABORATORY**

- Laboratory access during scheduled lab times is restricted to students who are registered in the laboratory course.
- Students must be supervised by an instructor while working in the lab or have authorization for lab use.

## **WORK SPACE**

- Food and drink are not allowed in the lab.
- Backpacks must be left on the table or in the lockers provided outside of the lab.
- Tables, desks, or mat should be free of all non-related items during occupation-based activities.
- Sufficient space between students should be maintained to avoid injury to others.
- It is expected that all students will clean up work areas, mats, or other contacted surfaces (therapy balls, rolls, or bolsters) at the end of the class with university approved cleaning agent.

## **EQUIPMENT AND SUPPLIES**

Students will participate in laboratory experiences involving a variety of equipment, supplies, and materials. It is important for each student to assume responsibility for understanding the proper use of such items before attempting to use them, and to be familiar with all safety information about them. Students must receive instruction and approval from the course instructor before using equipment or, when applicable, manufacturer's use and safety manuals. Students are expected to place all materials, supplies, and equipment in proper locations following use.

## **PHYSICAL AGENT MODALITIES**

Modalities are only to be used in conjunction with a class and supervised by an instructor. They are not to be used for personal use. It is voluntary for students to participate in the use of modalities and should understand that at any time they may choose not to participate in application of modalities to themselves. Students are responsible for informing the course instructor of any injuries or pre-existing medical conditions that are contradictions or precautions to use of physical agent modalities. Students must sign the "Consent and Release of Liability to Participate in Rush University's Thermal and Electrical Modalities in Occupational Therapy Lab" form prior to any use of the physical agent modalities.

When in use, the following procedures are to be followed:

- Paraffin machine – Temperature is monitored between 113-130°F
- Hydrocollator – Temperature is monitored between 160-175°F. Dispose of all packs with leaks and/or tears.

All modalities units will be cleaned a minimum of one time per semester and monitored by the lab instructor for the modalities course.

### **FIRST AID**

- First aid kits are located by the north and south doors. These kits should be used for minor injuries such as cuts or burns.
- All injuries requiring first aid must be reported to the instructor.

Students with more serious injuries will be referred to one of the following based on the severity of the injury:

- Employee and Corporate Health Services (ECHS) at (312) 942-5878, located in suite 475, Atrium Building, 1650 W. Harrison St. during regular hours (Monday to Friday, 7:30 a.m. to 4 p.m.). Bring your student ID or indicate you are a student and not an employee.
- Rush Emergency Department, first floor of the Tower, 1620 W. Harrison St., (312) 942-0100. Please bring your student ID or indicate that you are a student and not an employee. When a student is seen in the ED, that student must report to ECHS on the next business day.
- Students may also access the Rush Walk-In Clinic or their personal physician, if the students choose one of these options, they will need to use their own medical insurance to cover the cost of the visit and treatment.

### **EMERGENCY PROCEDURES**

**Infectious control:** all non-porous supplies used in lab must be cleaned with university approved cleaning agent after use. It is the responsibility of each student to ensure the supplies have been cleaned and will be monitored by the lab instructor. Any porous supplies or supplies that cannot be cleaned with the approved cleaning agent should be put in the sink.

During classroom/lab activities students must wash or use hand sanitizer on hands before and after engaging in intervention activities or exercises with lab equipment. Students who are sick will either refrain from these activities or incorporate hospital policies of using masks and gloves to reduce the risk of spread of infection.

**Emergency evacuation** – students are expected to comply with the current fire safety policy and procedures that are reviewed in the annual LEAP online competency training. Evacuation maps are posted in the hallway near each doorway to the lab.

### **Hazardous Exposure**

Exposure Incident Definition: Eye, mouth, mucous membrane, non-intact skin contact or parenteral exposure to blood or potentially infectious or hazardous materials that result from the performance of a duty related to a student's educational program.

Procedure:

1. Wash injured area with soap and water. If the area is the eyes, nose or mouth, use water only.
2. Immediately report the incident to your preceptor, supervisor and/or course instructor. Do not complete the employee injury report.

3. Immediately call Employee and Corporate Health Services (ECHS) at (312) 942-5878 and then report to ECHS, located in suite 475, Atrium Building, 1650 W. Harrison St. during regular hours (Monday to Friday, 7:30 a.m. to 4 p.m.). Bring your student ID or indicate you are a student and not an employee.
  
4. If ECHS is closed, immediately report to the Emergency Department (ED) on the first floor of the Tower, 1620 W. Harrison St., (312) 942-0100. Please bring your student ID or indicate that you are a student and not an employee. When a student is seen in the ED, that student must report to ECHS on the next business day.

## **Retention of Academic Advising and Fieldwork Student Records**

Rush University

Occupational Therapy Department  
Policies and Procedures

Date of Issue 2/2/2016

**Policy:** Retention of Academic Advising and Fieldwork Student Records: Department will retain student academic advising, fieldwork and doctoral capstone records in a secure, password protected file with the Rush University OTD Microsoft Teams file. These files will be kept indefinitely.

**Procedures:**

- Academic student records will be maintained in the department by the program director, academic coordinator, department administrative assistant, and program assistant. Records will include, at a minimum:
  - Advisement Reports
  - Other documentation related to academic performance (PRN)
  - Service activity documentation
  - Leave of Absence or Special Needs Request Form (PRN)
- Academic student records will be audited annually by the administrative assistant to assure all required documentation is present. The administrative assistant will follow-up with the student, academic coordinator and/or academic advisor to secure any missing documentation.
- Fieldwork student records will be maintained by the academic fieldwork coordinator (AFWC). Records will include, at a minimum:
  - Level I and II Fieldwork Evaluations (to be housed in FW Management databases and AOTA Formstack system)
  - Other documentation related to fieldwork performance, i.e., educational contracts, summary of AFWC interventions with student or site, etc.
- Doctoral capstone student records will be maintained by the doctoral capstone coordinator. Records will include, at a minimum:
  - Faculty and Site Mentor Agreement Forms
  - Midterm and Final Capstone Experience Evaluation
  - Other documentation related to capstone performance such as remediation or intervention plans (stored in student file)
  - Final Capstone Project Manuscript



## DEPARTMENT OF OCCUPATIONAL THERAPY – Course Descriptions

Course Number	Course Title	Course Description
OCC-501	Human Structure and Principles of Movement	The primary goal of this course is to understand and evaluate the musculoskeletal system related to the performance skills of occupational performance. Biomechanical principles are presented with application of treatment to occupational performance impairment. The student will learn and demonstrate the ability to administer evaluations of posture, joint motion, muscle strength and body mechanics in selected activities. (The primary goal of this course is to understand and evaluate the musculoskeletal system related to the performance skills of occupational performance. Biomechanical principles are presented with application of treatment to occupational performance impairment. The student will learn and demonstrate the ability to administer evaluations of posture, joint motion, muscle strength and body mechanics in selected activities. (Pre-requisite or co-requisite: OCC 501L)
OCC-501L	Functional Anatomy W/Lab	The primary goal of this course is to understand and evaluate the musculoskeletal system related to the skill components of occupational behavior. The gross anatomical structures of are presented with application of the assessment and treatment of occupational performance dysfunction. The student will learn through lecture and prosected laboratory specimens the gross structures of the human body, with an emphasis on the structures vital for functional performance. The cardiorespiratory, gastrointestinal, genitourinary, musculoskeletal, and head/neck systems will be covered; a large content focus is on the musculoskeletal system with emphasis on the upper extremities and upper trunk. (Prerequisite or co-requisite: OCC 501)
OCC-520	Health Conditions	Selected medical, surgical, and psychiatric conditions with emphasis on their etiology, prognosis, medical and pharmacological management will be explored through lecture, presentation and discussion.
OCC-576	Sociocultural Aspects of Care	This course introduces students to the cultural issues that impact practice. Culture is multi-faceted and will be explored through a variety of viewpoints and applied to a variety of practice settings.
OCC-579	Research Methods	This course provides the foundation for participation in clinical research and the importance of evidence based practice in occupational therapy. Emphasis will be on quantitative research design, data analysis strategies, and the incorporation of evidence based practice to clinical practice. This course will serve as a basis for research projects with assigned research faculty (CHS 601 - Prerequisite; co-requisite) LT
OCC-600	Introduction to Occupation, Health and Wellness	Overview of the historical foundations of occupational therapy as they relate to general Occupational Therapy practice and the philosophical perspectives upon which the profession is based. This course also provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. Six dimensions of health are explored within the context of occupational therapy. The influence of chronic disease on health, wellness, and occupational performance will be explored.
OCC-607	Psychosocial Aspects of Care	This course introduces students to mental health theory and how it applies to the occupational therapy process in a variety of practice settings. (Prerequisites: OCC 520; OCC 600; pre-requisite or co-requisite: OCC 610)
OCC-608	Introduction to Clinical Practice	This course is designed to provide the occupational therapy student with a foundation of technical and interpersonal clinical practice skills. The primary goal of the skills presented and practiced in the course is for the students to have exposure, experience, and acquire basic clinical assessment, intervention and clinical

		reasoning skills as a foundation for productive clinical placements and preceptorships at RUMC and in the community.
OCC-609	Occupational Performance and Ability	Focus will be on the development of task analysis skills by applying logical thinking, critical analysis, problem solving and creativity. Students will demonstrate ability to grade and adapt occupation-based tasks and purposeful activity including the interaction of performance areas, components, and contexts through dynamic classroom exercises. In addition, a four week practicum experience within the Rush University Medical Center will allow students the opportunity to apply skills learned in the classroom in a clinical setting. (Prerequisites: OCC 501, OCC 501L, OCC 520; OCC 608)
OCC-610	Occupational Therapy Process	This course will introduce students to the fundamentals of the occupational therapy process including evaluation, documentation, and therapeutic relationships. (Prerequisites: OCC 608; OCC 609)
OCC-612	Physical Disabilities I	Application of theories and conceptual models for restoration of occupational performance based on biomechanical and rehabilitative principles are presented. The occupational therapy planning, evaluation, and intervention process is introduced and instruction methods include application and synthesis of covered topics. (Prerequisites: OCC 501; OCC 501L; OCC 608; OCC 609; OCC 610; OCC 620)
OCC-613	Physical Disabilities II	Application of theories and conceptual models for restoration of occupational performance based on motor learning, cognitive-perceptual and rehabilitation models of practice. The occupational therapy planning, evaluation, and intervention process is introduced and instruction methods include application and synthesis of covered topics. (Prerequisites: OCC 501; OCC 501L; OCC 576; OCC 520, OCC 608; OCC 609; OCC 610; OCC 620; OCC 625; )
OCC-614	Mental Health Practice	Students learn to apply theories and conceptual models for restoration of occupational performance based on psychosocial principles for individuals, groups, and populations. Didactic and experiential learning activities will engage the student in the occupational therapy evaluation, intervention planning and intervention delivery processes. Students will also apply the principles of group dynamics to a 6-week group leadership experience. (Prerequisites: OCC 520, OCC 576; OCC 607; OCC 608; OCC 609; OCC 610 (co-req or pre-req); OCC 620, OCC 625)
OCC-615	Developmental Disabilities I	This course begins with fundamental topics of occupational performance as it relates to human and occupational development, with an emphasis on pediatric developmental. The students will be introduced to clinical reasoning within the context of the occupational therapy process with children and their families. Exposure to various assessment tools will facilitate foundational knowledge needed for occupational therapy evaluations related to development throughout the life cycle. (Prerequisites: OCC 501; OCC 501L; OCC 520; OCC 576; OCC 608; OCC 609; OCC 610; OCC 620; OCC 625)
OCC-616	Developmental Disabilities II	Interventions, which are unique to facilitating human and occupational development, are explored in this course. Students learn to apply practice models and frames of references for the prevention, development, remediation, and restoration of occupational performance as it relates to various developmental disorders. (Prerequisites: OCC 501, OCC 501L, OCC 520, OCC 576; OCC 608; OCC 609; OCC 610; OCC 615, OCC 620; OCC 625)
OCC-617	Clinical Practice Skills/Fieldwork 1-A	This course focuses on development of professional behaviors to prepare students for fieldwork experiences. This course also provides didactic and lab training in the use of physical agent modalities. The course culminates with a supervised two-week field experience related to the theory and application of occupational therapy in the areas of biomechanical, rehabilitation, and psychosocial principles. (Prerequisites: OCC 501, OCC 501L, OCC 600; OCC 608; OCC 609; Prerequisite or Co-requisite OCC 607; OCC 610)

OCC-618	Clinical Practice Skills/Fieldwork 1-B	This course will provide didactic and lab training for select clinical skills necessary for successful completion of fieldwork experiences. In addition, this course continues to focus on development of professional behaviors to prepare students for fieldwork experiences. The course culminates with a supervised two-week field experience related to the theory and application of occupational therapy in the areas of biomechanical, rehabilitation, and psychosocial principles. (Prerequisites: OCC 501; OCC 501L; OCC 607; OCC 608; OCC 609; OCC 610; OCC 620)
OCC-620	Foundational Theories in OT	This course focuses on the prevalent theories of occupational therapy and the impact of theory on clinical as well as community-based practice. It introduces students to the difference between models of practices and frames of reference and how theory can be used to guide professional reasoning across the lifespan.
OCC-625	Functional Neuroscience & Cognition	This course consists of lecture and lab content covering the anatomy, functions and selected dysfunctions of the central and peripheral nervous systems. The student will learn the basic principles of organization, structure, and function within the human nervous system and correlate specific clinical signs and symptoms to lesions within the central and peripheral nervous system. Instruction on clinical measures, including evaluation and assessment tools specific to the neurological tracts will be included, with this material being applied through interactive labs. (Prerequisite: OCC 501L) (1.5 sh lecture; 1.5 sh lab)
OCC-630	Program Development	This course will introduce students to community-based practice and the program development process. Students will increase their awareness for opportunities to recommend changes to existing services and/or develop proposals for new services in traditional and emerging practice areas. Students will also explore alternative funding strategies, such as grant writing to fund new or developing programs.
OCC-643	Health Care Systems	This course reviews and identifies the factors, forces, and dynamics of the environment in which health care services are provided. The interrelationships of health care institutions in the future and their impact on occupational therapy will be discussed.
OCC-644	Leadership and Advocacy	This course presents the foundations of leadership development with an emphasis on effective management of the delivery of Occupational Therapy services, personnel management, fiscal management, and resource allocation. Institutional, community, and political advocacy as it relates to occupational therapy are also presented. (Prerequisite: OCC 643)
OCC-683	Evidence-Base Practice Series I	The Evidence-Based Practice Series is comprised of three courses (OCC 683, OCC 684, and OCC 685) and is the culmination of the research sequence in the occupational therapy curriculum. It provides students with the opportunity to explore and experience clinical research and the outcomes during development of a graduate research project. Small groups of students participate in weekly faculty-student seminars to explore the literature, create and conduct a research project leading to dissemination of the work, which will be a final paper and presentation. (Prerequisites: CHS 601 and OCC 579)
OCC-684	Evidence-Base Practice Series II	This course is a continuation of OCC 683. Students will continue to work with their small groups to implement their research projects. Emphasis will be on strategies related to data collection and implementation of their project. (Prerequisites: CHS 601; OCC 579; OCC 683)
OCC-685	Evidence-Base Practice Series III	This is the final course in the Evidenced-Based Practice Series. Emphasis in this course will be on strategies related to data analysis, interpretation and dissemination of findings. The culmination of this series will be completion of a scholarly paper and presentation. (Prerequisites: CHS 601; OCC 579; OCC 683 and OCC 684)
OCC-795	Advanced Fieldwork I	This course offers supervised field experiences applying theoretical Occupational Therapy concepts on persons with psychosocial and/or physical dysfunctions. Full-

		time student status is continued while engaged in fieldwork. (Prerequisites: OCC 612; OCC 613; OCC 614; OCC 615; OCC 616; OCC 617; OCC 618)
OCC-797	Advanced Fieldwork II	This course offers supervised field experiences applying theoretical Occupational Therapy concepts on persons with psychosocial and/or physical dysfunctions. Full-time student status is continued while engaged in fieldwork. (Prerequisites: OCC 612; OCC 613; OCC 614; OCC 615; OCC 616; OCC 617; OCC 618)
OCC-810	Professional Reasoning and Doctoral Experience I	This is the first module in the Professional Reasoning and Doctoral Experience series, which culminates in the Individualized Doctoral Experience. Emphasis will be placed on development of professional reasoning. Students will begin planning their individualized doctoral experience by identifying interests and opportunities that match their strengths. (Prerequisites: OCC 610; OCC 630)
OCC-811	Professional Reasoning and Doctoral Experience II	This is the second module of the Professional Reasoning and Doctoral Experience Series, which culminates in the Individualized Doctoral Experience. Emphasis will be placed on development of professional reasoning. Students will continue planning their individualized doctoral experience. (Prerequisites: OCC 610; OCC 630; OCC 810)
OCC-812	Professional Reasoning and Doctoral Experience III	This is the final module of the Professional Reasoning and Doctoral Experience Series, which culminates in the Individualized Doctoral Experience. Emphasis is placed on the ongoing development of professional reasoning. Students will complete their plan for the Individualized Doctoral Experience and capstone dissemination. (Prerequisites: OCC 610; OCC 630; OCC 810; OCC 811)
OCC-820	Capstone Competencies	Students will complete competency requirements which will include a comprehensive examination. (Prerequisites: OCC 795; Must have completed or be enrolled in OCC 797)
OCC-825	Individualized Doctoral Experiences	This course affords students the opportunity to extend, build, and apply knowledge acquired in the curriculum and prior fieldwork experiences during a 16 week, full time, Individualized Doctoral Experience. Students will engage in an area of practice beyond the generalist level by directing their experience toward an in-depth focus on Advanced Practice in Traditional and Emerging settings, Management and Leadership, Academia, or Research. Students direct the development of specific learning objectives with the guidance and approval of faculty. (Prerequisites: All didactic and clinical coursework must be completed and OCC 820)
OCC-828	Capstone Dissemination	Students will complete a capstone project based on the Individualized Doctoral Experience. The capstone will analyze professional development, advancing skills, and discovery of evidence in a culminating report. Students will complete the culminating report through producing papers and/or presentations based upon the objectives and outcomes developed through the Professional Reasoning and Doctoral Experience coursework. (Prerequisites: All didactic and clinical coursework and OCC 820. Must have completed or taken at same time as OCC 825)
OCC-900	Independent Study	Creative project designed by the student and supervised by faculty.
OCC-999	Continuous Enrollment	The requirement for Continuous Enrollment applies to all students admitted or re-admitted for Fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the College of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work.