

College of Health Sciences

Occupational Therapy Doctorate Program

Student Handbook

Class of 2028



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). For additional occupational therapy information, please also refer to the Rush University Department of Occupational Therapy web page (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 Director of Admissions for assistance.

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



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 adhering to 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.

Student's Signature

Date

Student's Printed Name

Date

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

OCCUPATIONAL THERAPY PROGRAM

Occupational therapy has been 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 1981. 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 completing 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 transforming students into world-class occupational therapists. The current chair of the Rush University Department of Occupational Therapy, Becky Ozellie, DHS, OTR/L, FAOTA works closely with the clinical director of occupational therapy in the medical center, 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 18th in the country by U.S. News & World Report, ranking among the top OT programs nationally.

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

Philosophy of Education

Occupational therapists understand that people are multifaceted individuals who engage in meaningful, complex, and varied occupations within a range of environments (AOTA, 2020, AOTA, 2017). When an individual encounters challenges or when internal or external factors impact their occupational participation, occupational therapists work to support their engagement through diverse means. The field of occupational therapy encompasses persons, groups, and populations, taking into consideration their unique wants, needs, strengths, contexts, limitations, and occupational risks that influence their ability to perform daily activities (AOTA, 2020, AOTA, 2017). Occupational therapy interventions are designed to enhance occupational performance across the lifespan.

Rush University Department of Occupational Therapy faculty members fulfill roles as practitioners, teachers, and investigators. This combination of roles infuses the curriculum with contemporary and scholarly perspectives to prepare students to meet society's occupational needs. 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 revising prior knowledge so that new perceptions and meanings may evolve (Cranton, 2016). Integrative learning expands this process by facilitating students' ability to connect ideas, concepts, and experiences to better adapt to novel and complex issues (Huber & Hutchings, 2013). The result is a learner who is intellectually flexible to meet the needs of complex clients in a continually changing society. The Rush Doctor of Occupational Therapy (OTD) program is based on transformative and integrative learning, building on students' past, connecting to the present, and anticipating 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 aims to foster professional leadership in order to address the evolving demands of healthcare and the occupational therapy profession. Throughout the program, self-directed learning and critical thinking, emphasizing the use of evidence-based research and practice is emphasized. Faculty mentorship, problem-solving, collaborative activities, and critical inquiry are integrated into the classroom, clinical, and community experiences to enhance students' performance at an entry-level. The individualized doctoral experience establishes a trajectory that enables students to become an emerging leader in their professional practice. Rush occupational therapy graduates are not only well-prepared to work in both traditional and emerging practice settings but are also known for their ethical standards, adaptability, creativity, autonomy, and commitment to being informed practitioner-teacher-investigators.

References

- American Occupational Therapy Association. (2020) Occupational therapy practice framework: Domain and process.-Fourth Edition *American Journal of Occupational Therapy*, 74(Suppl. 2), <https://doi.org/10.5014/ajot.2020.74S2001American>
- Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.716S06>
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Student Learning Outcomes

At the end of this program students will:

1. Utilize entry-level professional reasoning during occupational therapy service delivery.
2. Evaluate the influence of client factors, performance skills, performance patterns, environments, and contexts on occupational participation.
3. Create and implement theoretically driven and evidence-based interventions that address the client's occupational needs.
4. Identify the influence of professional leadership on occupational therapy services within community and health care delivery systems.
5. Justify the distinct value of occupational therapy among the interprofessional team for optimal care.
6. Generate and disseminate new knowledge to advance occupational therapy.
7. Design occupational therapy programs based on comprehensive needs assessments.
8. Reflect on the value of inclusion within professional practice and a diverse workforce.

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 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. Questions concerning accreditation should be directed to the ACCOTE (301) 652-6611, www.acoteonline.org, or write: Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814

Curriculum Design

In today's rapidly changing healthcare system, occupational therapy program graduates must possess adaptability, autonomy, comprehensive clinical and academic education, and leadership qualities. They should employ creative and professional reasoning effectively and efficiently to excel in delivering 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. With this model in mind, the curriculum is encompassed by academic, clinical, and community partnerships. These partnerships allow students to learn from faculty who are active in practice, clinicians in the field, and service recipients as well as afford students opportunities to engage in clinical experiences throughout each semester of the curriculum. These immersive experiences empower integrative learning by applying classroom learning to occupational therapy practice (Huber & Hutchings, 2013).

The sequence of the Rush occupational therapy curriculum leverages transformative learning (Cranton, 2016) to encourage students to construct their knowledge and skills at increasing levels of complexity, competence, and synthesis. Constructivist in nature, transformative learning fosters professional reasoning through critical self-reflection and recursively acting on the insights obtained (Mezirow, 2018). This collaborative learning process evolves through modeling and mentoring relationships toward developing skills in evidence-based practice, research, and leadership. Moreover, cultural awareness and humility is integrated throughout the curriculum to promote culturally appropriate care (American Occupational Therapy Association, 2020). The curriculum yields a discerning practitioner-investigator who can identify and design

theoretically based interventions that address the 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 Joan and Paul Rubschlager Tower at Rush University Medical Center. The butterfly design is a symbol of the transformation and growth which has occurred within the medical center; it is also a symbol for the patients we treat and the students we prepare to be occupational therapists. The wings of the butterfly design encompass the key curriculum threads that run through the entire program. These threads include Evidence-Based Practice, Practice Immersion, Professional Reasoning, and Foundation of Occupation, all of which are detailed below. At the center of butterfly is the Rush anchor—a symbol of hope and steadfastness that is also represented by the two overarching themes of the program encircling the butterfly design:

a. **Social Responsiveness:** Positioned above the butterfly and guiding curriculum efforts is the theme of social responsiveness. This portion of the anchor serves as a reminder that the curriculum is designed to foster social consciousness, practice cultural humility (Agner, 2020) and prepare students to address real-world social challenges.

b. **Academic, Clinical, and Community Partnerships:** Serving as the foundation for the butterfly is the theme of academic, clinical, and community partnerships. This portion of the anchor emphasizes the program's commitment to the importance of collaboration between educational institutions, clinical settings, and community organizations and highlights our unique hands-on and integrated clinical opportunities each semester of the program.

Curricular Threads:

- **Evidence-Based Practice** – Focus throughout the curriculum is placed on the use of evidence to guide evaluation and intervention. Knowledge generation and knowledge translation through scholarship activities is stressed to contribute to the knowledgebase of the profession.
- **Practice Immersion** – Meaningful engagement in traditional and emerging practice settings is key to promote client-centered care in a changing healthcare landscape. To prepare entry-level occupational therapists to be emerging leaders within the profession, they must not only have knowledge of and exposure to the variety of practice settings they can practice in but also engage in transformative learning experiences every semester of the program to best deliver skilled services to foster clients' participation in everyday occupations and roles.
- **Foundation of Occupation** – Knowledge of occupation as both an intervention and an end goal, and the impact of occupation on health and wellness is stressed throughout the program.
- **Professional Reasoning** – In order to respond to the dynamic needs of the client (individuals, groups, communities and populations), 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:

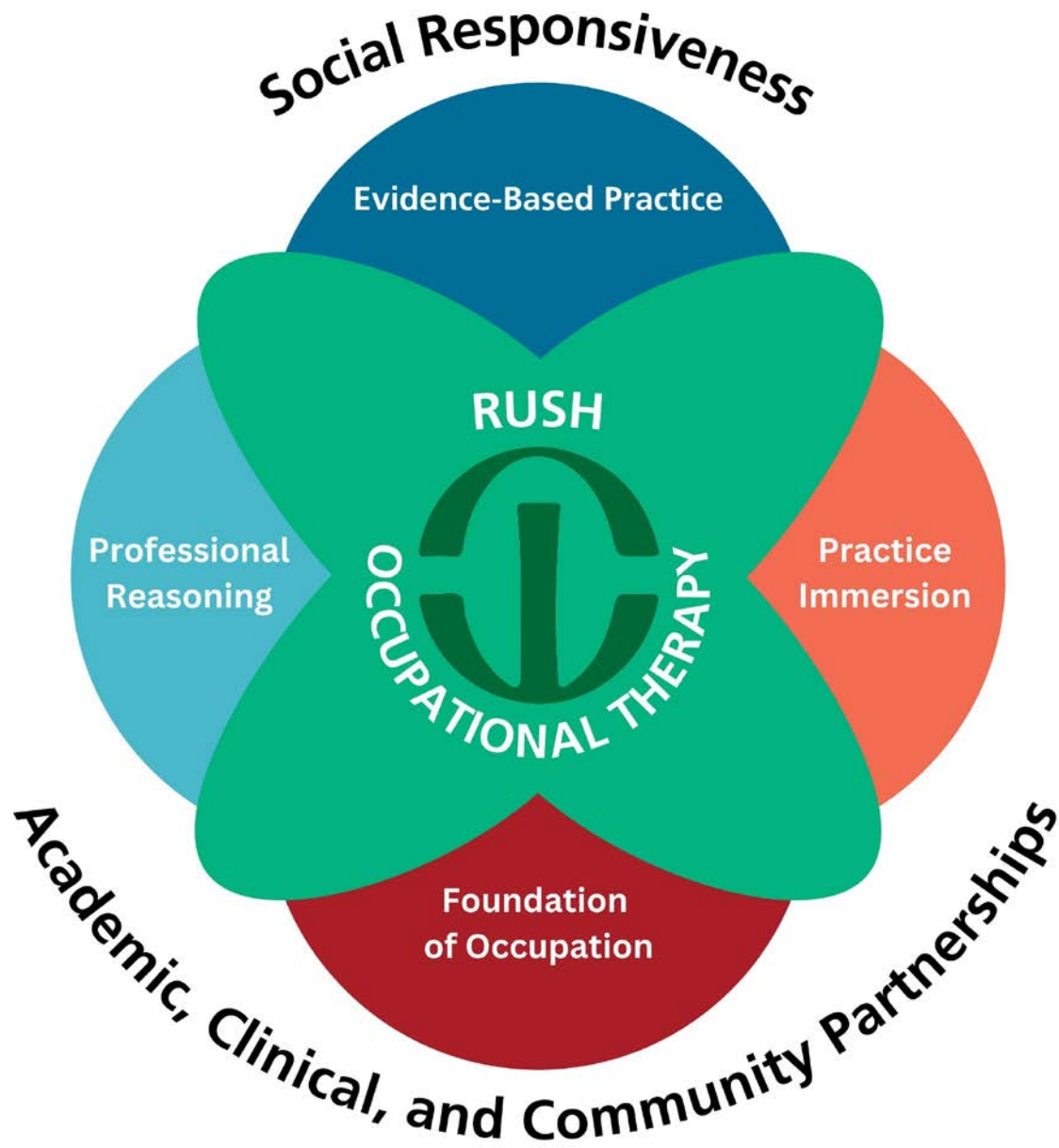
1. Understanding General Bodies of Knowledge – Foundational knowledge of an individual's functional skills and abilities is required for understanding success or failure in the engagement of occupational performance. This foundation is built on accumulated knowledge in behavioral, social, developmental, 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).

References

- Agner, J. (2020). Moving from cultural competence to cultural humility in occupational therapy: A paradigm shift. *American Journal of Occupational Therapy*, 74(4), 7404347010p1-7404347010p7. <https://doi.org/10.5014/ajot.2020.038067>
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- Mezirow, J. (2018). Transformative learning theory. In *Contemporary theories of learning* (pp. 114-128). Routledge.
- Tsimane, T. A., & Downing, C. (2019). Transformative learning in nursing education: A concept analysis. *International Journal of Nursing Sciences*, 7(1), 91–98.
<https://doi.org/10.1016/j.ijnss.2019.12.006>

FIGURE 1: CURRICULUM DESIGN
Underlying Themes and Interwoven Constructs



RUSH OTD

Curriculum Sequence



RUSH OTD CURRICULUM SEQUENCE BY TERM

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)
- Self-Care and Professional Transitions (1)
- Introduction to Occupational Health and Wellness (3)

**S2
SPR**

- Research Methods (4)
- 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)

RUSH OTD CURRICULUM SEQUENCE BY TERM CONTINUED

	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			<ul style="list-style-type: none"> Physical Disabilities I (4) Mental Health Practice (4) Evidence-Based Practice Series II (1) 	<ul style="list-style-type: none"> Clinical Practice Skills/FW1B (2) 	<ul style="list-style-type: none"> Program Development (2)
S5 SPR			<ul style="list-style-type: none"> Physical Disabilities II (4) Developmental Disabilities II (4) Evidence-Based Practice Series III (2) 	<ul style="list-style-type: none"> Evidence-Based Practice Series III (2) Professional Reasoning & Doctorate Experience I (2) 	<ul style="list-style-type: none"> Professional Reasoning & Doctorate Experience I (2)
S6 SUM			<ul style="list-style-type: none"> Advanced Fieldwork I (9) 	<ul style="list-style-type: none"> Advanced Fieldwork I (9) Leadership & Advocacy (2) Professional Reasoning & Doctorate Experience II (2) 	<ul style="list-style-type: none"> Leadership & Advocacy (2) Professional Reasoning & Doctorate Experience II (2)
S7 FALL			<ul style="list-style-type: none"> Advanced Fieldwork II (9) 	<ul style="list-style-type: none"> Advanced Fieldwork II (9) Professional Reasoning & Doctorate Experience III (1) Capstone Competencies (1) 	<ul style="list-style-type: none"> Professional Reasoning & Doctorate Experience III (1)
S8 SPR				<ul style="list-style-type: none"> Individualized Doctoral Experience (12) 	<ul style="list-style-type: none"> Individualized Doctoral Experience (12) Capstone Dissemination (1)

Class of 2028 Course of Study

YEAR 1

FALL 2025

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)
 OCC 510 Self Care and Professional Transitions **(Practicum #1)** ★
 OCC 600 Introduction to Occupation Health and Wellness (3)
 IPE 502 Interprofessional Patient Centered Teams (0)
Total = 15

SPRING 2026

SEMESTER 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 (4)
 IPE 502 Interprofessional Patient Centered Teams (0)
Total = 15

SUMMER 2026

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

YEAR 2

FALL 2026

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

SPRING 2027

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

SUMMER 2027

SEMESTER 6

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

YEAR 3

FALL 2027

SEMESTER 7

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

SPRING 2028

SEMESTER 8

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

Total hours = 107



★ Indicates a hands on clinical experience

FACULTY

Rush University Department of Occupational Therapy: The faculty and areas of practice

Core Faculty

Kia Ashley Burks, OTD, OTR/L, Rush University, Doctorate Capstone Coordinator; Acute care, Equity and Inclusion in OT education, Trauma-informed Care

Ryan Durkin, OTD, OTR/L, MBA, Boston University, Instructor; Older Adult Home Modification Program, Management and Leadership

Bridget Hahn, OTD, OTR/L, University of Illinois at Chicago, Directors of Admissions & 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; Neurorehabilitation, 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, Assistant Professor; Oncology, Occupational Justice and Mental Health

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

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

Part-time Faculty

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

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

This program is delivered through a full-time hybrid delivery model, combining in-person instruction, and some distance education components. Primarily students are in classes Monday through Thursday in-person. Some additional Friday, evening or weekend hours may be required for the completion of academic and clinical assignments. Students are given ample notice of these required days.

In-person sessions are primarily held at Armour Academic Center at 600 S Paulina, Chicago, IL 60612, which is accessible and designed to support an inclusive and engaging learning environment. Students are encouraged to review the accessibility features of both physical and virtual learning spaces to ensure their needs are met. For additional support or accommodation requests, please contact the Office of Student Accessibility Services at StudentAccessibility@Rush.edu.

Several of our courses have both asynchronous and synchronous sessions. Collaborative strategies are commonly used in the curriculum, which means you need to work with your peers outside of scheduled class periods. This comprehensive approach aligns with our commitment to excellence in occupational therapy education while providing students with the flexibility and resources needed to succeed.

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 is completed. Students are responsible for ensuring they are correctly registered in the portal each semester. Students will not be enrolled in classes if they have a balance on their university account or any outstanding health requirements or mandatory trainings.

The Academic Calendar for the University can be found at 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 class schedule about six weeks before each semester by the Director of Admissions. 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 student's 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 students
- To function as a liaison between students, 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.3.5, the faculty advisor will complete advising related to conduct and responsibilities to enter the profession, student progress and academic standing, fieldwork education, and the doctoral capstone.

The advisor is the student's representative to the faculty; any special requests should be communicated first to the 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. A student placed on academic probation three times 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. Only one D, F, or No Pass is allowed for the entire program. In the event a student receives a second D, F, or No Pass (N) at any other time in the program they will be dismissed from the program.

In summation, a student will be dismissed from the program if they:

- Are placed on probation three times;
- Receive two or more D, F, or No Pass grades during a single semester;
- Receive any D, F, or No Pass grades for more than one semester; or,
- Receive a grade lower than B for a repeated class.

Should a student be dismissed due to the above, the Chairperson will notify the registrar of the dismissal. An administrative dismissal will be entered into the student's academic transcript.

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.**

Student Performance and Academic Review Committee (SPARC)

Description:

The Student Performance and Academic Review Committee (SPARC) is a committee of occupational therapy faculty and clinicians tasked with 1) reviewing academic concerns associated with students' academic and clinical performance, and 2) providing recommendations for remediation, including development of an action plan informing next steps.

Academic Performance

Students placed on probation for the **first time** must meet with their Academic Advisor and establish an Action Plan at the start of the next academic term. The Academic Advisor may work with SPARC to best support the student through development of an Action Plan.

If a student is placed on probation **a second or third time**, the student must petition and meet with the SPARC committee by contacting the SPARC committee chair in writing. Before the SPARC meeting, the student will be provided with resources to draft an Action Plan that outlines the steps the student intends to take to improve their academic performance in the upcoming academic term. The Action Plan will ask the student to identify areas of concern and professional goals to address them. For each professional goal, the student will be asked to present specific activities, resources, deliverables, and timelines to ensure goal completion. The student will be asked to work closely with their academic advisor in preparing the Action Plan draft before meeting with SPARC. During the SPARC meeting, the student will present the Action Plan to SPARC

and receive feedback from the SPARC committee. The committee may request revisions to the Action Plan before approval to ensure that the Action Plan is comprehensive and actionable. Once the Action Plan is approved by SPARC, the student will have until the mutually agreed upon due date to meet the outlined learning objectives. The student will be responsible for meeting regularly with their academic advisor to monitor the progress of the Action Plan's implementation. The student will be responsible for submitting the completed Action Plan along with supporting evidence of Action Plan completion to the SPARC committee by the specified deadline. Failure to complete the Action Plan by the mutually agreed upon deadline will result in immediate referral back to SPARC for further action/decision, loss of privileges, delay in graduation, suspension, and/or expulsion from the OTD program.

Clinical Performance

Level I Fieldwork

A student who fails a Level I fieldwork experience will receive a No Pass (N) for the corresponding fieldwork course. The student must meet with the Academic Fieldwork Coordinator (AFWC) to determine if there is a need to develop an Action Plan based on the reason for the failure. Should an Action Plan be advised, the implementation and completion of the Action Plan will be monitored by the student's advisor. Should a student fail a subsequent course or fieldwork the student will be automatically dismissed from the program. Students should be aware that a failure of fieldwork experience will result in postponement of coursework, subsequent fieldwork placements, and graduation will be delayed.

Level II Fieldwork

A student who does not pass a Level II Fieldwork will receive a No Pass (NP). The student will be required to meet with the Academic Fieldwork Coordinator (AFWC) and their Clinical Advisor to develop a mutually agreed upon Action Plan. The student will then be required to petition and meet with 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 completing a replacement fieldwork in a comparable or alternate practice setting, require the student complete remedial work prior to completing a scheduled Level II Fieldwork, complete remedial work prior to completing a replacement fieldwork in an alternate fieldwork setting and/or dismissal from the program.

Doctoral Capstone Experience or Project

A student who does not pass a Doctoral Capstone Experience or Project will receive a No Pass (N). The student must meet with their Capstone Advisor to develop a mutually agreed 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 continue in the program. 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 capstone experience or project in a comparable or alternate practice setting, complete remedial work prior to completing a replacement capstone experience or project in an alternate capstone setting and/or dismissal from the program.

Attendance Expectations

Attendance and active engagement are essential components of professional education in occupational therapy. Consistent presence in class, lab, and experiential learning settings supports the development of clinical reasoning, professionalism, and interpersonal skills that are foundational to becoming a competent occupational therapist. Students are expected to attend all required classes, labs, fieldwork experiences, and assessments as indicated in the course syllabi and program schedule. This includes in-person and virtual sessions, where applicable. Punctuality is a professional expectation. Repeated tardiness will be addressed as a professionalism concern.

Requests for excused absences (e.g., religious observances, legal obligations, health appointments, professional conferences) must be submitted to the course instructor(s) at least four weeks in advance, or as soon as the need is known. **Please refer to the Attendance Policy for complete details.**

Students who miss more than four days per semester must 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.

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. A student who needs to temporarily pause their studies due to circumstances such as prolonged illness or a significant personal matter may request a Leave of Absence. 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. If you are considering a leave of absence, review [this handout](#) and consult with your advisor or the Director of Admissions.

Voluntary Withdrawal implies the permanent departure from the University without the 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.

COVID-19 Policies

As we continue to live with the realities of COVID-19, 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](#).

Examinations

Students will be required to put 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 exam and retrieved only upon exiting the 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 University Medical Center. 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 before the clinical experience. The week before the practicum experience the faculty contacts for each site will provide an orientation to the setting/space. The week after the experience, the faculty contact will provide a processing session for the experience. Expectations will

be provided within the course the practicum is associated with and on the Practicum Canvas site.

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 must be 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 most 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.* Grades are entered before professors see the results of the survey, but the content of the survey is compiled in a comprehensive report and individual feedback is confidential.

Academic Progress

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. 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, Director of Admissions, or the Academic Advisor.

In addition, the Rush OTD Chairperson will review each student's GPA at the end of each semester to monitor academic progress and ensure adherence to academic standards. Within the first two weeks of the following semester, the Chair sends out an academic progression letter to each student. This communication helps students stay informed about their academic progress and supports their journey toward successful program completion.

Commitment to a Safe & Inclusive Classroom Experience

Students, faculty, and staff all have a role & responsibility in creating a safe and inclusive classroom environment. In addition to the resources below you can find details on [our webpage](#). The department is committed to fostering a safe and inclusive classroom environment, through the following:

- Mandatory Implicit Bias Training
- Semesterly academic advising sessions
- Bi-annual student faculty meetings
- Anonymous survey for all faculty and staff
- 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 cases, the students can bring this to the faculty's attention anonymously via the inclusivity and effectiveness survey provided in the course learning management system and at the website linked [here](#). 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 regarding 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 or call the RUSH Hotline to register a complaint at (877) RUSH-009.

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

Professional Attire Policy

Rush University is 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 and functional attire that reflects professionalism. No jeans are allowed. Identification badges must always be displayed at the University and Medical Center. Certain situations and environments may allow for more casual attire depending on the nature of the activity in which students will be engaged. Students must 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 must 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 daily. 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 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.

Textbooks

Each course includes a list of required and recommended textbooks 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 must 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 may also provide required textbooks through library reserves or interlibrary loan. Please 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.

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

Conduct and Responsibilities to Enter the Profession

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 that are critical to the delivery of competent occupational therapy and consistent with the Occupational Therapy Code of Ethics and the Values and Attitudes of Occupational Therapists. 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.

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

Procedures for Handling Incidents, Observed or Suspected, of 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 for more information.**

Students and faculty are ethically obligated to report observed or suspected incidents of academic misconduct to the Course Director 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.

RUSH Occupational Therapy Program Plagiarism Policy

Academic integrity is a cornerstone of the Rush Occupational Therapy Doctorate (OTD) Program. We are committed to fostering an environment of trust, honesty, and ethical behavior. Plagiarism and inappropriate use of Artificial Intelligence (AI) undermine these values and the educational process. This policy outlines the definitions, procedures, and consequences related to plagiarism and inappropriate use of AI.

Definitions

Plagiarism: refers to any attempt by students to use the work, words, or ideas of others without proper attribution, or any attempt to pass off the work, words, or ideas of others as their own.

Such acts are considered plagiarism whether they occur intentionally or accidentally. Acts of plagiarism include but are not limited to the following:

Presenting any phrase or extracts, verbatim, without using quotation marks and without any reference to the author

Copying or paraphrasing all or part of another student's work or otherwise presenting another student's work as their own.

Inappropriate Use of AI: Plagiarism includes using AI tools to generate content for assignments, exams, or projects without proper attribution or violating specific assignment/project/proposal guidelines. Examples include:

Not including 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 7).

Copying or even paraphrasing content produced by a prompt to AI without attribution to the AI tool or algorithm used.

Employing AI to bypass the learning process intended by the assignment.

Academic Integrity Expectations

Original Work: Students are expected to submit their original work for all assignments, projects, and exams.

Proper Attribution: When using sources, students must properly cite and reference all materials in accordance with APA 7

Transparency with AI: Students must disclose the use of AI in their work, providing proper attribution, including APA appropriate citation of content (for example, OpenAI, 2023), and ensuring its use aligns with assignment guidelines.

Reporting and Procedures

Step 1. The student(s) will have been identified as violating an established standard of academic integrity and the department chair or program director will be notified. Students, instructors, and/or staff may and should identify students violating the established academic integrity standards.

Step 2. The department chair or program director will meet with the individual(s) making the allegation and the student's faculty advisor as appropriate to review the available information and determine the veracity of the allegations.

Step 3. The department chairperson or program director student, and faculty adviser, whenever possible, will meet as promptly as possible, after the alleged incident. The department chairperson will report to the student(s) the facts and available information and will seek to authenticate or clarify the allegations where possible. If it is determined that there is no basis for the allegation, no further action will be taken.

Step 4. If it is determined that there is a basis for the allegation the consequences below will be considered.

Consequences

Consequences for confirmed cases of plagiarism or inappropriate use of AI will depend on the severity and nature of the violation. The severity and nature of the violation will be determined by the chairperson and associated faculty members relative to the situation. Potential consequences include:

Minor Violation: Formal written warning, full or partial loss of points for the assignment.

Major Violation: Formal warning, mandatory academic integrity training, full loss of points for assignment, failing grade for the course, probation, referral to Student Performance Action Review Committee (SPARC) for further action/decision, loss of privileges, delay in graduation, suspension, and/or expulsion from the OTD program.

Appeals

Students have the right to appeal the decision. Students should follow the CHS Student Academic Appeal and Grievance Procedure outlined in the RUSH University Catalog.

Conclusion

Maintaining academic integrity is crucial to the reputation and success of the RUSH OTD Program. This policy aims to ensure fairness, uphold academic standards, and support the ethical development of our students. By adhering to these guidelines, we commit to fostering a culture of honesty and integrity in all academic endeavors.

This policy aims to clearly outline the expectations, procedures, and consequences related to plagiarism and the inappropriate use of AI, ensuring that all students understand their responsibilities and the importance of maintaining academic integrity in the RUSH OTD Program.

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**.

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 for 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 sharing with classmates, 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.

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>. Also, students are encouraged to try to resolve internal issues 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

INTRODUCTION

Rush University is committed to fostering a diverse and inclusive learning environment where all students can succeed. Guided by our core values: Innovation, Collaboration, Accountability, Respect, and Excellence (ICARE). We work to ensure accessibility and cultivate a supportive, respectful, and accountable culture through individualized and confidential support services.

The **Occupational Therapy Doctorate (OTD) Program** at Rush University prepares students to become skilled and compassionate providers of occupational therapy services. The following **technical standards** outline the essential skills, abilities, and behavioral characteristics required for successful participation and progression in the program. By upholding these technical standards, Rush OTD program ensures that all students are prepared for the dynamic and demanding nature of occupational therapy practice while maintaining a commitment to diversity, accessibility, and academic excellence. Students may achieve these technical standards with or without reasonable accommodation. Reviewing these standards can help determine if accommodation is needed to fully access and successfully engage in the Rush OTD program.

Rush University is dedicated to ensuring that qualified students who identify as having disabilities have equal access to the Occupational Therapy Program through **reasonable accommodations** in accordance with the Americans with Disabilities Act (ADA). Students who require accommodation are encouraged to contact the **Office of Student Accessibility Services** as early as possible to discuss their access needs confidentially, and to allow adequate time for review and implementation. Accommodation is not retroactive, so timely requests are essential.

Acquire Fundamental Knowledge

1. Students will acquire information by some or all sensory modalities (e.g. tactile, visual, auditory, etc.), students will acquire information from **material presented in courses**, such as lectures, group discussions, and physical demonstrations.
2. Students will acquire information by some or all sensory modalities (e.g. tactile, visual, auditory, etc.), students will **acquire information from written documents and computer systems** (e.g. literature searches, health record review, & data retrieval).
3. Students will acquire information through the use of some or all sensory modalities (e.g. tactile, visual, auditory, etc.), students will identify relevant information **presented across various formats** (e.g. paper, presentations, audio, video).
4. Students will acquire information through the use of some or all sensory modalities (e.g. tactile, visual, auditory, etc.), students will **recognize and assess changes in client factors**, performance skills, as well as occupational performance and participation.

Interpreting Data and Information

1. When presented with assessment information in a variety of formats (e.g. standardized assessment results, informal observations or findings, other assessment tools), students will interpret the information in the determination for services and/or use the findings for the development of a treatment plan.

Collective Safety

1. Possess psychomotor skills necessary to provide, assist in, and/or direct holistic occupational therapy care and perform or assist with procedures and treatments.
2. When providing occupational therapy services, students will do so in a physically safe and appropriate manner for themselves and the client.
3. When providing occupational therapy services students will use any and all necessary universal precautions based on practice setting.
4. When presented with an emergency, students will support necessary emergency response intervention and/or activate the emergency response intervention system to ensure client safety.

Communication Skills

1. Draw from a variety of strategies to effectively and sensitively communicate with **clients, families, and peers** based on their own and needs of others.
2. Provide and receive constructive feedback that promotes respectful professional and effective communication.
3. Communicate effectively with faculty, educators, Rush University staff, and all **members of the healthcare team** during practicum, clinical, community, and other learning experiences.
4. When conducting an evaluation, assessment, or treatment session with a client, students will accurately and appropriately elicit relevant information (e.g. medical/psychiatric history, occupational profile) required to effectively facilitate collaboration to effectively support clients.

Clinical and Professional Judgement

1. Throughout their education, students will measure, calculate, reason, analyze, and synthesize data through clinical decision making related to diagnosis and treatment of clients to determine qualification for services, develop treatment plans, assess progress towards goals, and determine termination of services.
2. Throughout their education, students will exhibit professional reasoning across academic and practice, settings, according to the occupational therapy scope of practice.
3. Throughout their education, students will demonstrate organizational skills to complete responsibilities within designated time frames or collaborate with involved parties when extensions or accommodation are required.
4. Throughout their education, students will synthesize information, problem solve and think critically to determine the most appropriate theories, assessments, and/or interventions to utilize with a client.

Developing Professional Interactions and Attitudes

1. Students will work to build and maintain mature, sensitive, and effective relationships with clients, families, students, faculty, staff, educators, and other professionals.
2. When presented with a conflict in a relationship, students will work to identify and utilize strategies to address the conflict and maintain effective, professional relationships.
3. When presented with an unsafe professional relationship, students will identify and utilize policies and/or interpersonal strategies to protect the safety of themselves, clients, families, etc.
4. Students will collaborate with the client and any additional parties involved, while following appropriate protocols, to advocate for client's needs.
5. To manage stress and adapt to rapidly changing environments inherent to the academic and practice settings, students will use a variety of strategies, supports, and available resources to support their wellbeing.

Integration of Ethical Principles:

1. In a variety of situations, students will demonstrate:
 - Integrity, through adherence to the Rush University Student Code of Conduct;
 - accountability, through use of strategies such as collaboratively developing and adhering to an equitable participation in group projects, requesting support when needed, etc., and;
 - concern for others, through use of strategies such as intentionally seeking and understanding others' ideas, checking in on the physical and mental wellbeing of others, identifying access barriers of others and attempting to find solutions, etc. based on the needs and desires of the individual.
2. Throughout their education, students will demonstrate an understanding of professional ethical guidelines (e.g. Rush University Code of Conduct, AOTA Occupational Therapy Code of Ethics), including potential ethical conflicts.
3. When presented with an ethical conflict, students will carefully consider the effects of each course of action and come to a professional decision based on best practices within the field, collaboration with other professionals, and/or their own personal/professional ideals.

4. When presented with an ethical conflict, students will understand and utilize the appropriate reporting procedures and line of communication to discuss the issue and come to a resolution.

For additional information, please refer to the Technical Standard Policy below.

Rush University Policies & Procedures for Student Accessibility

Rush University is committed to attracting and educating students who will help to make the healthcare 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 provide 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
Website: <https://www.RUSHu.RUSH.edu/students-disabilities>

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 in Illinois and nationally needing to provide required 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 at sites that accommodate their preferences, it should be expected that a student may travel outside of the Chicagoland area and even out of state. The Chicagoland area is defined as 90 miles from Rush University Medical Center. In addition, last minute changes and cancellations by the fieldwork site may occur and may impact student placement options. When a cancellation occurs, the student's fieldwork site will be replaced by the Academic Fieldwork Coordinator (AFWC) based on currently available sites that meet educational requirements.

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. It is the student's responsibility to be aware of and meet all deadlines and requirements. 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, 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. Once a request is submitted, or accepted by a fieldwork site, students may

not withdraw this request. Please refer to the Fieldwork Manual and site request process documentation for specific details regarding the process of selecting new sites.

In accordance with 2023 ACOTE standard C 1.6., the RUSH University Department of Occupational Therapy requires that one of the fieldwork experiences (either Level I or Level II) must address practice mental health, behavioral health, or psychosocial aspects of client performance to support 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 matching 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 placement 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 required to view fieldwork site information on EXXAT. EXXAT is a web-based database that contains descriptive information about the sites, used by students to assist in their research of fieldwork sites (2023 ACOTE standard C.1.2.). 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 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 (2023 AOTA standard C.1.12.). 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 (2023 ACOTE standard C.1.12). At Rush University, Level II Fieldwork 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 (2023 ACOTE standards C.1.13. and C.1.16.). The goal of Level II Fieldwork is to develop competent, entry-level occupational therapists (2023 ACOTE standard C.1.14.).

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 first year 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.** Students that independently contact fieldwork sites will not be eligible to complete fieldwork at that site. 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 during the designated pre-placement timeframe(s). 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. Sites out of state that have an active contract will be prioritized for any out of state and/or geographical placement request. See the Fieldwork Manual for complete details.

All students must have a cumulative GPA of at least 3.0 to be eligible to participate in each of their Level II fieldwork assignments. Students must earn a cumulative GPA of at least 3.0 by the end of the semester prior to a Level II fieldwork, or their fieldwork will be canceled. Students will then need to take an independent study course during the semester of the canceled fieldwork to demonstrate the appropriate clinical skills needed for fieldwork. All additional costs associated with the independent study course will be the sole responsibility of the student. Refer to the Assignment of Grades section for details regarding probation and the length of time a student may have a GPA below 3.0.

Evaluation Criteria

Level I Fieldwork Grading Procedures

Level I fieldworks are part of Pass/No Pass courses. The 2nd 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 their 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 (C.1.12.).

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 (2023 ACOTE standard C.1.15.). 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 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 their 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 IIB Fieldwork, 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 AFWC 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 recommended, 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 additional verification and documentation to the OT Department with evidence of additional requirements. 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 costs associated with international fieldwork experiences are the responsibility of the student.

Level I Fieldwork: Students who complete 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, physicians, speech-language pathologists, nurses and physical therapists (2023 ACOTE standard C.1.10).

Level II Fieldwork: Students who complete an international Level II fieldwork must be supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists, or otherwise regulated in the country in which the students are completing fieldwork and has a minimum of 1 year of experience in practice (2023 ACOTE standard C.1.13.).

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 an ACOTE approved area of focus including clinical practice, research, administration, leadership, program and policy development, advocacy, and education. The doctoral capstone consists of two parts: capstone experience and capstone project.

Doctoral Capstone Competencies

All students must complete all didactic coursework, Level II Fieldwork, and pass OCC820 Capstone Competencies before starting the Doctoral Capstone Experience. Rush OTD 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, 2016; Tsimane & Downing, 2019). 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 are required for ongoing professional development and lifelong learning. Therefore, throughout the program, students will reflect on its student learning outcomes and their progress towards meeting these. Students complete a self-rating of their performance on the student learning outcomes each year and a summative outcome reflection as a final assignment in OCC 820.

Capstone Competency #2: Clinical Case Scenario Oral Competency Exam

The purpose of the 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. This is demonstrated through an oral exam presentation.

Capstone Competency #3: NBCOT Practice Exam

During Semester 7 in OCC 820, students will take an NBCOT Practice Exam. This exam is administered by the OTD program and mimics the official full certification exam format. The department will cover the cost of the exam and determine the passing score. The exam will be administered within a RUSH designated space to best represent the actual exam environment. If a student fails the practice exam, they will retake the exam at their own expense and must first submit a remediation plan to be approved by the capstone coordinator and program director. Successful completion of this competency is required by the end of the term. Students may not begin capstone if any portion of the competencies have not been met. Failure to pass the practice exam may delay the start of the capstone experience and consequently graduation.

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

Doctoral Capstone Experience

The individual Doctoral Capstone Experience is a 14 week, full-time, and minimal of 32 hours per week, student directed experience (ACOTE D.1.5). Prior fieldwork or work experience may not be substituted for any part of this doctoral capstone experience. The experience provides an in-depth exposure in one or more of the following areas: clinical practice, research, administration, leadership, program and policy development, advocacy, and education, (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 in collaboration with a faculty member with documented expertise in the content area of the capstone and provided in settings consistent with the program’s curriculum (ACOTE D.1.1, D.1.3). The student is also mentored by a site mentor with expertise consistent with the student’s area of focus (D.1.2).

Doctoral Capstone Project

Each student in the curriculum must complete and disseminate an independent mentored Doctoral Capstone project reflecting 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, 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 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 site. Together, students and mentors collaborate and formulate a specific topic and methodology for investigation. The mentors serve as professional role models and guide students throughout the capstone experience and project. Students will be expected to complete and publicly disseminate an individual doctoral capstone project that relates to the capstone experience and demonstrate synthesis of in-depth knowledge in the focused area of study at the completion of the experience (D.1.6).

Before coursework starts 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

experience and project proposal are developed in OCC 810 and 811 Professional Reasoning & Doctorate Experience I & II (Semester 6) and submitted for approval in

OCC 812 Professional Reasoning & Doctorate Experience III (Semester 7). Students will also submit a plan for project dissemination after completing the Doctoral Capstone Experience within OCC 828 Capstone Dissemination. Throughout these preparation courses, students will complete a literature review, needs assessment, develop goals/objectives, and a plan to evaluate project outcomes (D.1.3).

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 fall 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	Immunization record of one dose of meningococcal conjugate on or after the age of 16
COVID-19	Vaccination is not required but recommended

**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. Failure to comply with these requirements or complete them within a timely manner, will impact your clinical opportunities, and could in turn, impact and/or delay your degree completion.

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/>). Before matriculation, students will receive information about the OT Program Health and Immunization Requirements and 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 and 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 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 cost. All students are responsible for documenting certification through Castle Branch. If a student fails to complete or maintain the CPR certification requirement, they will not be eligible to participate in clinical aspects of the program (practicum, fieldwork, doctoral capstone, course work occurring in clinical settings). Course grades associated with the clinical aspects of the program will be impacted accordingly.

Annual Mandatory Training

Each student must complete the Annual Mandatory Training and pass any associated competency examinations. If a student fails to complete or maintain the mandatory

training requirements, they will not be eligible to participate in clinical aspects of the program (practicum, fieldwork, course work occurring in clinical settings). Course grades associated with the clinical aspects of the program will be impacted accordingly.

Health Insurance

All students must carry health insurance from their matriculation date until graduation. Each student must show proof of health insurance 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

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 background check costs are incurred by the student and must be completed before 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 Director of Admissions, and their Academic Advisor will be informed. During the meeting with the Director of Admissions 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
- 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.

To graduate and have the Occupational Therapy Doctorate degree conferred, all coursework and clinical work must be completed. 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 to 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:

Excellence in Neurological Practice Award:

To recognize a student who has demonstrated clinical excellence and a commitment to improving the lives of individuals with neurological conditions.

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:

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:

To recognize a student who has demonstrated 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:

The Occupational Therapy Faculty Award:

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

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 completed all degree and graduation requirements, including occupational therapy education, Level I and Level II Fieldwork, and the doctoral capstone experience and project, graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an Occupational Therapist, Registered

(OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination.

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. Felony convictions may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure. 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 in 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

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, 3rd 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 for 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

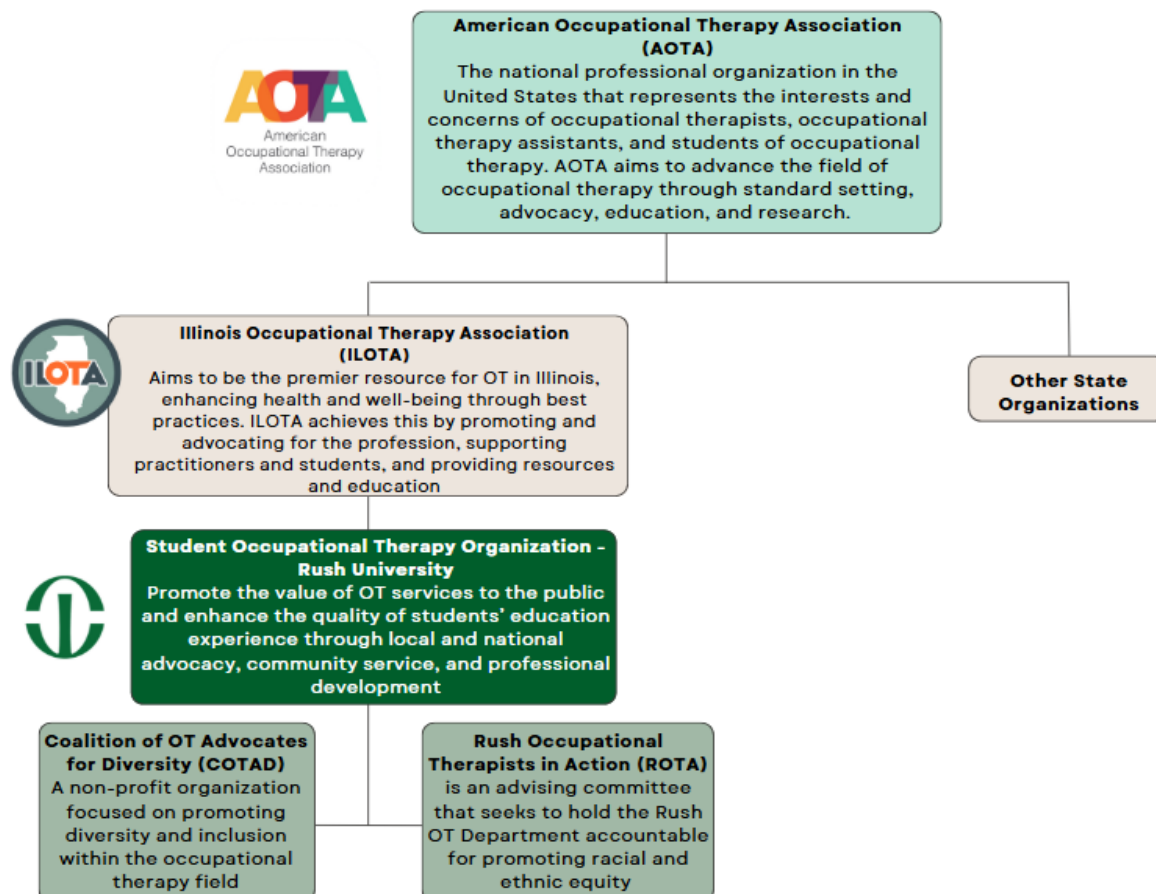
Membership & Participation Professional Organizations

Membership in professional organizations is highly encouraged, and many RUSH University faculty members are involved in local, state, and national initiatives related to occupational therapy. Membership in such organizations is viewed as an opportunity to advocate for the profession and to keep informed about issues impacting the practice of occupational therapy.

For memberships in professional organizations contact the websites listed below:

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

OCCUPATIONAL THERAPY ASSOCIATIONS



Student Occupational Therapy Association (SOTA)

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 (COTAD)

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 (ROTA)

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.

Student Supports & Well-being

Graduate school can be a challenging time for many. We are committed to supporting you through this time. Please see the list of student supports [here](#) and reach out to your academic advisor or the Director of Admissions with any questions.

Core Faculty Contact Information

Last Name	First Name	Address	Phone	Email
VanPuymbrouck	Laura	1010F AAC	(312)-942-5595	Laura_vanpuymbrouck@rush.edu
Durkin	Ryan	1022G	(312)-942-6827	Ryan_Durkin@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

Occupational Therapy Department Policies and Procedures

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

Date of Issue: 3/12/2017

Date of Revision: 2/7/25

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.

Scope:

This policy applies to any change or proposed change to the Occupational Therapy Program or curriculum that meets one or more of the following criteria:

- Involves financial implications for the student, including but not limited to fees related to student identity verification during registration or enrollment.
- Significantly alters the curriculum content.
- Changes in the sequence in which courses are offered.
- Modifies graduation requirements.
- Introduces new program options, such as specialized certifications or elective courses.

Communication of Proposed or Implemented Changes:

Students will receive formal written notification via email outlining the nature and details of any proposed or implemented changes. When applicable, this information will also be presented at the next Biannual Faculty/Student Meeting to ensure program-wide transparency.

Meeting Notification and Timing:

Communication regarding proposed or implemented changes will be sent to students no later than one month following the faculty decision to proceed with the change. Meeting announcements will be distributed through student email and in-class announcements, as appropriate.

Occupational Therapy Department Policies and Procedures

Policy: Technical Standards Policy

Date of Issue: 3/25/2015

Date of Revision: 6/15/2025

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 allow students to determine if accommodations may be needed. The technical standards can be found in the OT Student Handbook and on the website.

Students must review these standards and ensure they are qualified to meet them before 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 reasonable accommodations 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 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.

Occupational Therapy Department Policies and Procedures

Policy: Unsafe Students in Clinical Setting Policy

Date of Issue: 10/31/2014

Date of Revision: 1/31/2024

Unsafe practice is defined as behavior or action that can 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:

1. Willfully or intentionally doing physical and/or emotional harm to a patient (e.g., abusing a patient).
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).
3. Failing to inform the fieldwork educator in a timely manner of inability to carry out assigned care of a patient.
4. Implementing interventions that do not address the patient's documented needs.
5. Falsifying patient records or fabricating patient experiences.
6. Failing to report an error in assessments and/or treatments or failing to report an untoward event or adverse reaction.
7. Receiving serious complaints from patient(s) indicating unsafe practices on the part of the student.
8. Failing to adhere to the Drug Free Campus and Workplace policy of the Medical Center (see University Catalog).

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:

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.
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)
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
4. The ACFW will decide whether to uphold the students' removal or have them 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 completed, the ACFW will coordinate with the student as 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.

5. The student may elect to initiate an appeal process per procedures in the Student Handbook
6. The documentation related to unsafe clinical practice will be kept in the student’s file in the Department of Occupational Therapy.

Occupational Therapy Department Policies and Procedures

Policy: Policy on Academic Advising

Date of Issue: 9/2006

Date of Revision: 8/28/2024

ACADEMIC ADVISING POLICY: Each student is assigned an academic advisor who is a core occupational therapy department faculty member. This faculty member will advise 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.3.5, the faculty advisor will complete advising related to conduct and responsibilities to enter the profession, student progress and academic standing, fieldwork education, and the doctoral capstone will be the responsibility of the assigned Occupational Therapy core faculty advisor.

PROCEDURE:

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.
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.
 - These meetings will be documented. In Semester 3 a formal professional development assessment will be completed in addition to academic advising and filed.
3. Student files are stored in a password protected electronic file that only department faculty and administrative staff have access to.
 - Everyone who has access to these files has gone through the US Department of Education FERPA training.
 - Information shared and documented during an advising session is confidential and may only be shared for legitimate academic reasons.
 - Only those with a legitimate reason to access a student's file may do so.
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.
 - Students will be advised in small groups during fieldwork seminar during semesters 6 & 7

- Documentation of the participant list and fieldwork seminar agenda will be stored in the respective cohort file
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.

** Students who are on an approved leave of absence will not participate in formal, documented academic advising sessions during the duration of their leave. However, their assigned faculty advisor remains available to provide support and guidance upon the student's request. Students are encouraged to reach out to their advisor if they have questions or need assistance with planning their return or addressing academic concerns during their time away.**

Occupational Therapy Department Policies and Procedures

Policy: Student Involvement in Humans Subject Research

Date of Issue: 2/1/2016

Date of Revision: 8/13/2024

1. All students engaged in human-subject research must follow the research policies and procedures that can be found at <http://inside.RUSH.edu/Policies/Pages/default.aspx>. Students should refer to IRB Administration and Research Compliance policies for more information.
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.
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 obtain the required training and certification prior to beginning their involvement in the study.
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.

Occupational Therapy Department Policies and Procedures

Policy: Annual Competency Policy

Date of Issue: 8/20/2001

Date of Revision: 6/1/2025

1. Each student will be required to complete Rush University Medical Center mandatory training and pass the competency examinations annually.
2. If a student fails to complete or maintain the mandatory training requirements, 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.

Occupational Therapy Department Policies and Procedures

Policy: Use of Equipment and Supplies Policy

Date of Issue: 2/1/2016

Date of Revision: 8/2024

The program provides students with access to and use of sufficient equipment, supplies, and treatment methodologies (including textbooks and evaluations) for educating students. Equipment is made available to students during classroom instruction and for additional time outside of class.

Rush OTD equipment, supplies and treatment methodologies reflect current evidence-based practice in the geographic area served by the program during all components of the curriculum (*2023 ACOTE Standard A.2.11*). We utilize information gathered from students and clinicians during clinical experiences to ensure adherence to this commitment.

Equipment used in class is from a variety of sources including Rush University General Equipment Resource center (wheelchairs, towels, cleaning supplies, etc.), and outside vendors (additional virtual reality units, Bioness machines, etc.) as needed to aid in classroom instruction. These materials are not available for student check-out.

Students have access to a supply of current and relevant books, journals, periodicals, computers, software, electronic resources, assistive technology and other reference materials to meet the requirements of the program (*2023 ACOTE Standard A.2.11*). Students have access to a physical library open 24 hours per day as well as over 120 databases and an integrated library system (I-Share) that serves 86 institutions, provides electronic resource brokering, and free access to a collection of 27 EBSCOHost databases and over 2,000 Springer health science eBooks.

The RUSH University Library Homepage:

<http://RUSHu.libguides.com/LibraryHomePage>.

Students also have access to The McCormick Educational Technology Center (METC) which is a media, computer and educational support center. Its mission is to facilitate university teaching and learning and borrows a multitude of electronic resources, assistive technology and software to students.

METC Equipment Loan Policy-

<https://RUSHu.libguides.com/c.php?g=240377&p=7933693>

Commonly used textbooks, evaluations and intervention materials are available through faculty within the department. Students wishing to borrow a textbook should arrange it with the specific faculty member. Resources housed in common areas should be signed out via the administrative support staff. Materials may be loaned out for 24 hours (unless alternate arrangements have been made with a faculty member) and signed in upon return.

Occupational Therapy Department Policies and Procedures

Policy: Lab Safety Policy

Date of Issue: 8/1/2023

Date of Revision: 8/1/2024

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

- Only water in closed container is allowed in the lab. Other food and drink are not allowed in 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 at 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. Each student is responsible for ensuring the supplies have been cleaned and 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 must comply with the current fire safety policy and procedures 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.

Occupational Therapy Department Policies and Procedures

Policy: Retention of Student Records

Date of Issue: 5/24/2024

Policy: Retention of 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, director of admissions, 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 program assistant to assure all required documentation is present.
- 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

Occupational Therapy Department Policies and Procedures

Policy: Attendance Expectations Policy

Date of Issue: 4/24/2025

Purpose

Attendance and active engagement are essential components of professional education in occupational therapy. Consistent presence in class, lab, and experiential learning settings supports the development of clinical reasoning, professionalism, and interpersonal skills that are foundational to becoming a competent occupational therapist.

General Attendance Expectations

- Students are expected to attend all required classes, labs, fieldwork experiences, and assessments as indicated in the course syllabi and program schedule. This includes in-person and virtual sessions, where applicable.
- Punctuality is a professional expectation. Repeated tardiness will be addressed as a professionalism concern.
- Students are responsible for all content covered during sessions, regardless of attendance status. Make-up opportunities will be determined on a case-by-case basis but are not guaranteed.

Excused Absences

- Requests for excused absences (e.g., religious observances, legal obligations, health appointments, professional conferences) must be submitted to the course instructor(s) at least four weeks in advance, or as soon as the need is known.
- Students should not finalize plans (e.g., travel arrangements) until approval has been received. Absence requests are not automatically granted.
- Examples of valid planned absences include:
 - Religious or cultural observances
 - Attendance or presentation at a professional conference
 - Legal obligations (e.g., jury duty, court appearances)
 - Military obligations

Unplanned Absences

- If a student experiences an illness, emergency, or other urgent situation that prevents attendance, they must notify the course instructor(s) as soon as possible via email.
- If a student is ill, they are expected to stay home and to prioritize their health and safety. Extended absences (more than two days) may require documentation.
- For COVID-19-related absences, only students who are asymptomatic and in quarantine with a positive COVID-19 test may be offered a virtual option if feasible.

Extended or Recurring Absences

- Students who miss more than four days in a semester (excused or unexcused and across all classes offered that semester) must meet with their faculty advisor to discuss academic progress and whether a leave of absence is needed to meet program competencies.
- Students with ongoing medical or personal needs that may require recurring absences are expected to proactively engage with the Office for Student Accessibility Services (OSAS) to formally request appropriate accommodations. Accommodations are not retroactive, so early communication and planning with OSAS is essential to ensure support is in place.

Make-Up Work and Missed Assessments

- Students are responsible for all material covered during any missed session. Make-up opportunities for missed content, activities, or assessments are not guaranteed and are at the discretion of the instructor.
- If an absence prevents a student from completing a final assessment or key requirement by the end of the course, the student may receive an Incomplete until the work is completed or zero points as determined by the course instructor.

Consequences for Unexcused Absences and Excessive Absences

- Unexcused absences, frequent tardiness, and/or excessive absence requests may be considered unprofessional conduct and addressed through faculty advisement or the program's Student Progress and Action Review Committee.
- Attendance issues may also negatively impact course grades as outlined in individual course syllabi.

Summary of Student Responsibilities

- Plan ahead and avoid scheduling personal commitments during required class times (typically weekdays between 8 a.m. and 5 p.m.).
- Communicate in writing promptly and professionally regarding any absence.
- Review course syllabi for specific attendance policies and grading implications.
- Stay engaged and up to date with course materials in the event of any missed sessions.

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 510	Self-Care and Professional Transitions	This course introduces students to various strategies and resources to promote self-care while navigating the professional transition to graduate school and becoming an occupational therapist.
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-Based 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-Based 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-Based 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.
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