



Rush University
Occupational Therapy Department
Student Handbook 2017



Welcome to Rush University! As a graduate 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 Academic Coordinator for assistance. The faculty extends our best wishes for your success in the program.



Table of Contents

PLEDGE OF RESPONSIBILITY	6
OCCUPATIONAL THERAPY PROGRAM	7
Historical Overview of the Program	7
Rush University Department of Occupational Therapy Mission	8
Rush University Department of Occupational Therapy Vision	8
Rush University Department of Occupational Therapy Values	8
Department of Occupational Therapy Philosophy on Education	8
Student Learning Outcomes	9
Accreditation Status of the Program	9
Curriculum Design	10
FIGURE 1: CURRICULUM DESIGN	12
FIGURE 2: CURRICULUM SEQUENCE: Simple Sequence	13
FIGURE 3: CURRICULUM SEQUENCE: Detailed Sequence	14
FIGURE 4: CURRICULUM SEQUENCE: Relationship of Curriculum Sequence to Learning Process	15
COURSE OF STUDY	17
FACULTY	18
RUSH UNIVERSITY OCCUPATIONAL THERAPY ACADEMIC POLICIES	19
Academic Advisors Commitment	19
Professional Development & Communication	19
Department-Student Communications	20
Text Book Fees	20
Copying	20
Special Needs Requests	20
New Student Orientation	20
Convocation	21
Academic Calendar & Registration	21
Curriculum Changes	21
Assignment of Grades	21
Leave of Absence & Withdrawal	22
Academic Misconduct	23
Procedures for Handling Incidents, Observed or Suspected, of Academic Misconduct	23
Student Appeal Process for Decisions Regarding Academic Misconduct	23

IDEA Surveys	24
Recommended Dress.....	24
Practicum Experiences	24
Technical Standards	24
Rush University Policies & Procedures for Students with Disabilities.....	26
COLLEGE OF HEALTH SCIENCES POLICIES AND PROCEDURES	27
OCCUPATIONAL THERAPY FIELDWORK	27
General Information	27
Fieldwork Level I-Description.....	28
Fieldwork Level II-Description	29
Evaluation Criteria	29
Level I Fieldwork Grading Procedures.....	29
Level II Fieldwork Grading Procedures	30
International Fieldwork.....	33
OCCUPATIONAL THERAPY INDIVIDUAL DOCTORAL EXPERIENCE/CAPSTONE PROJECT.....	34
General Information	34
Capstone Competencies	34
Individual Doctorate Experience.....	35
Capstone Project.....	36
HEALTH AND SAFETY REQUIREMENTS.....	36
Health and Immunization Requirements.....	36
Student Health and Immunization Record	37
CPR Certification	37
Annual Mandatory Training.....	38
Health Insurance.....	38
Liability Insurance.....	38
Criminal Background Check.....	38
Requirements for Clinical, Fieldwork, & Individual Doctoral Experience Assignments.....	39
GRADUATION	39
Requirements.....	39
Rush University Commencement	39
OT Pinning Ceremony	40
Student Awards	40
Certification and Licensure Requirements.....	41

NBCOT Certification Examination.....	41
Illinois Licensure.....	41
STUDENT RESOURCES IN RUSH UNIVERSITY’S OCCUPATIONAL THERAPY PROGRAM.....	42
The Activities of Daily Living Lab.....	42
Health Care Services.....	42
Occupational Therapy Department Library.....	43
Paging System.....	43
Phone System.....	43
Email.....	43
APPENDICES.....	43
Professional Associations and Publications.....	43
Membership & Participation Professional Organizations.....	43
Student Occupational Therapy Association.....	44
Professional Publications for Students.....	44
Core Faculty/ Clinical Leadership Phone List.....	44
SPECIAL NEEDS REQUEST FORM.....	46
POLICY FOR CONVEYING INFORMATION TO STUDENTS ABOUT PROPOSED AND IMPLEMENTED CHANGES TO CURRICULUM.....	48
TECHNICAL STANDARDS POLICY.....	49
UNSAFE STUDENTS IN CLINICAL SETTING POLICY.....	50
POLICY ON ACADEMIC ADVISING.....	51
STUDENT INVOLVEMENT IN HUMAN SUBJECTS RESEARCH.....	52
ANNUAL COMPETENCY POLICY.....	53
USE OF EQUIPMENT AND SUPPLIES POLICY.....	54
OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2015).....	55

PLEDGE OF RESPONSIBILITY

I have received this copy of the Rush University Occupational Therapy Department Student Handbook. I am responsible for reading and understanding all the details and following all the guidelines listed here. 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

Historical Overview of the Program

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

The Board of Trustees of Rush-Presbyterian-St. Luke's Medical Center established Rush University in 1972 as a private higher education institution dedicated to the education of health professionals. In 1976, the College of Health Sciences was created and two years later, Cynthia Hughes-Harris, Ph.D., OTR/L, FAOTA was recruited to the position of Assistant to the Dean to determine the feasibility of an occupational therapy program. Initially the program was established as a post-professional Master of Science in Occupational Therapy with the first class being admitted in 1980. The program was reconfigured to an entry level Master of Science in Occupational Therapy in 1986. Thirty years later the faculty decided to convert to an entry-level Occupational Therapy Doctorate with the first students to be admitted in the fall of 2017 and the last class of master's student scheduled to graduate in the summer of 2018. This change coincides with a change in the academic calendar, which sees the College of Health Sciences transitioning from quarters to semesters.

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

The Department of Occupational Therapy is well regarded within the Rush system, as well as the occupational therapy community. The program received a 10 year reaccreditation for its Master of Science program and candidacy status for the Occupational Therapy Doctorate in 2016 from the American Council for Occupational Therapy Education. In addition, the program is ranked 25th in the country by U.S. News & World Report.

Rush University Department of Occupational Therapy Mission

The Department of Occupational Therapy is committed to teach, investigate, and provide the very best quality health care using a unique Practitioner-Teacher-Investigator model. The department promotes excellence in service and addressing diversity in our communities.

Rush University Department of Occupational Therapy Vision

The Department of Occupational Therapy will be recognized as a national leader for excellence in health care delivery, education, research, service and innovative academic-clinical partnerships.

Rush University Department of Occupational Therapy Values

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

Department of Occupational Therapy Philosophy on Education

Occupational therapists recognize humans as complex beings engaged in and organized around occupations occurring within the physical, temporal, cultural, psychological, spiritual, and virtual environments (AOTA, 2014; AOTA 2007). When dysfunction or internal or external contexts limit or prevent participation, occupational therapists enable doing in a variety of ways. The practice of occupational therapy involves clients, individuals, groups, or organizations, their attributes, and the multiple environmental contexts that comprise occupational performance. Occupational therapy interventions are designed to facilitate people to adapt and change in order to improve their engagement in occupational performance across the lifespan.

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

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

importantly, are ethical, flexible, creative, autonomous, and informed practitioner-teacher-investigators.

References

- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process. (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- American Journal of Occupational Therapy. (2007, November/December). *Philosophy of occupational therapy education*. , 61, 678. doi:10.5014/ajot.61.6.678
- Cranton, P. (2006). *Understanding and promoting transformative learning* (2nd ed.). San Francisco: Jossey-Bass.
- Huber, M.T., & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington D.C.: Association of American Colleges and Universities.

Student Learning Outcomes

At the end of this program students will:

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

Accreditation Status of the Program

The entry-level Occupational Therapy Doctorate program at Rush University has been approved by the Illinois Board of Higher Education and has candidacy status from the Accreditation Council for Occupational Therapy Education. This council accredits and reviews all of the occupational therapy programs in the United States. Questions concerning accreditation can be directed to the Accreditation Department as the American Occupational Therapy Association (AOTA), phone (301) 652-2682 ext. 2914, www.acoteonline.org, or write:

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

Curriculum Design

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

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

The curriculum threads are conceptualized in a butterfly design, which reflects the schematic of the hospital tower at Rush University Medical Center. The butterfly design is a symbol of the transformation, which has occurred within the medical center over the past ten years and which is ongoing in the patients we treat and students we prepare to be occupational therapists.

Occupational performance forms the foundation of the curriculum. As occupational therapists we believe in the power of occupation as both a means and an end to transform lives (American Occupational Therapy Association, 2014). Learning activities shape the student's holistic understanding of the relationship between engagement in occupation and health and wellness and their ability to evaluate and report the effectiveness of occupational therapy interventions to the interprofessional team. Given the individual nature of occupational performance, it is essential that students appreciate the client-centered practice concepts that are at the heart of the profession. Client-centered care requires practitioner/client collaboration and consideration of the diversity of the clients' goals, skills/abilities, culture, and learning style (Boyt Schell, Scaffa, Gillen & Cohen, 2014). To accomplish this, it requires the student to:

- Understand the theoretical foundation of occupation – this includes the foundation of human performance, increased knowledge of occupation as both an intervention and an end goal, and the impact of occupational performance on health and wellness.
- Continuum of practice – knowledge of lifespan and occupational development, as well as knowledge of medical conditions and practice along the contextual continuum, i.e., acute

care, rehab, outpatient, community-based care, etc. is essential for optimal client-centered care.

- Evidence-based practice – focus throughout the curriculum is placed on the use of evidence to guide evaluation and intervention. Creation of evidence is also stressed to contribute to the knowledgebase of the profession.
- Professional reasoning – in order to respond to the dynamic needs of the client, it is essential that the practitioner be grounded in professional reasoning. Development of this reasoning begins during the first semester of the program and continues throughout the program.

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

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

References

- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process. (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- Boyt Schell, B.A., Scaffa, M.E., Gillen, G., & Cohn, E.S. (2014). Contemporary occupational therapy practice. In B.A. Boyt Schell, G. Gill, & M.E. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (pp. 47-58). Philadelphia: Lippincott Williams & Wilkins.
- Cranton, P. (2006). *Understanding and promoting transformative learning. 2nd ed.* San Francisco: Jossey Bass Inc.

Crepeau, E.B. & Wilson, L.H. (2013). Emergence of scholarship in the American Journal of Occupational Therapy. *American Journal of Occupational Therapy*, 67(4), e66-376. <http://dx.doi.org/10.5014/ajot.2013.006882>

Huber, M.T., & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington D.C.: Association of American Colleges and Universities.

Kielhofner, G. (2005). Scholarship and practice: Bridging the divide. *American Journal of Occupational Therapy*, 59(2), 231-239.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey Bass Inc.

FIGURE 1: CURRICULUM DESIGN

Underlying Themes and Interwoven Constructs

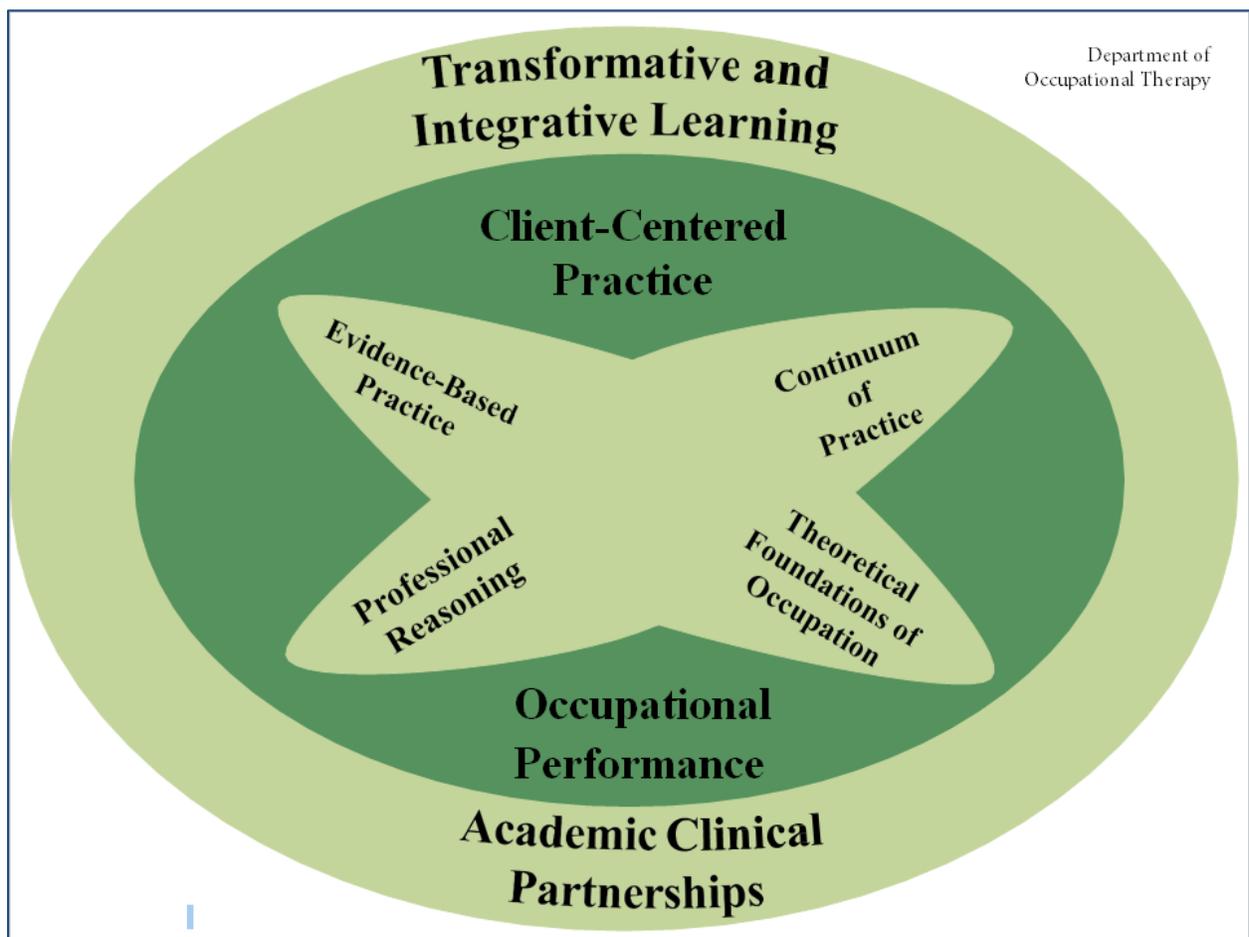


FIGURE 2: CURRICULUM SEQUENCE: Simple Sequence

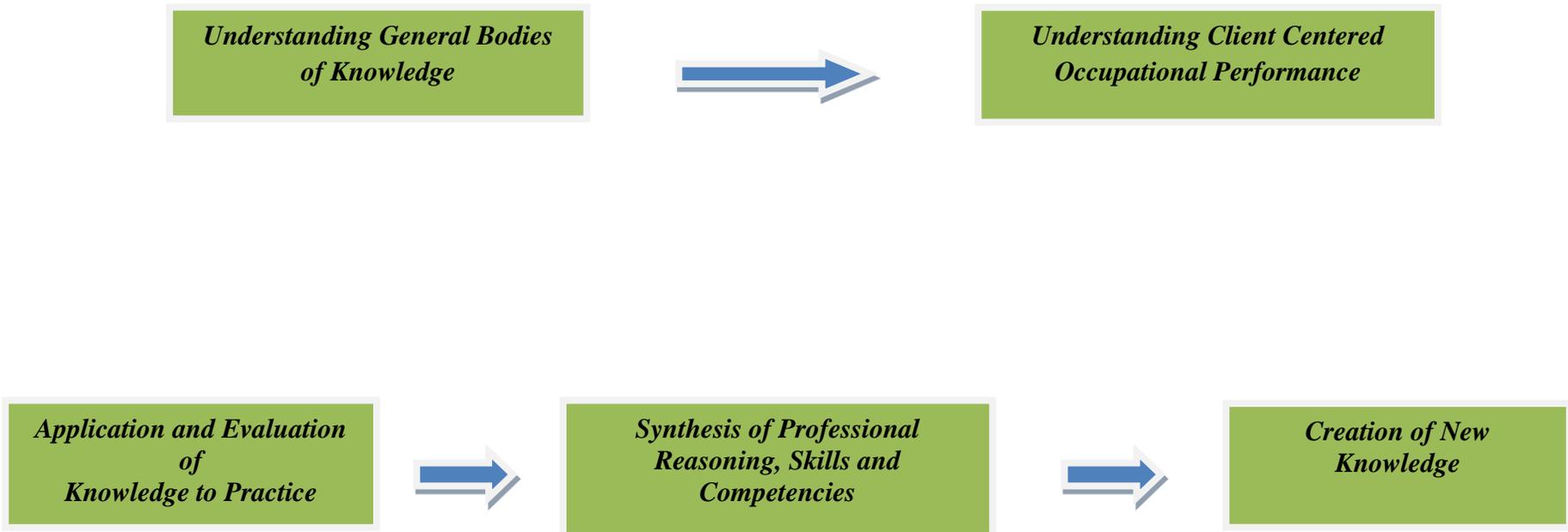


FIGURE 3: CURRICULUM SEQUENCE: Detailed Sequence

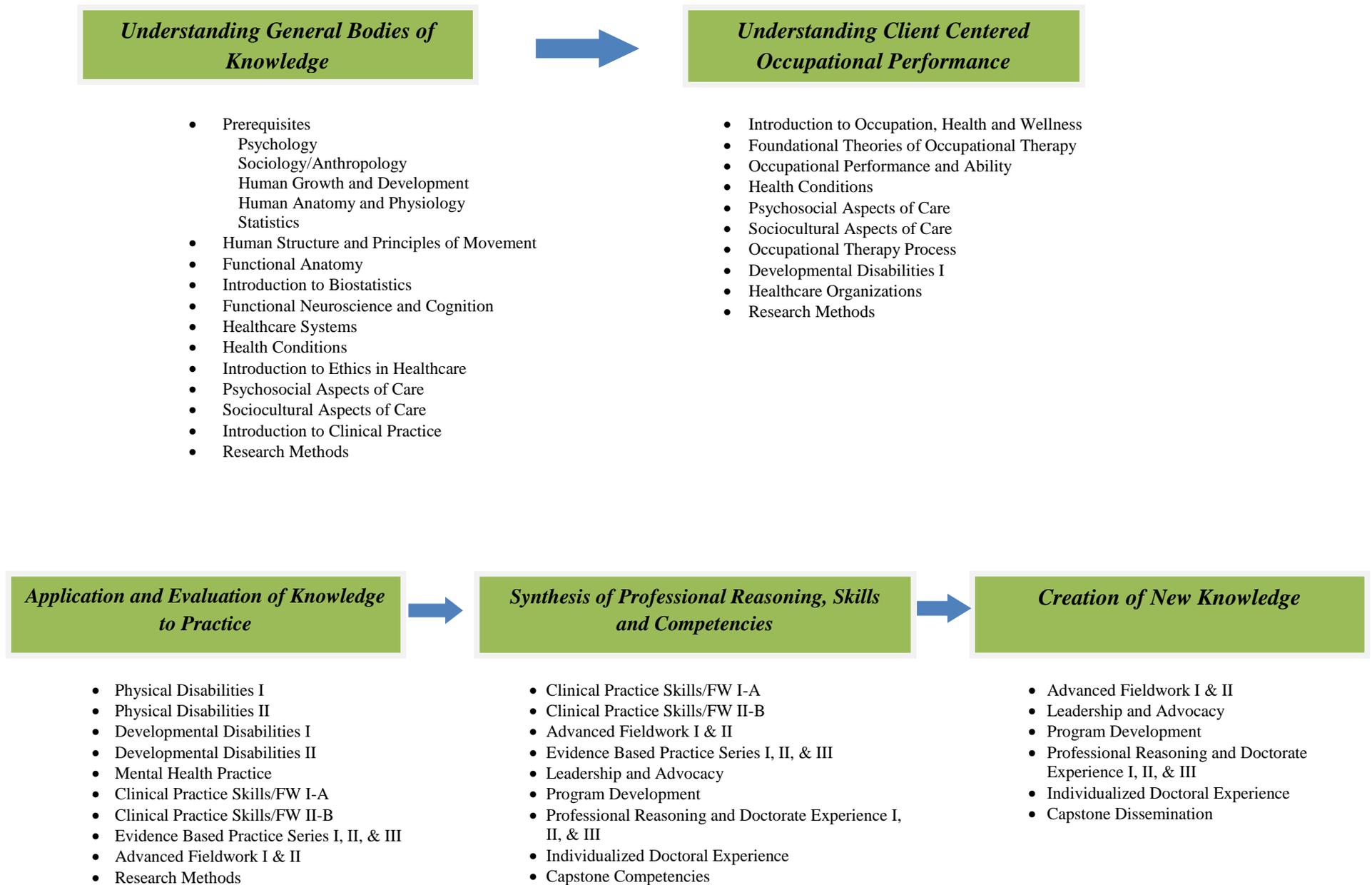


FIGURE 4: CURRICULUM SEQUENCE: Relationship of Curriculum Sequence to Learning Process

	<i>Understanding General Bodies of Knowledge</i>	<i>Understanding Client Centered Occupational Performance</i>	<i>Application and Evaluation of Knowledge of Practice</i>	<i>Synthesis of Professional Reasoning, Skills and Competencies</i>	<i>Creation of New Knowledge</i>
	Prerequisites *Psychology *Sociology/Anthropology *Human Growth & Development *Human Anatomy & Physiology *Statistics				
S.1 FALL	*Introduction to Biostatistics (2) *Introduction to Ethics in Health Care (2) *Health Conditions (4) *Introduction to Clinical Practice (2) *Functional Anatomy w/Lab (2)	*Introduction to Occupational Health and Wellness (3)			
S.2 SPR	*Human Structure & Principles of Movement (3) *Functional Anatomy *Research Methods (3)	*Sociocultural Aspects of Care (2) *Occupational Performance & Ability (3) *Foundational Theories in OT (3) *Research Methods (3)			
S.3 SUM	*Functional Neuroscience & Cognition (4) *Health Care Systems (3)	*Psychosocial Aspects of Care (3) *Occupational Therapy Process (2)	*Evidence-Based Practice Series I (1)	*Clinical Practice Skills/FW1A(2)	
S.4 FALL			*Physical Disabilities I (4) *Mental Health Practice (4) *Developmental Disabilities I (3) *Evidence-Based Practice Series II (1)	*Clinical Practice Skills/FW1B (2)	*Program Development (2)

FIGURE 4: CURRICULUM SEQUENCE: Relationship of Curriculum Sequence to Learning Process (cont'd.)

	<i>Understanding General Bodies of Knowledge</i>	<i>Understanding Client Centered Occupational Performance</i>	<i>Application and Evaluation of Knowledge of Practice</i>	<i>Synthesis of Professional Reasoning, Skills and Competencies</i>	<i>Creation of New Knowledge</i>
S.5 SPR			*Physical Disabilities II (4) *Developmental Disabilities II (3) *Evidence-Based Practice Series III (2)	*Evidence-Based Practice Series III (2) *Professional Reasoning & Doctorate Experience I (3)	*Professional Reasoning & Doctorate Experience I (3)
S.6 SUM			*Advanced Fieldwork I (9)	*Advanced Fieldwork I (9) *Leadership & Advocacy (2) *Professional Reasoning & Doctorate Experience II (2)	*Leadership & Advocacy (2) *Professional Reasoning & Doctorate Experience II (2)
S.7 FALL			*Advanced Fieldwork II (9)	*Advanced Fieldwork II (9) *Professional Reasoning & Doctorate Experience III (1) *Capstone Competencies (1)	*Professional Reasoning & Doctorate Experience III (1)
S.8 SPR				*Individualized Doctoral Experience (12)	*Individualized Doctoral Experience (12) *Capstone Dissemination (1)

COURSE OF STUDY
ADMISSION SUMMER 2017

Semester 1 (Fall)

CHS 601 Introduction to Biostatistics (2)
CHS 605 Introduction to Ethics in Healthcare:
Interdisciplinary Perspectives (2)
OCC 520 Health Conditions (4)
OCC 608 Introduction to Clinical Practice (2)
(Practicum #1)
OCC 600 Introduction to Occupational
Health and Wellness (3)
IPE 502 Interprofessional Patient Centered Teams (0)

Total=13

Semester 2 (Spring)

OCC 504 Human Structure & Principles of Movement (3)
OCC 504L Functional Anatomy w/Lab (2)
OCC 576 Sociocultural Aspects of Care (2)
OCC 609 Occupational Performance & Ability (3)
(Practicum # 2)
OCC 620 Foundational Theories in OT (3)
OCC 582 Research Methods (3)
IPE 502 Interprofessional Patient Centered Teams (0)

Total =16

Semester 3 (Summer)

OCC 525 Functional Neuroscience & Cognition (4)
OCC 543 Health Care Systems (3)
OCC 607 Psychosocial Aspects of Care (3)
(Practicum #3)
OCC 610 Occupational Therapy Process (2)
OCC 617 Clinical Practice Skills/FW1A (2)
OCC 683 Evidence-Based Practice Series I (1)

Total = 15

Semester 4 (Fall)

OCC 612 Physical Disabilities I (4)
OCC 614 Mental Health Practice (4)
OCC 615 Developmental Disabilities I (3)
OCC 618 Clinical Practice Skills/FW1B (2)
OCC 684 Evidence-Based Practice Series II (1)
OCC 630 Program Development (2)

Total=16

Semester 5 (Spring)

OCC 613 Physical Disabilities II (4)
OCC 616 Developmental Disabilities II (3)
OCC 685 Evidence-Based
Practice Series III (2)
OCC 810 Professional Reasoning & Doctorate
Experience I (3)

Total =12

Semester 6 (Summer)

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

Total =12

Semester 7 (Fall)

OCC 797 Advanced Fieldwork II (9)
OCC 812 Professional Reasoning &
Doctorate Experience III (1)
OCC 820 Capstone Competencies (1)

Total =11

Semester 8 (Spring)

OCC 825 Individualized Doctoral Experience (12)
OCC 828 Capstone Dissemination (1)

Total=13

Total Hours: 108

FACULTY

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

Core Faculty

Molly Bathje, PhD, OTR/L, Western Michigan University, Academic Coordinator & Assistant Professor; Mental Health, Administration

Paula Costello, OTD, OTR/L, Thomas Jefferson University, Doctoral Capstone Coordinator; Pediatrics

Brenda Koverman, MBA, MS, OTR/L, University of Illinois at Chicago, Clinical Director & Assistant Professor; Acute care, Rehabilitation, Psychiatry, Outpatient, and Pediatrics

Lauren Little, PhD, OTR/L, University of North Carolina, Assistant Professor; Pediatrics

Beverly Myers, MHPE, OTR/L, CHT, University of Illinois at Chicago, Assistant Professor & Clinical Specialist; Physical Disabilities, Rehabilitation, Hand Therapy

Hillary Napier-Gondek, MS, OTR/L, Colorado State University, Fieldwork Assistant & Instructor; Low Vision

Linda Olson, PhD, OTR/L, FAOTA, Virginia Commonwealth University, Department Chair/Program Director & Assistant Professor; Mental Health and Sensory Processing Disorder

Rebecca Ozelle, DHS, OTR/L, BCPR, University of Indianapolis, Academic Fieldwork Coordinator & Assistant Professor; Physical Rehabilitation, Spinal Cord Injury

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

Adjunct Faculty

Meghan Crisp, MS, OTR/L, University of Illinois at Chicago, Instructor

Jacqueline Beck, MS, OTR/L, Tufts University, Adjunct Faculty

Paula Jo Belice, PhD, MS OTR/L, Cardinal Stritch University, Adjunct Faculty

Piper Hansen, OTD, OTR/L, University of Illinois at Chicago, Instructor

Celeste Januszewski, OTD, OTR/L, University of Illinois at Chicago, Adjunct Faculty

Laura Kula, OTD, OTR/L, Creighton University, Adjunct Faculty

Laura Van Puymbrouck, OTR/L, University of Illinois, Adjunct Faculty

RUSH UNIVERSITY OCCUPATIONAL THERAPY

ACADEMIC POLICIES

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. The purpose of academic advisors is:

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

Students are expected to make at least one appointment per semester with their academic advisors. The student or the advisor can initiate additional meetings.

The academic advisor is the student's representative to the faculty; any special requests should be communicated first to the advisor. The academic advisor may advise the student to complete a Special Needs Request form. Some requests entail that a decision be made by the faculty as a whole while others can be made by individuals. In either case, students will be informed of the decision through their academic advisors.

Professional Development & Communication

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

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

Department-Student Communications

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

Text Book Fees

Each course includes a list of required and recommended text books and readings. Students are responsible for obtaining all required text books and readings. Students are strongly encouraged to purchase required textbooks which will serve as a resource for current coursework and future references. Textbooks may also be available through the occupational therapy department library located in the ADL room. Students are able to check out books for up to 24 hours. The Rush University Library will provide required text books available through library reserves. If a student is unable to purchase required text books 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 blackboard. Students can obtain course materials from blackboard and may be responsible for fees associated with printing off course materials.

Special Needs Requests

When should a student file a **Special Needs Request**? When in doubt, consult your academic advisor. Examples of legitimate special needs are: requests for accommodation under the ADA, seeking permission to participate in an alternative learning experience, or asking for an extension due to illness. Any faculty member whose expectations are affected by your special request must sign the petition indicating whether your request is granted or denied. Seeking permission to take a family vacation during the semester *does not* constitute a special need. In such circumstances, you may choose to miss class, but you must also accept any consequences of your absence. You must obtain a Special Needs Request form from your academic advisor.

New Student Orientation

The Rush occupational therapy curriculum begins in September of each year. All students admitted to the program, are expected to attend. 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.

Convocation

Opening Convocation is generally held at the beginning of the Fall Semester. During this time, courses are suspended to allow first year students and faculty from all programs in the College of Health Sciences to celebrate a new beginning by coming together to recognize the new students. The event is intended to build a sense of community and to acknowledge your commitment to your future profession, so it is important to plan to attend. You will be apprised of the specific date, time, and location.

Academic Calendar & Registration

RUConnected is Rush University's Web-based information system providing a single site for managing information and communications related to students recruitment, admissions, academic data, financial aid, billing information, and student life. Students will complete registration online, through RUConnected, and follow the timelines provided by the Office of the Registrar.

The Academic Calendar for the University can be found at www.rushu.rush.edu. The Occupational Therapy program follows the calendar marked CHS. A schedule of classes will be sent approximately eight weeks in advance of each quarter by the Academic Coordinator. Classes are generally scheduled during the day, Monday through Friday.

Schedules change from year to year, so do not assume that last year's course schedule will accurately reflect this year's schedule. You should plan to be on campus from the first day of class through final examination week although not all classes entail a traditional final examination. Students who work will need to adjust their schedules to accommodate classes, practicum and fieldwork requirements. Collaborative strategies are commonly used in the curriculum which means that you will need to work with your peers outside of scheduled class periods.

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.

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 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 an academic term grade point average of 2.99 and below. Full-time students placed on probation must earn a cumulative grade point average of 3.0 or above by the end of the next consecutive academic term. Part-time students placed on probation must earn a cumulative grade point average of 3.0 or above at the end of the next two consecutive academic terms. Students who fail to meet minimum cumulative GPA requirements within the time frame specified above will be automatically dismissed from the program.

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

A student receiving a grade D, F, or No Pass (N) in a required course must repeat the course at the next academic offering and earn at least a B (or Pass for Pass/No Pass courses) to remain in the program. 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.

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.**

Leave of Absence & Withdrawal

Leave of Absence is a temporary suspension of studies for which an approved time limit has been set and a specific date of return established. Any student who must interrupt his or her studies for reasons such as sustained ill health or a compelling personal situation may apply for a Leave of Absence by filling out a Special Needs Request. The request will result in a response from the

Academic Coordinator with stipulations on the conditions of re-entry. In addition the student is required to complete the Petition for Withdraw form or Leave of Absence in the Registrar's office and follow Rush University Procedures for Leave of Absence

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

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

Academic Misconduct

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

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

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

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

Student Appeal Process for Decisions Regarding Academic Misconduct

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

Student Complaints about the Program

The Department follows the Rush University Complaint Resolution Policy found in the Rush University Catalog. Additionally, students are encouraged to make attempts to resolve issues internally following the same steps they would follow if appealing a grade, the Student Academic Appeal and Grievance Procedures. The Program Director maintains a log of complaints and disposition for all complaints against the program.

IDEA Surveys

Feedback about the course and the course director's performance are essential to maintaining and improving the quality of education provided at RUSH University. We make programmatic changes based on this information, so it is important that it is an accurate and complete reflection of how students experience the program. If we do not make this mandatory we only receive feedback from a small cross section of students, which may not accurately reflect the perception of the majority of students in the program. Therefore, we require students to complete the IDEA survey at the conclusion of the course. We feel so strongly about the importance of your feedback that course grades will not be released to students who have not completed the IDEA Course Survey. Content of the student's completed IDEA survey is kept confidential. Course Directors are informed when a student has complete the survey, but the content of survey answers is compiled in a comprehensive report and individual feedback is confidential.

Recommended Dress

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

Practicum Experiences

During the first three semesters of the program students complete Clinical Practicum experiences. Each of the three experiences will be incorporated into one of the courses during each semester. Students will be assigned to one of three clinical areas each semester (Acute Care/Pediatrics, Rehabilitation, and Psychiatry/Outpatient). Students will spend 3 hours per week for 4 weeks in the clinical setting. The schedule will be provided 4 weeks prior to the clinical experience. Additionally, during the week prior to the clinical experience the faculty contacts for each clinical section will provide an orientation to the setting/space. During the week after the clinical experience the faculty contact will provide a processing session for the experience. Expectations and assignments will be provided during the first week of each quarter.

Technical Standards

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

Our core values — ICARE — Innovation, Collaboration, Accountability, Respect and Excellence translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates

a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

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

Acquire information:

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

Use and Interpret:

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

Motor:

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

Communication:

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

Intellectual ability:

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

Behavioral:

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

Character:

- Demonstrate concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.
- Demonstrate intent and desire to follow the Rush University and “program name” Code of Ethics.

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

Rush University Policies & Procedures for Students with Disabilities

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. In keeping with Rush University’s mission to promote diversity among its student population and providing equal access to its facilities, programs, services and learning opportunities, the University encourages students with disabilities to engage the Office of Student Disability Services as soon as they begin their program. Students should feel free to contact **Marie Ferro-Lusk, Manager of Student Disability 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 Disability Services as soon as they begin their program. Additional information can be found online at the Office of Student Disability website or by contacting the Office of Student Disability 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
Manager, Student Disability 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>

COLLEGE OF HEALTH SCIENCES POLICIES AND PROCEDURES

Rush University students are responsible for following all College of Health Sciences policies and procedures which are located in the Rush University catalog found on the Rush University Portal.

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. Some of these are housed within Rush University Medical Center, and others are in occupational therapy practice settings external to Rush University. The demand for fieldwork sites is increasing given the number of academic programs needing to provide fieldwork opportunities. Students who do not have a car are not given preference to local fieldwork sites. While every effort will be made to place students in sites that accommodate their needs, it should be expected that a student may travel outside of the Chicagoland area and even out of state. In addition last minute changes and cancellations by the fieldwork site may occur and may impact the student.

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

In accordance with ACOTE standard C 1.7, the Rush University Department of Occupational Therapy requires that one of the fieldwork experiences have a primary focus of psychological and social factors that influence 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 lottery process. Students provide preferences to their preferred fieldwork locations, these are preferences and there is no guarantee the student will be placed in these requested sites. This information is used during the lottery process. Final confirmation of placements is obtained from all faculty members to ensure the “best fit” for students and sites. Students must accept the assigned fieldwork sites provided by the AFWC and are responsible for making living and/or transportation arrangements to fulfill the obligations for education by completing the assigned fieldworks. Failure to accept the scheduled fieldwork and/or procure living/transportation arrangements will result in delay of graduation or potential termination from Rush University OT program.

Prior to the Fieldwork placement process, students are encouraged to view fieldwork site information on Blackboard. Students will find an organization site named OT Fieldwork Placements. It contains descriptive information about the sites, used by students in the last five years, to assist in their research of fieldwork sites. The online files include the contract between Rush University and the fieldwork site and the site’s AOTA Fieldwork Data Form, given to Rush University by the fieldwork sites to communicate information about occupational therapy at that site. It will also include any available Student Evaluation of Fieldwork Experience Forms. There may also be additional information including site specific objectives, assignments, a student manual, and/or information on parking and housing. The AFWC maintains this database and updates quarterly. 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 learning experiences (FWIA, FWIB). General guidelines, specific objectives, and specific grading criteria are provided to the students and their fieldwork educators during their 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 sites. It is the responsibility of the student to let the Fieldwork Coordinator know if there is a special need to be considered during fieldwork assignments. Every 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 and research administration, and management of occupational therapy services. 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 practice area, or in a maximum of four different settings. At Rush University, this is accomplished by the student engaging in two 12 week experiences, Advanced Fieldwork I and Advanced Fieldwork II. The goal of Level II Fieldwork is to develop competent, entry- level occupational therapist.

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

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

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

All students must have an academic term (the semester prior to level II fieldwork) and cumulative GPA of at least 3.0 to be eligible to go out on Level II fieldwork. In keeping with the guidelines established for academic probation (refer to page 21: Assignment of Grades), the student must earn a cumulative GPA of 3.0 or higher by the end of the next consecutive academic term. If a student is on probation at the end of the spring 2019 semester, the planned Level II placement will be canceled. Students must earn a cumulative GPA of 3.0 or above by the end of the summer 2019 semester or they will be dismissed from the program.

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

Evaluation Criteria

Level I Fieldwork Grading Procedures

Level I fieldworks are part of Pass/No Pass courses. The 2nd Edition of the Philadelphia Regional Fieldwork Consortium 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 no more than one item scored below a 2 and no more than two items

scored below a 3 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 field experience in order to pass the course.

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

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

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

If the student experiences problems within the first two days of the field experiences 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 at all possible. The student will only be moved from the placement as an action of last resort. Students will be encouraged to work with the AFWC and the Fieldwork Educator throughout this process.

Level II Fieldwork Grading Procedures

Level II fieldworks are Pass/No Pass courses.

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

Student Evaluation of Fieldwork Experience (SEWFE) form of the American Occupational Therapy Association.

A site may terminate a fieldwork student for poor performance, professional behavior issues, safety concerns or other performance concerns at any point in the twelve weeks (See Unsafe Students in the Clinical Setting Policy in Rush University Occupational Therapy Student Handbook and Fieldwork Manual). This termination should be done in collaboration with the Academic Fieldwork Coordinator (AFWC). If the termination comes prior to the midterm or, if student is passing at midterm but fails to progress satisfactorily beyond midterm and is terminated prior to completion of the twelve weeks, the AFWC will determine if it's appropriate 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 (s)he supports 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 122 points on the AOTA Fieldwork Performance evaluation to pass the fieldwork and receive a rating of 3 or above on the Ethics and Safety items. A score of 90 and above at midterm is satisfactory. Should a student receive a score of 89 or below, at midterm, they are required to contact the Fieldwork Coordinator to discuss the situation. 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 121 or below, upon termination of the experience, will received 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 121 or below or termination prior to the 12 weeks by the student, the fieldwork site, or Rush University. Termination for any of these reasons will result in a grade of No Pass for the associated class (OCC 795, OCC 797).

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

Please also refer to the Rush University Occupational Therapy Student Handbook for further details on determination of grades.

If the student experiences problems during the fieldwork placement it is the student's responsibility to contact the Academic Fieldwork Coordinator to discuss the situation and develop an action plan. If the student attempts to implement this plan but still believes the problem cannot be resolved, it is the student's responsibility to try to work things out with the AFWC. If the student disagrees with the AFWC or their disagreement(s) regarding this situation cannot be resolved, the student should petition and meet with the SPARC to present their position on why they believe this is an unsuccessful placement. The student's reason for making this request MUST be documented and significant. Reasons why site may be inappropriate for student may include, but not limited to, a 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 unethical practice is occurring at the fieldwork site.

The SPARC will consider the student presentation and recommend if discontinuation of the fieldwork without penalty is the appropriate course of action. If discontinuation of the fieldwork is the recommendation, the committee will further recommend if the student should work with the Fieldwork Coordinator to identify a new fieldwork site where he/she 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, mental or emotional 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, mental or emotional 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, mental or emotional 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, mental or emotional 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 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 "W" on their transcript. If the student experiences physical, mental or emotional 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, mental or emotional 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, mental or emotional 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, mental or emotional 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, mental or emotional 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 FWE 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, mental or emotional 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 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.

Students are required to provide the OT Department with evidence of personal international health insurance that is valid during the duration of the fieldwork experience. Additionally,

students must purchase and provide evidence to the OT department professional liability insurance that will cover them internationally. Students are also expected to comply with any international travel regulations, rules and policies (i.e. VISA). All cost associated with international fieldwork experiences are the responsibility of the student.

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

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

OCCUPATIONAL THERAPY INDIVIDUAL DOCTORAL EXPERIENCE/CAPSTONE PROJECT

General Information

The Individual Doctoral Experience (IDE) and Capstone Project are the culmination of entry-level doctoral preparation for occupational therapy students. These individualized experiences allow the student to be integrated into an occupational therapy practice area, developing direct skills in knowledge creation and dissemination. Prior to engaging in the IDE, students must successfully complete all coursework, Level II fieldwork, as well as a series of capstone competencies. Then the doctoral experience and capstone project will be completed simultaneously, culminating in an oral and written presentation

Capstone Competencies

In accordance with ACOTE, all students must successfully complete all coursework, Level II fieldwork and capstone competencies prior to beginning the IDE. Rush has developed a three part competency to be completed throughout the student's time in the program. This shall include: creation of a professional development portfolio, synthesis and application of knowledge to a clinical case scenario, and passing the NBCOT practice exam. In addition to the written work associated with the professional portfolio and case scenario, students will participate in an oral exam to assess their ability to synthesize and articulate knowledge gained throughout the program.

Professional Development Portfolio: Students will begin to create their Professional Development Portfolio beginning their first semester. This portfolio will include (but is not limited to): the student's résumé, a professional behavior assessment, clinical evaluations from their practicum and Level I/II fieldwork experiences, and the NBCOT Self-Assessment Tool Summary. As appropriate, documents should be updated regularly and discussed during advising meetings. Students may choose to include other documents related to their professional

development and/or faculty may require additional documents to support their success in the program and/or development.

In keeping with the department's educational philosophy, the faculty believes reflective practice/self-appraisal is required for ongoing professional development and lifelong learning. Therefore, throughout the time in the program students will reflect on the department's student learning outcomes (see page 9) and their progress towards meeting these outcomes. Students will complete an annual questionnaire throughout the program to document their growth related to each of the learning outcomes. Additionally the student's portfolio will include a narrative section that requires the student to complete a pre-reflection on each learning outcome, provide evidence to support their growth and progress towards goal achievement, and a final narrative. This summative narrative should reflect on how their academic experiences, as well as personal experiences have helped move them towards achievement of each outcome and a plan of what they believe they still need to do for continued learning/development in each area. This portfolio must be completed by the beginning of Semester 7, prior to the start of their second Level II Fieldwork. Students will be asked to articulate their growth as it relates to the student learning outcomes during an oral exam that will be scheduled prior to the start of their second Level II Fieldwork.

This will be an electronic portfolio. The Doctoral Capstone Coordinator (DCC) will provide a more in-depth description of the portfolio at the beginning of Semester 1.

Note: the Professional Development Portfolio requirements are subject to change. The DCC will notify students of any changes that may occur throughout the course of the program.

Clinical Case Scenario: At the beginning of Semester 7, students will be individually assigned three clinical case scenarios from various practice settings. The purpose is to assess the student's ability to synthesize and apply knowledge obtained throughout the program. Students will be required to complete all three scenarios and then discuss one aspect of these scenarios during an oral exam that will be scheduled prior to the start of their second Level II Fieldwork.

NBCOT Practice Exam: During Semester 7 students will also be required to pass an NBCOT Practice Exam. This exam will be comprised of both a multiple-choice and clinical simulation components. The department will provide the first exam but if the student does not pass the exam it will be his/her responsibility to purchase the make-up exam(s).

The Doctoral Capstone Coordinator (DCC) is responsible for the Capstone Competencies. They may address any questions regarding these program requirements.

Individual Doctorate Experience

The Individual Doctorate Experience (IDE) is a 16 week, full-time, student directed experience. The purpose of the experience is to equip occupational therapy graduates with skills beyond that of a generalist. Furthermore, it allows the students to demonstrate their ability to synthesize knowledge learned in this program and integrate it with past knowledge and experiences to demonstrate conceptual and technical competencies. At Rush University the IDE has been organized into four different categories: advanced practice in traditional and emerging settings; management, leadership, and advocacy; academia; and research. It is the student's responsibility

to determine a general practice area where they would like to complete their IDE when they enter the program and identify a specific area of interest by the beginning of the third semester.

Students will work under the mentorship of the Doctoral Capstone Coordinator and faculty mentor to secure an IDE site and identify a site mentor during the fifth semester. During the sixth and seventh semester the student will work under the mentorship of the DCC, faculty mentor, and site mentor to develop a proposal for this experience. During the eighth semester, students will be onsite completing the actual 16 week experience.

Note: Students are not allowed to begin the experience until all coursework, fieldwork and competencies have been successfully completed and will not graduate until they successfully complete the IDE.

Capstone Project

Each student is required to complete and disseminate an individual capstone project. The purpose of this project is for the student to demonstrate the ability to synthesize the knowledge learned in this program as it relates to theory and practice in order to create or advance knowledge within the profession. The capstone project will be completed in conjunction with the IDE. A proposal for the capstone will be completed during the sixth semester and the project completed during the IDE in the eighth semester. Students will make an oral presentation and submit a paper to faculty at the end of the semester regarding the project. Students will also be required to identify a plan for submission of their paper for publication and/or presentation prior to the end of the semester.

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
Tetanus, Diphtheria & Pertussis (Tdap)	Documentation of Tdap Booster within the past 10 years.
Influenza	Beginning November of first year in the program: Documentation of flu shot administered during the current flu season OR documentation of approved exemption from immunization from Rush University Medical Center's Employee & Corporate Health*. Yearly renewal required (offered free of charge through Rush).

**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. It is the student's responsibility to obtain the requirements and to provide health and immunization information to clinical sites.

Student Health and Immunization Record

Occupational Therapy students are required to complete and maintain updated records of the OT program Health and Immunization Requirements through Castle Branch (<https://www.castlebranch.com/>). Prior to matriculation, students will receive information about the OT Program Health and Immunization Requirements along with instructions for enrolling in Castle Branch. Requirements must be completed and approved by Castle Branch prior to matriculation and prior to the start of each academic term of the program. If a student fails to complete or maintain the requirements each academic term, the student will not be eligible to participate in clinical aspects of the program (practicum, fieldwork, course work that occurs in clinical settings). Course grades associated with the clinical aspects of the program will be impacted accordingly. In accordance with the Rush University Catalog, students who do not submit the required proof of fulfilled health and immunization requirements by the designated deadline will be prohibited from registering for the next academic term and may be disengaged from the program until these requirements are met, late registration fees will apply.

CPR Certification

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

Annual Mandatory Training

Each student will be required to complete the Annual Mandatory Training and pass any associated competency examinations. The trainings are available through Blackboard/RU Learning and must be completed by September of the first year and then in June of each following year. Students are responsible for documenting completion of this requirement through Castle Branch. If a student fails to complete or maintain the LEAP Online training 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.

Health Insurance

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

Liability Insurance

Rush University students are indemnified by the institution. When students complete clinical assignments or participate in fieldwork outside the purview of Rush University, the setting may require proof of insurance. The Office of Legal Affairs routinely sends these documents to establish Fieldwork I and Fieldwork II sites. Occasionally, settings require higher levels of insurance than those provided by Rush. In the instance that a setting requires a higher level of insurance, students may be required to purchase their own personal liability insurance as a condition of acceptance at that site.

Criminal Background Check

Each student is required to undergo a criminal background check, performed by Castle Branch. Most clinical settings require a criminal background check prior to completing clinical work. Additionally, many professions, including OT, require a background check prior to licensure and certification. All costs associated with the background check are incurred by the student and must be completed prior to matriculation into the program. Students are responsible for maintaining a record of their criminal background check, completing additional background checks as required by specific clinical sites and providing a copy to clinical sites as requested. A student with an unsatisfactory criminal background check will be required to meet with the Academic Coordinator, the Academic Fieldwork Coordinator and their Academic Advisor will be informed. During the meeting with the Academic Coordinator and the Academic Fieldwork Coordinator the student will be counseled about the potential impact of the unsatisfactory criminal background check on clinical placements, licensing, and future employment. Any unsatisfactory criminal background check may negatively impact clinical placements, while a felony charge and/or conviction may negatively impact NBCOT certification and/or licensure or permission to practice in some states. If a clinical placement denies a student a placement based on results of a criminal background check, the student will receive a grade of NP for the course

(see section C regarding General Requirements for Fieldwork). Students who have been charged with or convicted of a felony will be required to complete the NBCOT Early Determination review. Students should also refer to the Rush University College of Health Sciences Policies regarding Criminal Background checks found in the Rush University Catalog.

Requirements for Clinical, Fieldwork, & Individual Doctoral Experience

Assignments

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

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

GRADUATION

Requirements

Once admitted to the Rush University Department of Occupational Therapy program, students embark on a journey which entails the accumulation of 108 semester hours of credit for graduation and includes:

- Successfully complete all didactic coursework and Fieldwork,
- Pass the Department of Occupational Therapy competency exam,
- Successfully complete all requirements of the Individual Doctoral Experience and capstone project,
- Pass the Rush University Interprofessional Patient Care Teams course (IPE 503), and
- Complete a minimum of 16 contact hours of approved professional or community service.

In order to graduate and have the Occupational Therapy Doctorate degree conferred, all coursework and clinical work must be completed. In order to be eligible to take the registration exam administered by the National Board for Certification of Occupational Therapists, students must have completed all graduation requirements as documented in official transcripts from Rush University. Full-time students must complete all program requirements within 45 months from the time they begin the program. Any student, who expects to go beyond this timeframe, must write the Program Director to request an exception to the policy.

Rush University Commencement

Rush University Commencement is held annually during the spring. Information about participation in this event is distributed by the Office of Student Life and Engagement.

Occupational therapy students who will complete their course of studies are invited to participate in the commencement ceremony in May of the year they graduate.

OT Pinning Ceremony

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

Student Awards

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

The Occupational Therapy Faculty Award:

Sponsored by the Department of Occupational Therapy

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

Thomas Family Award of Clinical Excellence:

Sponsored by Mr. & Mrs. Joseph A. Thomas

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

Jonathan Luke Darnall Award for Clinical Excellence in Pediatrics:

Sponsored by the Darnall Family

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

Excellence in Mental Health Award:

Sponsored by the Department of Occupational Therapy

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

Susan Tracy Excellence in Fieldwork Award:

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

The SOTA Professionalism Award:

Sponsored by the Rush University Student Occupational Therapy Association

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

College of Health Science Dean's Award:

Sponsored by the Dean of the College of Health Sciences

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

Cynthia Hughes Harris Fieldwork Educator Award:

Sponsored by the Department of Occupational Therapy

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

Certification and Licensure Requirements

Upon graduation from an accredited program, students are eligible to apply to sit for the registration examination which is administered by the National Board of Certification of Occupational Therapists (NBCOT). When students submit their application, they must be prepared to verify they have met all graduation requirements. The NBCOT application outlines this process in detail. In addition, graduates should be aware they will be asked to answer questions related to the topic of felonies. For more information on the limitations, you may contact NBCOT at:

National Board of Certification of Occupational Therapy

12 South Summit Avenue, Suite 100

Gaithersburg, MD 20877

<http://www.nbcot.org/>

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

NBCOT Certification Examination

For the most current application and procedures check for details on the NBCOT site at: www.nbcot.org

How to apply:

Graduates of U.S. based occupational therapy programs may apply online or by mail. The same deadlines apply to both online and mailed application. To apply online, candidates complete the online examination application and pay fees online, using a credit card (MasterCard or Visa).

Illinois Licensure

In Illinois the application for State of Illinois licensure should be completed at the same time as the application for the NBCOT. 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 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.

STUDENT RESOURCES IN RUSH UNIVERSITY'S OCCUPATIONAL THERAPY PROGRAM

The Activities of Daily Living Lab

Room 977 in the Armour Academic Center has been established as a laboratory for experiencing and adapting occupations related to activities of daily living (ADL). The lab includes a small sleeping and living area, a fully equipped kitchen, and a bathroom in which occupational therapy students can experiment with treatment strategies adaptive equipment.

In addition, students may have access to the ADL room for use as a student lounge. The ADL student lounge will serve as a shared space for students and faculty. SOTA leadership is responsible for the oversight of the room and will be responsible for any missing or damaged equipment to the room. In the event the room is needed by a faculty or department member, the room will be closed; 24 hour notification will be posted on the door whenever possible.

Health Care Services

Upon matriculation into the Rush Occupational Therapy Program, students must either show proof of insurance or select from among the health insurance programs offered. If an accident should occur on the Rush University premises or while on clinical placements, the student should report the problem to a faculty member as soon as possible. If emergency medical attention is needed, the student should proceed to the emergency room. An accident report must be filed in the department as soon as possible. Additionally, a faculty member may require a student to seek medical attention at any time that a student's health appears to be in question.

When engaging in fieldwork, students must comply with all health requirements of the fieldwork sites to which they are assigned. Special needs or requests for accommodation should be

communicated in a timely manner through their Academic Advisor, the Academic Fieldwork Coordinator, or Academic Coordinator.

Occupational Therapy Department Library

A library containing commonly used text books and resources is available for student use in the ADL room of the Department of Occupational Therapy. Students must request to enter the library and sign out any materials via the Administrative support staff. Materials may be loaned out for a period of 24 hours and signed in upon return.

Paging System

To access pagers from within the hospital, dial 85; to access pagers from outside the hospital dial (312) 942-3263

System: "Please dial the I.D. number"

User: Dial the 4 digit I.D. number

User: Dial the call back extension, and then hang up

Phone System

The Rush University Phone book is available on the Rush University portal. From on campus phones, students only need to dial the last 5 digits of an on-campus phone number.

Email

The Rush University Microsoft Outlook email system houses email addresses for all students, faculty and staff. The email address book can be accessed from within the system by pressing the "to" button on an outgoing message.

APPENDICES

Professional Associations and Publications

Membership & Participation Professional Organizations

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

For memberships in professional organizations contact the websites listed below:

American Occupational Therapy Association (AOTA): www.AOTA.org (\$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 (TBD)

Student Occupational Therapy Association

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

Professional Publications for Students

- 1) AOTA offers many services for students, covering topics such as scholarships, fieldwork, and public policy. As a student member, you will have access to many additional resources, including OT Search, a bibliographic database covering OT literature, and the American Journal of Occupational Therapy (AJOT). Student Plus members receive in addition a subscription to OT Practice, a clinical and professional magazine that provides practical information in all aspects of practice, an access to AOTA student and SIS list serves. You can find more information about AOTA and their services at www.AOTA.org.
- 2) ADVANCE for OT, the nation's occupational therapy newsmagazine, has several articles related to clinical practice as well as employment and continuing education listings. You can find them on the web at www.advanceforot.com
- 3) Open Journal of Occupational Therapy is a peer-reviewed, open-access journal with a mission to publish high quality articles that focus on applied research, practice, and education in the occupational therapy profession. You can access this resource at www.scholarworks.wmich.edu/ojot/

Core Faculty/ Clinical Leadership Phone List

Last Name	First Name	Address	Phone	Email
Bathje	Molly	1010B AAC	(312)-942-2262	Molly_M_Bathje@rush.edu
Costello	Paula	TBD	TBD	TBD
Koverman	Brenda	464 JRB	(312)-942-8241	Brenda_koverman@rush.edu
Little	Lauren	1009A AAC	(312)-942-1759	Lauren_Little@rush.edu
Myers	Bev	1010F AAC	(312)-942-5595	Bev_Myers@rush.edu

Napier-Gondek	Hillary	1009A AAC	(312)-942-4899	Hillary_NapierGondek@rush.edu
Olson	Linda	1011 AAC	(312)-942-7109	Linda_M_Olson@rush.edu
Ozelie	Becky	1010D AAC	(312)-942-6988	Rebecca_Ozelie@rush.edu
Taylor	Steve	1009B AAC	(312)563-2143	Steven_J_Taylor@rush.edu

Clinical Unit	Location	Clinical Director	Clinical Supervisor	Unit Telephone
JRB Rehabilitation	4, 6, 7 floors	Brenda Koverman	Missy Dappen	(312) 942-2708
Outpatient	440 Professional	Brenda Koverman	Megan Kral	(312) 563-2454
Acute Care Medicine Pediatrics	321 Pavillion	Brenda Koverman	Colleen Bray	(312) 942-5344
Psychiatry	13 Kellogg 4 Kellogg 8S & 8N JRB	Brenda Koverman	James Hill	(312) 942-6911

SPECIAL NEEDS REQUEST FORM

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

Name of Student _____ Date _____

DESCRIPTION OF PROBLEM, SITUATION OR CIRCUMSTANCE NECESSITATING REQUEST:

DESCRIPTION OF THE ACTUAL REQUEST:

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

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

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

1. Course Director(s):

Course Director	Comments

2. Academic Advisor

3. Academic Coordinator

4. Academic Fieldwork Coordinator

5. Other

ANY CHANGES IN PROPOSAL BASED ON ABOVE COMMENTS

Signature of Agreement

Student (required)

Academic Advisor (required)

Course Directors (if applicable)

Academic Coordinator (required)

Academic Fieldwork Coordinator (if applicable)

Other (please designate)

TECHNICAL STANDARDS POLICY

Rush University

**Occupational Therapy Department
Policies and Procedures**

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

Policy: Technical Standards for the Occupational Therapy Program

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

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

Students can request a reasonable accommodation through the Rush University Student Disability Assessment Team. This request may or may not be granted.

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

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

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

UNSAFE STUDENTS IN CLINICAL SETTING POLICY

Rush University

Occupational Therapy Department
Policies and Procedures

Date of Issue 10/31/2014
Last Revision 10/31/2014

Policy: Unsafe Students in Clinical Setting

Unsafe practice is defined as behavior or action that has the potential to cause serious harm to a patient. This is a serious situation and goes beyond a student who might come unprepared for a particular clinical assignment. Examples of unsafe clinical practice include but are not limited to:

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 removal of the student or have the student return to a clinical setting as soon as possible. If the removal is upheld, the student will be administratively withdrawn from the course and receive a grade of "No Pass." The ACFW will notify the Registrar's Office. If the removal is overturned, the ACFW will coordinate with the student a mechanism to complete the required clinical hours for the fieldwork/practicum experience. This may include but is not limited to being assigned to a different clinical site or, if this is resolved in a timely manner potentially returning to the original site.
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.

POLICY ON ACADEMIC ADVISING

Rush University

Occupational Therapy Department
Policies and Procedures

Date of Issue 9/2006

Last Revision 4/2016

Policy: Academic and Fieldwork Advising

POLICY:

Each student is assigned an academic advisor who is a faculty member of the occupational therapy department. This faculty member will provide advising on professional coursework. The Academic Fieldwork Coordinator and Academic Fieldwork Assistant provide advising related fieldwork education. When necessary, the academic advisor and fieldwork personnel will collaborate on advising students.

PROCEDURE:

1. The Academic Coordinator assigns incoming students to designated faculty who will serve as their academic advisor. In the case where a faculty member leaves, the Academic Coordinator will reassign students to new advisors.
2. Advising meetings occur each semester and as needed. Advising sessions are documented in the student's file. (See attached)
3. Students meet with the Academic Fieldwork Coordinator and Academic Fieldwork Assistant to discuss fieldwork placements prior to placement process.
4. Academic Fieldwork Coordinator completes a week 3 progress check, week 6 midterm FWPE, week 9 progress check with each student while on their level II FW. Student's progress is monitored and students are advised as needed. Attached are the FW week 3 and 9 progress check forms.

STUDENT INVOLVEMENT IN HUMAN SUBJECTS RESEARCH

Rush University

Occupational Therapy Department
Policies and Procedures

Date of Issue 2/1/2016
Last Revision 8/15/2017

Policy: Human-Subject Research

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 582 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 582 should work with the principle investigator or project coordinator of the study to obtaining the required training and certification prior to beginning their involvement in the study.
4. If students are engaging in human-subject research, it is the student's responsibility to complete the training annually until the project is completed.

ANNUAL COMPETENCY POLICY

Rush University

Occupational Therapy Department
Policies and Procedures

Date of Issue 8/20/2001
Last Revision 8/14/2017

Policy: Mandatory Online Training

1. Each student will be required to complete in mandatory training and pass the competency examinations annually via RU Learning (September of Year 1, June of each subsequent year).
2. Students are responsible for documenting completion of this requirement through Certified Background.
3. If a student fails to complete or maintain the mandatory training requirements each semester, the student will not be eligible to participate in clinical aspects of the program (practicum, fieldwork, course work that occurs in clinical settings).
4. Course grades associated with the clinical aspects of the program will be impacted accordingly.
5. The Program Assistant, under the direction of the Academic Coordinator will monitor completion of training and notify students who are not in compliance.

USE OF EQUIPMENT AND SUPPLIES POLICY

Rush University

Occupational Therapy Department
Policies and Procedures

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Policy: Use of Equipment and Supplies

The program provides a broad variety of equipment and supplies (including textbooks and evaluations) for educating students. Equipment is made available to students during classroom instruction. Students may also check out equipment and supplies from the department to practice.

Equipment may be borrowed from the OT clinical departments (i.e., Fluidotherapy machines, ultrasound, paraffin), Rush University General Equipment Resource center (plinth tables, mat tables), and outside vendors (additional ultrasound machines, iontophoresis, Bioness machines) as needed to aid in classroom instruction. These materials are not available for student check-out.

The Department of Occupational Therapy academic program follows the same policies and procedures of the clinical program regarding the use of modalities equipment. See attached policies related to use of equipment and supplies.

- A department library containing commonly used text books, evaluations, and other resources is available for student use. Policies related to the use of these resources is as follows:
- Students must request and sign our any materials via the Administrative support staff. Materials may be loaned out for a period of 24 hours and signed in upon return.

Commonly used textbooks are also available through the University Library. Students are to follow the University Library policies and procedures for checking out university material. These policies can be found at <http://rushu.libguides.com/borrowing>

OCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2015)

The Code of Ethics can be found for review at the link provided below.

<http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf>