

Occupational Therapy Program Student Handbook 2025-2026



Paducah Regional Campus, Paducah, KY

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WELCOME!

The Occupational Therapy Program (OTP) is one of several programs within the School of Nursing & Health Professions (SONHP) at Murray State University (MSU). We share MSU's and SONHP's commitment to excellence in creative teaching, scholarship, and community service & partnerships. The OTP prepares graduates to exhibit excellent performance within a culturally diverse, technologically-oriented society, and increasingly interdependent world, while remaining grounded in the belief that human performance in occupation will impact individuals, groups, communities, and population's ability to engage in a variety of roles throughout the lifespan.

THE OCCUPATIONAL THERAPY PROGRAM HISTORY

In 2016, Dr. Robert Davies, the presiding President of Murray State University (MSU), networked with Baptist Health Paducah to determine a need for occupational therapy in the Western Kentucky Region. They began working out the details and quickly found a resource to assist in the development of the first OTP at MSU to be housed at the Paducah Regional Campus, along with some resources that were allocated from Baptist Health Paducah. Dr. Amelia Dodd worked closely with an area contractor and others from the university to initiate the process of developing a master's level occupational therapy program, in accordance with the guidelines of MSU, the Council on Postsecondary Education (CPE), and the Accreditation Council for Occupational Therapy Education (ACOTE).

In December 2017, candidacy status was granted by ACOTE, and Dr. Sherri Powers was hired as the full-time, founding Program Director in January 2018. Applications for the first OT cohort began January 2018 and 21 students were admitted for the summer 2018 semester, along with the initial faculty to begin teaching the curriculum.

In November 2019, initial accreditation was awarded by ACOTE for five years. Faculty identified several gaps in the original curriculum, spurring the process for curriculum revisions. Some of the changes included: renaming and renumbering the OTP courses (from 600 to 700 levels), applying the 2018 ACOTE standards to the courses, absorbing cultural topics from a stand-alone course into other courses, absorbing pediatrics from a stand-alone course into other courses for a lifespan focus, changing the sequence of some of the courses, and redistributing content to fit more efficiently into other courses. Initially, there were three Level I fieldwork experiences, but one was removed. Additionally, the newly revised curriculum adjusted the first semester to begin in the fall semester, instead of the summer semester. The curriculum revisions were implemented beginning with the Fall 2021 semester for the 4th OT cohort.

In November 2024, reaccreditation of ten years was awarded by ACOTE, with no areas of noncompliance.

MISSION, VISION, PHILOSOPHY, AND CORE VALUES

Mission: The MSOT program is dedicated to improving the health, well-being, and quality of life for society, through effective evaluations and interventions to optimize client's performance and participation in meaningful occupations. We achieve this mission by educating students to be holistic, reflective, and evidence-based occupational therapy practitioners who are prepared to meet the occupational needs of the individuals, groups, communities, and populations they will serve.

Vision: The guiding light for the OTP is to be recognized as an exceptional occupational therapy program that “maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2019a, para. 3). We further aspire to promote excellence with quality health-care provision through innovative and hands-on learning activities, scientific inquiry, and evidence-based practices that are consistent with the standards of the American Occupational Therapy Association (AOTA) and ACOTE.

Philosophy: The OTP is grounded in the belief that human performance in occupation will impact their ability to engage in a variety of roles throughout the lifespan and that performance in occupations will positively impact people to engage in a variety of roles. Additionally, occupation and the belief that humans are occupational beings should be at the core of every educational program and intentionally intertwined in every course (Hooper et al., 2018). Through their occupational therapy lens, faculty must also view students as occupational beings, while facilitating occupational wellness.

Engagement in occupations has a profound impact on health, well-being, motivation, and development. The MSOT program embraces the American Occupational Therapy Association's (2017) philosophical base regarding “the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation” (p.1), and that purposeful activity during occupations can be used as a therapeutic tool. Our program prepares students to become occupational therapy practitioners who are leaders in the profession and will “address the occupational needs of individuals, groups, communities, and populations”, now and in the future (AOTA, 2018b, p. 1), with functional, applicable, and experiential learning opportunities.

Philosophy of Teaching and Learning: The curriculum embeds concepts of andragogy on the adult student's ability to be self-directed, autonomous, and internally motivated, rather than relying only on external motivation to learn and apply concepts (Bansal, Jain, Sharma, Sharma, Jain, Madaan, 2020). Experiential concepts including hands-on or direct experience, focused reflection, and completing learning by ‘doing’ (Kuo, Kawaguchi, & Yang, 2021), are also recurring concepts in the curriculum.

The core concept of the OTP curriculum is a developmental approach that guides the OT students to facilitate functional skills that improve independence & success during occupational performance and participation for the clients, groups, and populations that they serve. The curriculum integrates the idea that students are adult learners who will develop critical thinking and leadership skills, that will positively impact their future clients by applying experiential knowledge during service delivery, while

using evidence from the literature to inform their practice. The curriculum design has five threads interwoven throughout the curriculum: occupation-centered practice, human performance across the lifespan, leadership and critical thinking, current and emerging service delivery models, and scientific inquiry and research.

Core Values:

- *Occupation-centered.* We facilitate functional & occupationally-based learning experiences throughout the OT curriculum.
- *Client-centered.* We value and model ethical integrity focusing on client-centered therapeutic activities.
- *Professional communication and documentation skills.* We develop a variety of opportunities to instill optimal insight during all interactions.
- *Servant leadership.* We value humility, honesty, and integrity, and encourage a consistently-positive attitude.
- *Diversity and inclusion.* We foster diversity of people and ideas and uphold an educational environment of dignity, equity, and inclusion for all students.
- *Adult learner.* We build upon foundational course content to encourage initiative to continually apply knowledge.
- *Teamwork.* We foster solid, professional relationships with students, peers, instructors, clinical partners, clients/patients, and families.
- *Clinical-reasoning skills.* We instill practical and creative opportunities to apply critical thinking that are grounded in scholarly evidence.
- *Excellence in teaching, research, and service.* We value our exceptional experiences that contribute to our role as educators.

CURRICULUM THREADS

The curriculum design has five threads interwoven throughout the curriculum (see Curriculum Map below).

1. Occupation-centered practice: students will use client-centered, preferred occupations to address function and occupational needs, reflecting the unique value of occupational therapy. This is in conjunction with the student learning objectives of demonstrating clinical skills essential to the practice of occupational therapy and providing client-centered services.

2. Human performance across the lifespan: students will exhibit an understanding of human development, and the conditions that can occur at various phases. This is in accordance with the student learning objectives of promoting health and wellness to diverse populations.

3. Leadership and critical thinking: students will exhibit the skills to advocate and educate clients, significant others, caregivers, and community members. Through a high level of professionalism and ethical behavior, students will emerge as leaders in the field of OT.

4. **Current and emerging service delivery models:** developmentally building upon knowledge acquired in the program and experiences in the clinical setting, students will explore new areas of practice and develop emerging areas of practice, as appropriate, to meet the needs of the community.

5. **Scientific inquiry and research:** students will develop a desire for lifelong learning and continued professional growth. Through scholarly inquiry, students will become skilled evidence-based practitioners and contribute to the body of knowledge of the profession.

CURRICULUM DESIGN

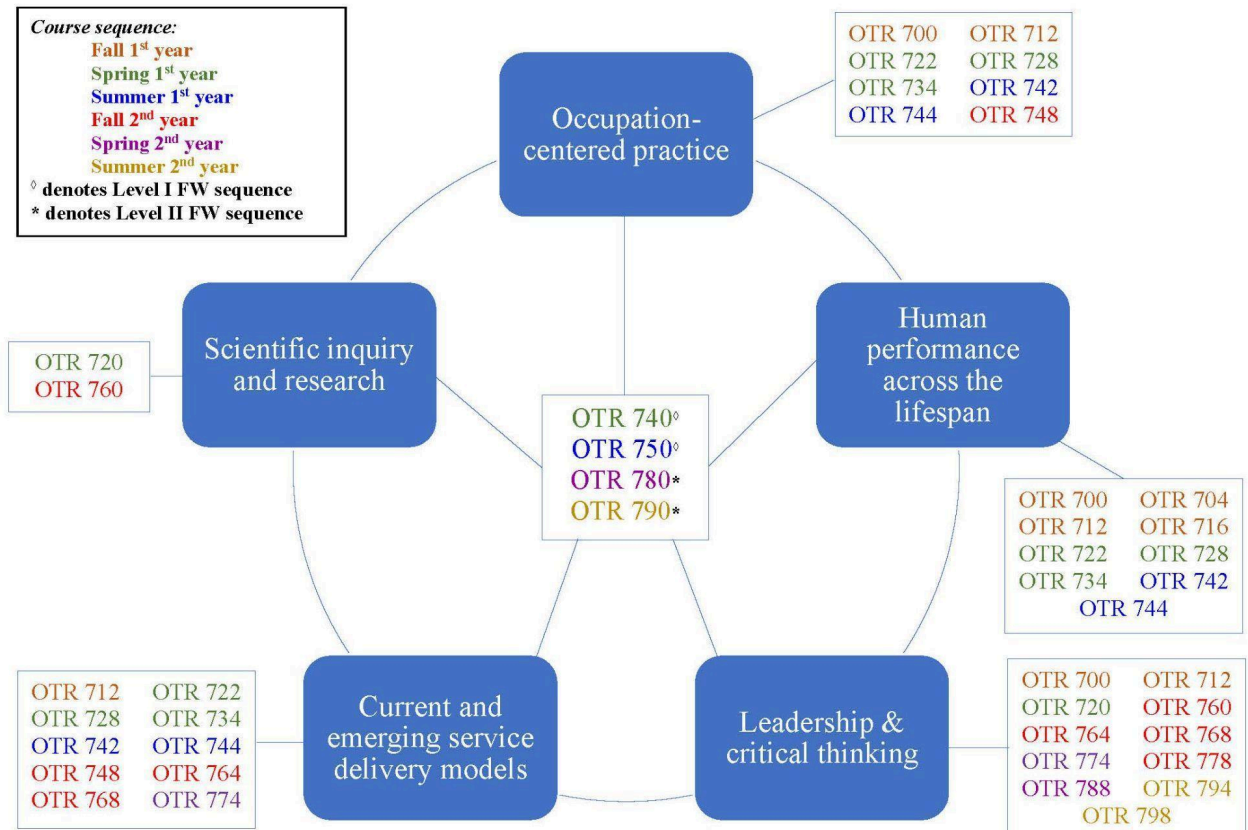
The core concept of the OTP curriculum is a developmental approach that guides the OT students to facilitate functional skills that improve independence & success during occupational performance and participation for the clients, groups, and populations that they serve. The curriculum integrates the idea that students are adult learners who will develop critical thinking and leadership skills, that will positively impact their future clients by applying experiential knowledge during service delivery, while using evidence from the literature to inform their practice. The curriculum embeds concepts of andragogy regarding the adult student's ability to be self-directed, autonomous, and internally motivated, rather than relying only on external motivation to learn and apply concepts (Bansal, Jain, Sharma, Sharma, Jain, Madaan, 2020). Experiential concepts including hands-on or direct experience, focused reflection, and learning by 'doing' (Kuo, Kawaguchi, & Yang, 2021), are also recurring concepts in the curriculum.

Learning outcomes and goals of the program are based on the unique skilled practice of occupational therapy, which is demonstrated within the **first curricular thread, occupation-centered practice**. It is believed that as students transition through the program, they will develop the knowledge, clinical reasoning, and clinical application skills to apply the core principles of the profession to all contexts and environments for clients. A distinctive feature of the curriculum design is that it embraces both a developmental model as well as utilization of the occupational therapy process as an underlying progression within the educational process. Initial courses of the curriculum focus on the **second curricular thread, human performance across the lifespan**. The students learn foundational concepts of the profession and progress to developing an occupational profile, evaluation, treatment planning, intervention implementation, and discharge planning across the lifespan. The curriculum strives to create a community of learners that inspires, motivates, and guides students as they reach for excellence in their professional and personal lives. The sequence of instruction that primarily relates to basic core concepts including foundational skills of the profession are targeted in foundational courses. Building on this foundation, the **third curricular thread, leadership and critical thinking**, is developed through increasingly complex layers of knowledge. Skills are used to develop professional and critical reasoning in a range of practice settings and with diverse populations. Skills and tools are introduced, developed, and mastered as students are guided through the occupational therapy process within the course sequence structure. The **fourth curriculum thread** integrates forward-thinking courses and activities that require higher level processing of foundational information for application of **current and emerging areas of practice and delivery models**. The **fifth curriculum thread focuses on scientific inquiry and research**, as students develop practice patterns that are based on evidence. Students are facilitated to develop clinical, evidence-based practice skills as they progress through the program.

Skills are applied through:

- 1) a scholarly project and dissemination of results, and
- 2) a community-based service project to meet the needs of a current or emerging area of practice.

Murray State University Occupational Therapy Program Curriculum Map



NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES

Students with Disabilities

Students requiring special assistance due to a disability should visit the [Office of Student Disability Services](#) immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809-5889 (TDD). **Email:** msu.studentdisabilities@murraystate.edu. The Office of Student Disability Services will work directly with professors regarding any specific accommodation needs that may be applicable to the particular classroom setting.

Non-Discrimination Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, disability, or political

or social viewpoint in employment or application for employment, admissions or the provision of student and employee services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment”

Inquiries concerning the application of these provisions may be referred to:

1. the Executive Director of the Office of Equal Opportunity and Title IX / Murray State University Title IX Coordinator,
Murray State University, 103 Wells Hall, Murray, KY 42071
Telephone: 270.809.3155; Fax: 270.809.6887; TDD: 270.809.3361; Email: msu.titleix@murraystate.edu; or
2. to the Assistant Secretary of the United States Department of Education,
U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100;
Telephone: 1.800.421.3481 Fax: 202.453.6012; TDD: 1.800.877.8339; Email: OCR@ed.gov

For more information, contact the Title IX Coordinator and Executive Director of the Office of Equal Opportunity and Title IX, 103 Wells Hall, 270.809.3155 (voice), 270.809.3361 (TDD).

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy and confidentiality of student education records. For more information on what the law entails, please refer to:

<http://www.murraystate.edu/admissions/BursarsOffice/ferpaprivacyact.aspx>

Academic Honesty

Academic Honesty Policy: All students must adhere to the [Policy on Academic Honesty](#) described in the current *MSU Academic Bulletin/Catalog*. Students may appeal decisions related to academic dishonesty by following the [Academic Honesty Appeal Procedure](#) described in the current *MSU Academic Bulletin/Catalog*.

Violations of Academic Honesty Include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

Appropriate Use of Generative AI

All assignments should be your own original work, created for this class. You must do your own work. You cannot reuse work written for another class. You should not use paraphrasing software ("spinbots") or AI writing software (like ChatGPT). Submitting work containing any content generated by artificial intelligence (AI) when not explicitly directed to do so by the instructor will be considered an act of academic dishonesty.

RECORDING NOTIFICATION

This course may utilize recordings that capture students' faces and/or voices. These recordings may be used for course review by enrolled students and/or instructors, and will not be shared with anyone not enrolled, teaching, or aiding in the instruction of the course. Any video capturing student faces and/or voices will be destroyed after all students have been issued a grade for the course.

This course may require the recording of students' faces and/or voices by the university and/or its applicable technology vendor for the purpose of compliance with the university's testing integrity protocol, requiring the use of Respondus Monitor and/or Lockdown Browser for exams and/or quizzes.

These testing integrity protocols may make reasonable requests to demonstrate that your testing environment remains free of impermissible aids. If a 360° video capture or scan of a student's residential environment at the time of the test or exam is not permitted, students must make every attempt to complete exams at another space that is appropriate and relatively free from distractions, such as a public library or other public space.

OCCUPATIONAL THERAPY PROGRAM CONTACT INFORMATION

Dr. Sherri Powers, OT Program Director at 270-809-1687; email spowers8@murraystate.edu; or, you may visit the [OTP Website](#) for additional information.

ACCREDITATION

Murray State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (<http://www.sacscoc.org/>) to award associate, baccalaureate, master's, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Murray State University.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Level II Fieldwork must be completed within 24 months following completion of the didactic portion of the program.

*****Note: All states regulate occupational therapy practice and a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.***

STUDENT RESPONSIBILITIES

Your responsibilities regarding the *OT Handbook*:

- Please read the *OT Handbook* and use it as a reference throughout the OTP.
- Direct any questions about the *OT Handbook* content to the Program Director, Academic Advisor, or the Academic Fieldwork Coordinator to ensure you understand all expectations, policies and procedures.
- Utilize the many resources and supports described to help with your success throughout your program and fieldwork experiences.

- Sign the OT Student Handbook Acknowledgement Forms found in Appendix E indicating that you have carefully read and understand the contents of *the OT Handbook* and agree to uphold all OT Program, School, and University expectations, policies and procedures. One copy will be retained in the student file and a copy should also be retained by the student.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT) DEGREE

The MSOT Program requires two years of continuous study beginning in the fall and progressing through six semesters with a summer graduation, including Level I and Level II fieldwork experiences. Commencement will occur during May, just preceding the final semester of coursework and degrees will be awarded after all successful coursework and fieldwork is completed after the final semester. In addition, the OTP:

- Prepares students to succeed on fieldwork; sit for the National Board for the Certification of Occupational Therapists exam; and succeed as an entry-level generalist practitioner.
- Meets all standards of Accreditation Council for Occupational Therapy Education (ACOTE), occupational therapy's accrediting body.
- Empowers students to develop knowledge and skills to apply theory, knowledge, and evidence to practice.
- Upholds students to excellence with ethical principles and practices, critical thinking, adult learning, leadership, taking the initiative, documentation, and communication.

Occupational Therapy Program Objectives:

In addition to the 2018 Accreditation Standards for Occupational Therapy education programs (<https://acoteonline.org/accreditation-explained/standards/>), the MSOT program will:

- Foster entry level clinical skill development through didactic and experiential learning opportunities.
- Maintain dedicated educational practices in line with accreditation standards.
- Advocate for the profession through service within the school, university, and community organizations.
- Hire and retain faculty who value collaborative scholarship, creative teaching activities, and application of evidence in the classroom.
- Encourage faculty and student collaboration in scholarly endeavors.

Program Evaluation:

The program uses a systematic plan of assessment and review. The plan is available for students to inform them of the evaluation procedure used by the OTP. A primary component of the plan is to measure student outcomes upon completion of the MSOT degree. The plan outlines the area to be evaluated, person(s) responsible, review method, dates for implementation, documentation of review, and expected outcome. The data are reported to ACOTE. The evaluation plan is available for review in the OTP office upon request.

ADMISSION TO THE OT PROGRAM

Applications for admission into the OTP are accepted through the Occupational Therapy Centralized Application System (OTCAS) from mid-July through mid-January of each calendar year. Potential candidates must create an application through the OTCAS applicant portal, provide the requested information, and submit the application, along with the associated application fees. Applications not submitted to OTCAS by the mid-January deadline will not be considered for the current application cycle.

Traditional Route:

You must have earned a bachelor's degree in any area from an accredited university. If you have completed (or will complete by the end of Murray State University's spring semester) all MSOT program requirements, including but not limited to specific prerequisite coursework, you are eligible to apply for MSOT program admission.

*You must also meet the Murray State University requirements for graduate programs.

Accelerated Route:

The accelerated, or 3+2, route provides students an opportunity to complete a bachelor's and master's degree within five years. Only Murray State Exercise Science students that complete specific requirements will be eligible to apply for the accelerated option. If accepted into the professional program, conferral of the bachelor's degree in Exercise Science will occur after the fourth year of study and conferral of the MSOT degree will occur upon completion of all MSOT program requirements.

Technological Requirements:

Students enrolled in the MSOT program must possess a laptop computer with wireless internet connectivity. Murray State University utilizes Canvas as its distance learning platform. Students will need to upload documents and assignments in Microsoft Word format, as well as download and access videos and other electronic materials for class. Additionally, students should have scanning capabilities. Access to video and audio capabilities is also necessary for participating in Zoom sessions during distance learning.

Related University Policy

NOTE: Federal regulations permit undergraduate students to receive financial assistance only for coursework required for their current degree program. Students who are enrolled in both undergraduate and graduate coursework in the same semester will receive less financial aid than if only enrolled for undergraduate coursework. Students are strongly advised to contact Murray State University's Office of Financial Aid to find out how their financial aid amount would be adjusted. University scholarship, tuition waivers, athletic certification, and veteran's benefits may also be impacted. Graduate tuition will be charged for all coursework upon accelerated graduate admission.

Transfer Credit

The MSU OTP does not grant educational credit for work experiences. Transfer of educational credit for previous OT coursework completed before admission to the OTP is generally not accepted, except for medical terminology and abnormal psychology courses. Exceptions may be made for individuals with experience in healthcare-related fields such as COTA, PTA, nursing, social work, speech and language pathology, and approval from the Program Director. All mandatory OT coursework must be fulfilled at the MSU OTP with a grade of B or higher & a

minimum of 3.0 OT GPA to remain in good standing. Advanced placement credit, transfer credit, and credit for experiential learning are evaluated by the registrar's office and applied to the student's undergraduate degree upon approval. However, the program does not permit substitution of other graduate-level coursework for OT graduate coursework.

Graduate Tuition Rates

- Please see [Graduate Tuition Rates](#) for current details.

Cost of attendance 2025-2026

OT Program	Fee	Additional Comments*
Tuition	Graduate Tuition Rates	Graduate tuition rates are subject to change based on the annual review by the Murray State Board of Regents and CPE.72 credit hours.
Online Fees	Graduate Tuition Rates	Online fees are subject to change.
Housing	Varies for private lease/ rentals	No campus housing available for graduate students at the Paducah Regional Campus.
Fieldwork	Varies for relocation, living expenses, food, travel, clinical clothing, health insurance, physical exams, etc.	
Professional Memberships	AOTA - \$150 KOTA - \$60 SOTA - \$90	To remain current for the duration of the program.
Supplies	Estimate \$200 to \$250	Including goniometers, gait belt, polos/khakis, splint kits, BP/stethoscope.
Textbooks	Estimate \$3,000 for program	Many textbooks are used in multiple courses and are used for studying for the NBCOT board exam.
Clinical Simulation Access	\$300	Used in multiple courses.

Student Liability Insurance	Estimate \$80 for program	To remain current for the duration of the program.
CPR for Healthcare Provider	Estimate \$40 for program	To remain current for the duration of the program.
Data Management System (for background check and immunization records)	Estimate \$100	To remain current for the duration of the program.
Test Prep Workshop for Boards	Estimate \$300	
NBCOT Certification Exam	Estimate \$555	Each attempt may vary in cost.
Graduation	Estimate \$350	Regalia, OT pin, graduation application, etc.
Other Incidentals	Estimate \$400	Some courses may require additional supplies.
Estimated Cost of Attendance for the 2 year program	Estimate \$54,000	Total does not reflect your personal living expenses.

* All of the information listed is subject to change and is an estimation only to help students and families plan for potential educational needs. Please see the [Graduate Tuition Rates webpage](#) for the most updated information.

ADMISSION TO MSU GRADUATE PROGRAMS

Admission requirements (MSU)

- [Complete the application online](#). An application requires a \$40 non-refundable application fee.
- OFFICIAL transcripts must be sent from EACH previously attended institution. Transcripts must be mailed or electronically submitted directly from the sending institution to MSU to be considered OFFICIAL. Faxed transcripts are not considered official. Transcripts should be sent to: Graduate Admissions, Murray State University, B2 Sparks Hall, Murray, KY 42071. Electronic transcripts may be sent to msu.graduateadmissions@murraystate.edu MSU transcripts do not need to be requested.
- If you are from AL, AR, IL, IN, KY, MO or TN submit a copy of your driver's license, and your most recent vehicle registration with your application. Admissions is required by KY statute to document residency for tuition purposes.
- If you have previously attended Murray State University under another name and you have not already requested an official name change, submit with your application a copy of your social security card and the [name change request form](#).
- Upon acceptance into the OTP, students must provide a copy of current immunizations to include influenza, tuberculosis (TB) test, Tdap, varicella, MMR, hepatitis B as well as evidence of current physical examination. Students are required to complete a background check and drug screening. Students are required to obtain professional liability insurance and verification of medical health insurance, annually. Students are required to maintain current Basic Life Support for the Healthcare Provider CPR Certification through the duration of OTP (including fieldwork experiences). Students are required to provide proof of their COVID-19 vaccination status or complete the MSU OTP Attestation Form. You will receive information for specific health records needed during your first semester in the OTP.

Graduate Admission Standards (to MSU)

- Baccalaureate degree from a regionally accredited institution
- Unconditional Admission
 - Minimum university requirements for unconditional admission are an overall 2.75 grade point average (based on A equals 4.0). Some degree programs have additional requirements for unconditional admission. Refer to the program website for additional information.
- Conditional Admission
 - Conditional admission may be granted to a student with an overall grade point average between 2.25 and 2.74. Conditional admission may also be granted to a student with an overall grade point average of 2.0 to 2.24 if the academic college/school's review of the student's record indicates the likelihood of success. Some degree programs have additional requirements for conditional admission. Refer to the appropriate chapter in the Murray State Academic Bulletin for requirements relating to specific degrees. Upon the completion of nine hours of graduate work a student admitted conditionally must have a 3.0 grade point average, or the student may be dropped from the graduate program. A graduate student dropped for failure to meet this requirement may reapply after having been out of the graduate program for one semester. Any exceptions to this

policy must be approved in writing by the departmental graduate coordinator, the department chair, and the collegiate graduate coordinator

- Approval of the academic department (Graduate Admissions submits documents to the department.)

Application Procedure (OT Program)

Create an account to submit an application at otcas.org and complete all sections as directed.

Enter all current and completed college courses; you will need a personal copy of transcripts from all colleges & universities attended to complete parts of the application.

- Download Transcript Request Forms for each college attended to arrange for an official transcript to be sent to OTCAS [in the 'Colleges Attended' section].
- Complete all sections in the 'Program Materials' area. Click on each tab at the top of the program page for instructions.
- Submit your completed application to OTCAS designating Murray State University, KY, between mid-July and mid-January of each calendar year to be considered for each fall entrance.
- If you are qualified, you will be invited for formal interviews that take place at Murray State University--Paducah Regional Campus, 4430 Sunset Ave, Paducah, KY 42001.
- We have two application deadlines:
 - Early admittance option: November 30; interviews mid-December.
 - Second round admittance option: January 15; interviews early March.
- Wait to hear from OTP via email through OTCAS regarding the status of your application.
- When you have accepted a seat for the OTP, you will receive additional instructions on your next steps.

Please DO NOT apply to Murray State University Graduate School until you are notified to do so.

GPA requirements vary depending on the applicant's route of entry:

- Accelerated MSU EXS route: A cumulative and prerequisite GPA of greater than or equal to 3.2 on a 4.0 scale is required.
- Traditional route: A cumulative and prerequisite GPA of greater than or equal to 3.0 on a 4.0 scale is recommended.

Prerequisites

- Human Anatomy (BIO 227/228) **and** Human Physiology (BIO 229/230), minimum 4 credit hours each, both require a lab. **Please note, Anatomy and Physiology I and II courses are acceptable, but not offered at MSU*
- Psychology (PSY 180) minimum 3 credit hours
- Lifespan/Developmental Psychology (PSY 260) minimum 3 credit hours
- Abnormal Psychology (PSY 307) minimum 3 credit hours
- Statistics (STA 135) minimum 3 credit hours
- Medical Terminology (BIO 120 & 220) minimum 1 credit hours

Where unusual or extenuating circumstances are indicated, the Director of the Occupational Therapy Program may admit a student who does not meet the above criteria.

Grading Scale

Percentage Letter Grade

92 - 100 A

84 - 91 B

75 - 83 C

74 and Below E (failing)

OT PROGRAM CURRICULUM SEQUENCE

Fall First Year	Cr hrs	Spring First Year	Cr hrs	Summer First Year	Cr hrs
OTR 700: OT Foundations	4	OTR 720 Evidence Based Practice & Scholarship I	3	OTR 742 OT Creative Media	4
OTR 704 Applied Kinesiology in OT	3	OTR 722 Psychosocial Practice in OT	4	OTR 744 Applied Neuroscience in OT	5
OTR 712 OT Evaluation & Communication	3	OTR 728 Occupational Performance & Therapeutic ADL/IADL Skills	3	OTR 750 Clinical Practicum II	1
OTR 716 OT Functional Pathophysiology	3	OTR 734 Applied Orthopedics with Physical Dysfunction in OT	5		
		OTR 740 Clinical Practicum I	1		
	13		16		10
Fall Second Year	Cr hrs	Spring Second Year	Cr hrs	Summer Second Year	Cr hrs
OTR 748 Principles of Physical Agent Modalities in OT	3	OTR 774 Professional Seminar in OT I ONLINE	1	OTR 790 Professional Fieldwork II--Level II B	6
OTR 760 Evidence Based Practice & Scholarship II	4	OTR 780 Professional Fieldwork I--Level II A	6	OTR 794 Professional Seminar in OT II ONLINE	2
OT 764 Advanced Roles in OT	2	OTR 788 Professional Development I ONLINE	2	OTR 798 Professional Development II ONLINE	2
OTR 768 Community Based Practice in OT	3				
OTR 778 OT Leadership & Management	2				
	14		9	72 Total Hours	10

Length of Study

The OT program's length of study is reviewed by the OT Curriculum Committee taking into account feedback from course evaluations, end of course reports, and faculty discussions. If revisions are necessitated, the appropriate course of action will be taken.

CRITERIA FOR SUCCESSFUL DEGREE COMPLETION

Meet All MSU Graduate School Requirements

To be awarded an MSOT degree, you must meet the MSU Graduate School's expectations, requirements, and deadlines as outlined in the [MSU Bulletin](#).

Additional OT Program Graduation Requirements

Successfully complete all didactic coursework of the OT curriculum according to OTP policies.
Successfully complete all Level I and Level II fieldwork requirements according to OTP policies.

Graduate Level Expectations

You are required to perform all assignments & activities with appropriate depth and critical thinking--regardless of point value. Assignment submissions that are brief and clearly lacking graduate-level depth and performance may not be accepted and a score of '0' may be assigned for the assignment. All assignments must be completed, regardless of point value. The OTP fosters adult learning theories focusing on you to be an 'active' learner, not a 'passive' learner.

Students enrolled in the MSOT program must possess a laptop computer with wireless internet connectivity. Murray State University utilizes Canvas as its distance learning platform. Students will need to upload documents and assignments in Microsoft Word format, as well as download and access videos and other electronic materials for class. Additionally, students should have scanning capabilities. Access to video and audio capabilities is also necessary for participating in Zoom sessions during distance learning.

STUDENT ADVISING

You will be assigned an OTP faculty and fieldwork advisor who will regularly meet with you throughout your program, both in person and virtually during distance learning courses. It is your responsibility to prepare for these advising meetings, seek out relevant information, and provide requested information. Your advisors will support you by helping schedule courses, understanding OTP processes, offering guidance on fieldwork topics, and addressing any issues you may encounter to ensure your success in the program. You may also be referred to additional support services from MSU, such as Student Disability Services, Starfish Resources, and Counseling Services, which are available via telephone, email, or in person.

While MSU's student advising program aims to assist students in navigating their degree programs, it is crucial for all students to thoroughly understand the rules, regulations, and requirements applicable

to their programs of study. Apart from holding a baccalaureate degree from a regionally accredited institution, applicants must meet the admission standards and prerequisites of the department and college/school they wish to study in, including those for the Exercise Science accelerated route at MSU. Prerequisites and requirements for specific degrees can be found in the appropriate departmental sections of the MSU Bulletin.

Upon admission to the OTP, each student will be assigned a faculty academic advisor. All faculty and advisors display their office hours and contact information outside their office doors. It is the student's responsibility to adhere to the following guidelines:

1. Communicate with their academic and fieldwork advisor at least once per semester to discuss the academic plan.
2. Register for and successfully complete OT courses (including fieldwork) in accordance with University and OTP policies outlined in the MSU Bulletin and graduate curriculum schema.
3. Complete a program of study form at the program's commencement.
4. Submit the application for degree at the beginning of the semester when completing the degree.
5. Actively participate in the advising and learning process, including bringing current degree audits to advising sessions.
6. Inform the academic and fieldwork advisor of any personal issues that may impact academic and fieldwork performance.
7. Seek academic support as recommended.
8. Utilize the student handbook.
9. Attend scheduled appointments with the academic and fieldwork advisor.

Each faculty and fieldwork advisor will be assigned students. The academic and fieldwork advisor will:

1. Guide each student through their program of study and graduation requirements.
2. Refer students to University resources as necessary.
3. Foster self-directed adult learning.
4. Serve as a professional mentor.

PROFESSIONAL BEHAVIORS

You are required to actively participate in all assignments and activities, utilize appropriate body language, follow dress code policies, use professional communication with all instructor and peer interactions (including email, phone, and in-person contacts), encourage classmates, eliminate blaming and peer victimization, and negative criticism that does not promote inclusivity, professionalism, productive learning, proactive communication, abide by MSU, OTP, and the OT profession's ethical guidelines at all times (including individual and group work), and maintain compliance with all OTP requirements (including data management system documents). All assignments should be completed individually, unless otherwise noted, and should **apply and cite the required readings** for each topic, as well as other appropriate scholarly evidence that clearly supports the topic(s). Use professionalism

when communicating with classmates and instructors with all coursework and emails. Discussion board posts should provide helpful and positive insights, while exhibiting solid leadership when posting, commenting, and/or replying. Be timely with all course requirements, which includes not procrastinating or posting assignments at the last moment. Please make solid organizational decisions and plan your time accordingly--you are responsible for any difficulties with internet and technological issues.

OT Program Professional Behavior Evaluation

In congruence with the mission of MSU, SONHP, and the OTP, your professional behavior is an essential aspect of occupational therapy practitioners. You will be regularly evaluated for professional behaviors (see Appendix F) as you progress through each semester of the program. If you do not meet the satisfactory requirements, you will be at risk for delayed coursework, including Level I and/or Level II Fieldwork rotations, and/or dismissal from the program.

The Professional Behavior Policy form will be reviewed with you at the time of orientation. Your OT faculty advisor will meet with you each semester to review your professional behavior, and will notify you of the results during midterm advising sessions, or at any point within a semester as indicated.

If you receive an assessment of unsatisfactory or needs improvement in one or more categories, you will be notified of the Academic Performance Deficiency. You will be required to identify and develop a Performance Improvement/ Remediation Plan with appropriate behavioral objectives, to correct the issue(s) within a specific time frame. If the approved plan is not completed within the designated time frame or does not address the deficiencies appropriately, you may be dismissed from the program.

Student Responsibility

- Will acknowledge that professional competence is a requirement for successful completion of the OTP.
- Will participate fully in the competency/remediation process.
- Will initiate communication and meet with the faculty and advisor regularly to discuss progress.
- Will accept written or verbal feedback in a positive and productive manner.

Faculty Responsibility

- Will initiate evaluation of student professional behavior.
- Will provide students with timely written and/or verbal feedback when unsatisfactory behavior is identified.
- Will contribute to resolving the unsatisfactory performance by developing a remediation plan in conjunction with the student and the other faculty and advisor.
- Will meet with the student when unsatisfactory professional behavior(s) is/are identified.
- Will provide a copy of all remediation plan documentation to the student and place a copy in the student's file.

Program Director Responsibility

- Will provide newly admitted students with an orientation to the professional behavior policies.
- Will organize and conduct meetings each semester for the purpose of completing a

- Professional Behavior Evaluation for each student enrolled in the OTP.
- Will provide faculty and advisors with ongoing support with the evaluation and remediation process.

Complo Compliance Policy

Maintaining compliance with the Complo data management system is required for all OT students. Complo houses documentation necessary for participation in academic courses, clinical experiences, and fieldwork. Compliance is considered part of professional responsibility and is addressed under the “**Personal Responsibility**” category of the **Professional Behavior Evaluation**: “*Independently attends to Complo requirements and maintains compliance.*”

OT Student Responsibilities

- Maintain compliance with Complo requirements **at all times** by uploading and updating required documentation prior to the annual mid-September deadline, and as required throughout the entire occupational therapy program. This includes monitoring and renewing time-sensitive documents, such as physical exams (typically valid for one year), CPR certification (typically valid for one to two years), and other credentials, to ensure they are submitted prior to expiration and remain current.
- Respond promptly to reminders from the FWC, ensuring compliance within one week of notification.
- Monitor Complo email notifications carefully. Notifications are sent when:
 - A change occurs in compliance status,
 - A submission is rejected, or
 - Items are set to expire soon.
- Students who require more than one personal reminder from the FWC will be considered noncompliant.

AFWC Responsibilities

- Manage the Complo data management system throughout the program.
- Send reminders each August directing students to review their Complo accounts and update yearly requirements.
- Send a follow-up reminder after the mid-September deadline.
- Require students to regain compliance within one week of any reminder sent by the FWC.
- Report non-compliance issues to the Program Director.
- Note: Complo also sends its own automatic reminders when items are expiring, missing, rejected, or otherwise noncompliant.

PD Responsibilities

- Provide information and links for creating Complo accounts during new student orientation.
- Establish and communicate the annual compliance deadline (mid-September) for both cohorts to have all required documentation uploaded.
- Provide written notification to non-compliant students regarding issuance of an **Academic**

Performance Deficiency

Consequences of Noncompliance

- Students who fail to maintain compliance with Complo requirements will be issued an Academic Performance Deficiency.

- Noncompliance also means the student is not considered to be Maintaining Good Academic Standing, which prohibits participation in fieldwork experiences or other program activities requiring compliance documentation.
- Repeated noncompliance may impact progression in the program and result in referral to the Program Director for further review.

See the Academic Probation and Dismissal Policy for additional details regarding Academic Performance Deficiencies and Good Academic Standing.

Dress Code

You are required to wear polos/khakis or navy scrubs to all class sessions, unless otherwise specified by your course instructor. Only OTP approved t-shirts can be worn in-class. You are required to wear polos/khakis to all community events (including activities and assignments with the community outside of class time) and when guest speakers are present in any class, unless otherwise specified by your course instructor. You are required to wear professional dress (dress pants/shirts/ties/shoes and dresses/slacks/dress blouses, etc.) during presentations in class, when noted by your course instructor. Clothing must cover all areas of the body, especially when bending, squatting, reaching, and lifting. Underclothes must not be visible at any time. Closed-toe shoes must be worn. You may be requested to wear shorts, tank tops, or t-shirts during certain labs. Long hair should be pulled back and secured during client/patient care labs, as appropriate. You may be asked to leave the class, lab session, and/or community event, resulting in an incomplete and/or absence for that event, if you are not adhering to the OTP dress code. You are advised to not wear excessive jewelry or artificial nails during patient care activities or fieldwork.

Supplies

You will be required to purchase textbooks, clinical supplies (gait belts, goniometers, splinting kits, etc.), and other potential items during coursework and clinical experiences. Some textbooks will be used more than others, but all textbooks will be part of your OT library that can be used throughout your education for referencing during class work, fieldwork experiences, and preparing for the certification exam, as well as for additional information. These textbooks can be used in multiple courses within the OTP and will be a valuable resource throughout your career as an occupational therapist. The OTP strongly recommends that you do not sell your textbooks back after each semester because many of them will be used in different courses, as well as you will reference the material while on fieldwork experiences and when studying for your NBCOT exam.

Social Media

You have a duty to maintain confidentiality of all client/patient information, both personal and clinical, in the classroom, fieldwork settings, and off duty in all venues, including social media or any other means of communication. Due to rapidly evolving communication technology and the porous nature of social media, OT students must maintain vigilance regarding postings, images, recordings, or commentary that intentionally or unintentionally breaches their obligation to maintain and protect patients' rights to privacy and confidentiality.

You are expected to use social media responsibly. Do not engage in any inappropriate use of social media that leads to:

- violation of the HIPAA policy of any participating facility;
- the involvement of the faculty or the students of the program in any kind of dispute or conflict with

- other faculty, students, or third parties;
- a harassing, demeaning, or hostile environment toward any faculty or other students;
- disruption of the smooth and orderly flow of education provided by the faculty;
- harm to the goodwill and reputation of the OTP among its immediate constituents, or in the community at large (including peer institutions); and/or
- erosion of the public's confidence in the OTP, etc.

If you are found responsible for not complying with social media standards, you will be subject to disciplinary action up to and potentially including dismissal from the program, depending upon the severity and persistent nature of the offense. Use of social media that involves any kind of criminal activity or harms the rights of others may result in criminal prosecution and/or civil liability to those harmed.

ASSIGNMENT SUBMISSIONS

Although every attempt will be made to adhere to the noted schedule, it may be changed by the course professor to ascertain all learning objectives/standards are being met. All assignments, including quizzes and exams, are due at the time designated by the instructor, regardless of your presence in class. Late assignments will be penalized 10% per day each day until the work is submitted.

All assignments and course requirements are to be completed fully & successfully, regardless of the assigned point value. All assignments and course requirements are developed to promote your personal growth to becoming a professional in the field of OT, as well as needed information that will assist you on your boards. As a group member, you are required to participate FULLY—with everyone in the group in agreement with the final submission and/or presentation. Your positive and professional attitudes as graduate students are a necessity for each and every course in the OT program.

Attendance Policy

There will be no differentiation between unexcused and excused absences in the OTP and you are required to attend all scheduled class-related sessions, regardless of virtual and/or in person. The first absence each semester will result in no penalty (with the exception of in class activities, quizzes, etc); but subsequent absences will decrease the overall course grade by 5% per absence each course, per semester. You are to personally communicate with your course instructor to notify of your absence via email or phone, preferably prior to the absence, but as soon as feasible. You are responsible for obtaining any information you missed during any absences. Please check Canvas and your MSU email for any updates. There are guest speakers and other community activities that will be implemented, as well as additional learning, labs, professional organization partnerships (SOTA, KOTA, etc), and community service activities outside of the confines of the regularly scheduled course times. Please be flexible, as the schedule may need to be edited occasionally to accommodate these events. Points are assigned to events. SOTA and KOTA meeting attendance is required. Every effort will be made to notify you of any changes as soon as possible.

Distance Learning Class Meetings: You must participate in class activities as posted on Canvas or as announced via e-mail. Please do the following at least once per day:

1. Be proactive and initiate contact with your instructor for instructions on how to access the distance learning class (if not noted on Canvas)

2. Check Canvas for updates by logging in to your account.
3. Check the class discussion forum for new material and new responses.
4. Check your email for assignments and other notices.

You are responsible for material assigned by any of these methods.

Note: *Do not depend solely upon Canvas notifications & calendar to keep you updated with posted material and revised content.*

Professional Writing – All course assignments should include thoughtful, in-depth discussions that align with graduate level expectations. Students are expected to utilize current APA format, including citations, unless otherwise stated by the course instructor. Students must ensure that submitted work is authentic and the result of their own individual efforts (please refer to the *Academic Honesty Policy* for additional details) and supported by scholarly evidence.

You can also access the Writing Center at MSU as they provide assistance electronically, by phone, and in person. <https://libguides.murraystate.edu/writingcenter>

Appropriate Use of Generative AI

All assignments should be your own original work, created for this class. You must do your own work. You cannot reuse work written for another class. You should not use paraphrasing software (“spinbots”) or AI writing software (like ChatGTP). Submitting work containing any content generated by artificial intelligence (AI) when not explicitly directed to do so by the instructor will be considered an act of academic dishonesty.

ADDITIONAL PROGRAM REQUIREMENTS

1. Regular attendance and full preparation for the class is required throughout the semester. Students are expected to: attend all scheduled class meetings, arrive on time, and remain for the entire period (regardless of physical or virtual attendance). Students will be marked absent for that class period if sleeping, failing to engage in class discussions--including individual and group activities, and/or non course-related activities.
2. Assigned textbooks must be purchased (rentals are not encouraged) and brought to all classes as designated by the course instructor. These books will continue to be resources that you will utilize frequently throughout your time as a student in several different courses, to assist with studying for the NBCOT boards, and for use as relevant resources when you are in a clinical setting (fieldwork). Supplemental reading is imperative for full comprehension of the topics and concepts presented in class.
3. Silence all electronic devices at the beginning of class (**including vibration***). Texting, speaking on the phone, or using the phone for any reason without permission will not be tolerated. Computers will be used exclusively for classroom activities. **Those found to be using a phone or computer for any other use may--at instructor’s discretion-- have the devices confiscated, be dismissed from the class with an absence, and receive a zero for the day.**

***If you are expecting urgent communication, please notify the instructor prior to the class session and step out of the class to attend to the issue.**

Student Records

Records regarding OT student admission, enrollment, fieldwork, and achievement are maintained and kept in a locked filing cabinet in the Occupational Therapy Program office area.

Assessment Measures

The OTP takes measures to ensure regular assessment of student learning. The OT courses generally incorporate some variety of assessment including assignments, quizzes, and/or exams. Most courses include a formal APA paper assignment. Further means of assessment of student learning may be implemented throughout the semester through other written assignments, presentations, group projects, practical experiences, and discussions. In addition, you are required to pass the clinical competency components of the curriculum. Finally, each student completes a course portfolio of their learning assignments each semester to determine that foundational content requirements stipulated in the ACOTE Standards for an Accredited Master's-Level Educational Program for the Occupational Therapist have been met.

MSU GRADE APPEALS/COMPLAINTS

During the course of the OTP, you may believe that decisions have been made by faculty and/or administration that are not perceived to be fair or have been made in an arbitrary fashion. You have the right to appeal these decisions made by the faculty and/or administration of the OTP. It is your responsibility to demonstrate that the decision was made arbitrarily or impermissibly.

These decisions could be related to clinical performance, class performance (testing, papers, quizzes, etc.), or related to interpretation of University or OTP policy. The following process is provided to guide you and the faculty member in an appeal process. The program defines a formal appeal as one that is placed in writing. A discussion without written documentation is not considered a formal appeal.

Appeal Process

The following procedures detail the steps for appeal of a decision regarding a grade, progression, status in the program, or other program related issue. If you feel that an action has been made inappropriately or unfairly you are encouraged to meet/talk with the course faculty and/or administrator in order to attempt to resolve the matter. If the situation cannot be resolved through informal discussion, you have the option to appeal the decision. The following policy must be followed if you choose to file an appeal.

Step 1. Seek resolution through informal discussion with the person responsible for assigning the grade or making the decision as noted above.

Step 2. **Appeal to Program Director:** Should the matter not be resolved to your satisfaction as outlined in Step 1, a written formal appeal should be presented to the program director (if the decision was related to policies in the handbook). Within **5** working days after you receive notification of the course failure, program dismissal, etc., you should submit a written formal appeal to the program director. Students appealing assume the burden of proof. This appeal must include: a) a statement of the reason(s) why you believe the decision was impermissibly or arbitrarily made, and b) the resolution sought by the student. All correspondence should include contact information. The program director must respond to the student's appeal request in

writing as soon as possible (no later than 5 working days after receiving the student's written appeal).

Step 3. Appeal to the SONHP Dean: If the student is unable to resolve the grievance through the appeal to the OT program director, the student should submit a written appeal to the Dean within 5 working days of receiving the director's written response. Students appealing to the Dean assume the burden of proof. Therefore, the appeal must include: a) a statement of the reason(s) the student believes the decision was impermissibly or arbitrarily assigned; b) the steps taken to resolve the disagreement; and c) the resolution sought by the student. The appeal must be accompanied by evidence the student believes supports the conclusion that the decision was impermissibly or arbitrarily assigned. Within five working days of receiving this appeal, the Dean will attempt to resolve the appeal. If the Dean is unable to resolve the appeal within five working days, the Dean will notify the student of the decision and the student has **five** working days to appeal to the University Academic Appeals Board (clinical performance and class performance only). **Please see the University's Academic Appeals Board policy in the Academic Bulletin.**

Complaints against Professors, Classes, or OT Program

You should first discuss your complaints about a class or the professor directly with the professor concerned. If the issue is not resolved, a written complaint should be filed with the Program Director. This should identify the complainant, specifically detail the perceived problem, and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy. If the issue is not then resolved satisfactorily, the complaint may be advanced to the Dean of the School of Nursing and Health Professions.

Complaints must be filed within one calendar year of the occurrence of the incident/situation in question and the OT Program will maintain the incident record for one year after the student graduates. Complaints against the Murray State University Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson: American Occupational Therapy Association, Inc. (AOTA) 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3425 Phone: 301-652-6611 x2914 TDD: 1-800-377-8555 Fax: 301-652-7711 <http://www.aota.org/Education-Careers/Accreditation/Policies.aspx> Letters of complaint against educational programs must: a) describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b) document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c) be signed by the complainant. NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff, unless release of identity has been authorized, or disclosure is required by legal action.

ACADEMIC PERFORMANCE

If, at any point during the semester, your grade in any course falls below a B, your instructor will report your grade to the OT Program Director. If this occurs at midterm, it will also be reported to the Registrar's Office. You will receive written notification from the Program Director indicating an **Academic Performance Deficiency**.

In response, you are required to:

- Communicate promptly with the course instructor to address the issue,
- Develop a Performance Improvement/Remediation Plan, and
- Follow through on any referrals made by the instructor to MSU student support services, such as Starfish, Counseling Services, and/or Disability Services.

Maintain Good Academic Standing

You must maintain good academic standing in order to progress and graduate from the OTP. You are required to earn a 'B' or higher in all courses, earn a cumulative grade point average (GPA) of at least 3.0, and exhibit successful professional behaviors during all course, classroom, fieldwork, and community-related activities to be considered in good academic standing during the OTP. In addition to grade expectations, you are required to achieve competency in all skill check-off evaluations/course competencies (with no more than 2 attempts), pass all instructional and clinical aspects of coursework and fieldwork, uphold all aspects of academic integrity, perform all coursework & fieldwork at graduate level expectations, and follow all policies and/or procedures of the OTP, including remaining compliant document storage within the assigned data management systems (i.e. Complio).

Student Progression, Probation, Suspension, and Dismissal

Academic Probation

If you are unable to ***Maintain Good Academic Standing*** during a semester, you will be considered academically deficient and will be placed on Academic Probation.

Academic Probation may result under the following conditions:

- You earn a final grade below a B in any course,
- Your OT Program GPA falls below 3.0 (semester and/or cumulative), or
- You receive two academic performance deficiencies, whether in the same semester or across different semesters.

A fourth academic performance deficiency (for any reason) will result in dismissal from the program.

Procedures and Expectations while on Probation:

- You will be notified by email of the change in status.
- You are required to meet with the OT Program Director and your assigned academic advisor (and, when appropriate, the course instructor).
- Prior to the start of the following semester, you must work with your advisor and Program Director to develop a **Performance Improvement/Remediation Plan**. This plan must include objectives, timelines, and a communication mechanism to ensure successful progress.
- You must meet the objectives and requirements of the Performance Improvement/Remediation Plan in order to remain in the program.

If you earn a second instance of Academic Probation (in any semester), you will be dismissed from the OT Program.

Because Academic Probation indicates difficulty with the professional and/or academic components of the program, you are also required to relinquish outside obligations related to the OT Program

during this period, including offices and duties in the Student Occupational Therapy Association (SOTA).

Student Suspension or Removal

You may be suspended (temporary termination of student status) or removed (permanent termination of student status) from the OT Program under any of the following conditions:

Academic Dishonesty

- Please refer to the most recent Murray State University Bulletin regarding academic dishonesty and related processes.
- Confirmed incidents of academic dishonesty will become part of your student record in the OT Program.

Interference in Fieldwork Arrangements

- You, a family member, or anyone acting on your behalf may not interfere with Level I or Level II fieldwork arrangements, including contacting or communicating with facility personnel without explicit permission from the Academic Fieldwork Coordinator (AFWC).
- If you withdraw from a fieldwork placement (willingly or unwillingly) without the direct permission of the AFWC.

C in a Repeated Level II Fieldwork Course

- You are permitted one earned grade of C in OTR 780 or OTR 790; however, the course must then be repeated.
- If this is your first academic deficiency, you will be placed on Academic Probation. If it is your second deficiency, you will be dismissed from the program.
- At any time, if you earn two C grades in any Level II Fieldwork courses (including a repeated course), you will be dismissed.

Failing a Course

- Earn a grade below C in any course in the OT curriculum,
- Earn a second semester of academic deficiency, or
- Are required to repeat a Level II fieldwork course (OTR 780 or OTR 790) and do not successfully complete the repeated course with at least a B (see Fieldwork Policies).

Failure to Abide by Program Policies

- You may be suspended or dismissed if you fail to meet or follow policies and procedures of the OT Program.

Failure to Maintain Good Academic Standing

- You will be dismissed from the program if you are unable to maintain the baseline criteria for *Good Academic Standing*.

Withdrawal

1. The option of withdrawing from a course and receiving a grade of “W” is possible within the withdrawal period listed on the academic calendar each semester.

2. See MSU Bulletin Financial Information guidelines for the procedure that must be followed regarding course withdrawal and refunds of tuition and fees. Students who do not follow the required University procedure to withdraw officially from a course will receive an “E” grade.
3. Students should be aware that withdrawing from an OT course will affect their course sequence progression in the OTP.

Incomplete Grade due to student performance deficiencies

An “incomplete” grade at the close of an academic semester **must be approved** by the course instructor and OT Program Director. An incomplete will be used only when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. In rare instances in which this occurs, the following policies are in effect:

1. A grade of ‘incomplete (I)’ will not be used to allow for remedial work; student work must be at the passing level.
2. All MSU policies regarding incomplete grades are applicable to occupational therapy courses. Please refer to the Murray State University Bulletin.
3. Students will receive a date by which the incomplete grade must be removed.

Incomplete Grade due to course requirements exceeding semester term

If course requirements (e.g., assignments, evaluations, etc.) exceed the length of the institution’s semester term, an “incomplete” grade will be assigned. This would be based on the belief that the student will complete the required coursework within a reasonably extended period of time. Once all requirements are completed and received by the course instructor from the student, the course instructor will assign whatever grade in accordance to the student’s performance at the completion of the course.

Part Time Status

The nature of the coursework in the OT Program requires both clinical reasoning and skill mastery, which build on the course sequence and accrued knowledge. The OT Program is a full-time curriculum designed to be completed in two years, including summer semesters. In exceptional cases, part-time status may be granted by the OT Program Director. Part-time completion may not exceed four years from the date of initial entry into the program. Regardless of status (full- or part-time), all students must complete all fieldwork requirements and courses within 24 months of finishing the didactic portion of the program.

Leave of Absence

You may be granted a leave of absence due to extenuating circumstances. You must currently be considered in good standing in order to apply for a leave of absence. You will need to submit a letter of request to the OT Program Director detailing the length of absence and the reason for the request. The Program Director will respond to your request within 15 days. In the event that the request is granted, you will be required to work with the faculty to develop an appropriate plan with a timeline that must be successfully completed prior to being allowed to resume the OTP sequence.

DISMISSAL FROM THE PROGRAM

The faculty & staff at the MSU OTP are strongly committed to helping you succeed; however, some circumstances warrant dismissal. You may be dismissed from the OTP for reasons of unsatisfactory progress toward completion of a degree because of any of the following:

- You have not attained a cumulative GPA of at least 3.0, following a previous or within a same semester of academic deficiency.
- You have not maintained letter grade(s) of at least 'B' in any course following a previous placement on academic probation.
- You have not maintained letter grades of at least 'B' in more than one course within the same semester.
- You have not adhered to a recommended Performance Improvement/ Remediation Plan.
- You have received four Academic Performance Deficiencies (for any reason), whether in the same semester or across semesters.
- You have received two Academic Probations (for any reason), whether in the same semester or across semesters.
- You have not completed two Level II fieldwork placements within 24 months of completing the didactic portion of the OTP.
- You have not abided by the policies and/or procedures of the OTP.
- There is credible and/or documented evidence that you have engaged in serious academic misconduct.
- There is credible and/or documented evidence of violations of the University's ethical principles and/or AOTA's Code of Ethics.
- There is credible and/or documented evidence of problems with professional behaviors that have not been resolved, despite documented interventions by instructors, advisors, OT Program Director, Academic Fieldwork Coordinator, and/or Fieldwork Educator.

In a written letter of warning, the Program Director will notify you of the intent to recommend dismissal from the OTP.

Dismissal and Unsuccessful Fieldwork

Because academic coursework prepares students to succeed in Level II fieldworks, a student who is *not in good academic standing*, will be dismissed from the OTP after one unsuccessful (i.e., failed or incomplete) Level II fieldwork.

Fieldwork Absences

During Level I and II Fieldwork experiences, attendance is mandatory for continuity of care. Excessive absences may result in a grade of 'E' (AFWC discretion) even if the facility's Fieldwork Educator passes the student.

Program Completion in a Timely Manner

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses

are usually based on the results of the NBCOT Certification Examination. In addition, all states require licensure to practice occupational therapy; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Level II Fieldwork must be completed within 24 months following completion of the didactic portion of the program. ****Note:** All states regulate occupational therapy practice and a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The nature of the coursework in the OTP requires clinical reasoning skill mastery, which is dependent upon the course sequence of knowledge accrual. The OTP is a full-time curriculum, which will take 2 years to complete, including summers. In the event of an exceptional case, you may be granted part-time status by the OT program director. Your part-time completion may not exceed four years from the date of initial entry into the OTP. All students (full or part time) must complete all FW requirements and courses within 24 months of the didactic portion of the OTP.

READMISSION TO GRADUATE SCHOOL

A graduate student in good standing who has previously attended Murray State University but has had four semesters of non-attendance will be readmitted upon completion of the graduate application and the \$40 nonrefundable fee, and has followed all other Graduate School requirements. A student that would like to apply for readmission to the OTP will be considered on an individual basis. If the current cohort is full, the student will be required to wait until the next available opening for that course. Students who are dismissed from the OTP for any reason are not eligible for readmission, except in the event that a favorable appeal is determined.

FIELDWORK

Through the didactic portion of the curriculum, you will begin to learn about the OT process, as well as begin to apply theoretical concepts. Beginning with your second semester of the MSOT program, you will begin your fieldwork (FW) experiences.

Multiple fieldwork sites will be available to ensure that you have a broad range of experiences that cover the varied scope of occupational therapy practice. Affiliation agreements have been developed in accordance with ACOTE accreditation standards to ensure that you meet requirements for completing fieldwork in a timely manner. These sites are developed to promote development of clinical reasoning skills in a safe and supervised setting. Individual fieldwork placements are chosen based on multiple factors which include fieldwork site availability, student interests and abilities, skills required to graduate as a generalist, and sufficient support to result in a successful learning experience.

Note: Placement to any fieldwork experience (Level I or II) is at the discretion of the Academic Fieldwork Coordinator (AFWC) and your FW site request may be vetoed for various reasons. You are not guaranteed placement at any geographical location, specific setting, or specific facility. In the event of an adverse fieldwork experience (Level I or II) it is at the discretion of the AFWC to require students to repeat the rotation immediately following the adverse fieldwork experience or at a later time as agreed upon by the AFWC, PD, FW site, and student.

Process for Developing Fieldwork Sites at Facilities

The AFWC will contact the facility regarding the OTP's interest in expanding fieldwork site placement opportunities and will communicate with the facility's point of contact. Collaboration will occur with the site regarding OT course curriculum and the needs of the OTP regarding fieldwork students. If a facility is a good fit for becoming an OTP fieldwork site, a memorandum of understanding (MOU) will be developed between MSU and the facility. The AOTA data form will be obtained from the facility as well as availability of the site for fieldwork dates. This information will include what the site requires of the OT students. Once the MOU is finalized and all information is gathered, the fieldwork site will become available for possible student placement. Student's are not to make contact with any facility unless explicitly approved by the AFWC.

Fieldwork site development is an ongoing process and students can discuss interest in specific facilities and location preferences, beginning the first semester with the AFWC. Students may be required to travel, commute, and/or relocate to another region for fieldwork experiences and are responsible for all associated costs.

*** All sites must have a current MOU with Murray State University at the time the fieldwork site is to be utilized.**

*** We do not currently develop fieldwork sites outside of the United States of America (USA) and therefore do not currently permit Fieldwork experiences (Level I or Level II) to occur outside of the USA.**

FIELDWORK GLOSSARY

Academic Fieldwork Coordinator (AFWC): This person coordinates OTP & facility contracts to ensure that OT students obtain a well-rounded fieldwork experience. The AFWC is also responsible for all Fieldwork student placements.

Active Fieldwork Site: A facility where the MOU and/or contract has been established and is current/ongoing to allow students to participate in clinical experiences.

Fieldwork Education: There are multiple fieldwork education requirements throughout the MSOT program. These experiences provide the student with opportunities to gain valuable knowledge and insight while implementing the occupational therapy process, under the supervision of a qualified practitioner.

Fieldwork Educator (FWE): This person may be otherwise known as the clinical instructor (CI) or fieldwork supervisor. The FWE is the person who has agreed to supervise the OT student during a fieldwork experience. The fieldwork educator is typically an occupational therapist, but could vary in profession during Level I fieldwork.

Memorandum of Understanding (MOU): An agreement between the University and a facility that outlines the responsibilities of the University and the responsibilities of the facility in relation to fieldwork education.

LEVEL I FIELDWORK

Overview: Level I Fieldwork (OTR 740 and 750)

Level I Fieldwork experiences are designed to correlate with curriculum design to allow students opportunities to associate coursework with occupational therapy practice in the clinical setting. Level I Fieldwork is designed to provide students with a broad range of exposure to occupational therapy practice. Level I students can be supervised in appropriate settings by qualified personnel including occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, etc., but the OT program's priority is to place you with OT practitioners, if available.

Each Level I Fieldwork experience will include spending one week at a designated fieldwork site gaining approximately 40 hours of experience in that setting. Your specific hours required will vary per setting and will be related to the working hours of your FWE. Some evening or weekend hours may be required during the fieldwork experience. Level I Fieldwork experiences will not conflict with other MSOT class scheduled times. Currently, Level I Fieldwork experiences are scheduled to occur during a one-week time block where other class schedules will be amended to allow students to attend fieldwork. The current Level I Fieldwork schedule is as follows:

Course	Semester	Credit Hours
OTR 740: Clinical Practicum I	Spring First Year of OTP	1
OTR 750: Clinical Practicum II	Summer First Year of OTP	1

Level I Fieldwork Placement

Your placement for Level I Fieldwork is determined from various factors including correlation with curriculum design, student interests, location of facility, site availability, student academic needs, etc. Level I Fieldwork experiences may require significant travel, commuting, and/or relocation for you to gain exposure to various settings. The AFWC will work closely with all students to ascertain the highest degree of success possible.

***Note:** Placement to any fieldwork experience (Level I or II) is at the discretion of the Academic Fieldwork Coordinator (AFWC) and your FW site request may be vetoed for various reasons. You are not guaranteed placement at any geographical location, specific setting, or specific facility. In the event of an adverse fieldwork experience (Level I or II) it is at the discretion of the AFWC to require students to repeat the rotation immediately following the adverse fieldwork experience or at a later time as agreed upon by the AFWC, PD, FW site, and student.*

Failing a Level I Fieldwork

Any student who, at the end of the Level I Fieldwork rotation, fails to receive a letter grade of 'B' or better in the course, or receives a failing performance evaluation according to the Level I Fieldwork Competency Evaluation for OT and OTA Students will be placed on academic probation and will complete the following procedures:

4. Students who have completed a Level I Fieldwork rotation (I-A or I-B) and received notification of performing at a failing level will receive an 'E' in the corresponding Level I FW course (Clinical Practicum I or II). The student will then be required to repeat the failed Level I FW rotation and corresponding Level I FW course (Clinical Practicum I or II).
5. Students who fail a Level I Fieldwork rotation and are evaluated as lacking the academic and/or clinical skills, knowledge, and/or professional behaviors necessary to successfully complete a Level I Fieldwork experience may be required to retake course work or complete other remedial activities to allow progression within the OTP.
6. Upon review by the AFWC & OT Program Director, and with input from the OT faculty, the student's fieldwork performance may result in dismissal from the OTP.
7. A student may repeat a failed Level I Fieldwork rotation only once. If during the repeating of a rotation, a failing grade is declared by a fieldwork site, the student receives a grade of less than a B in the course, or the student is withdrawn for any reason, during a rotation that is being repeated, the student will receive a failing grade and be dismissed from the OTP.

***Note:** Placement to any fieldwork experience is at the discretion of the Academic Fieldwork Coordinator (AFWC) and your FW site request may be vetoed for various reasons. You are not guaranteed placement at any geographical location, specific setting, or specific facility. In the event of an adverse fieldwork experience it is at the discretion of the AFWC to require students to repeat the rotation immediately following the adverse fieldwork experience or at a later time as agreed upon by the AFWC, PD, FW site, and student.*

LEVEL II FIELDWORK

Overview of Level II Fieldwork (OTR 780 and 790)

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II Fieldwork experiences are supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of one-year full-time (or its equivalent) practice experience subsequent to initial certification and who is adequately prepared to serve as a FWE. Both Level II Fieldwork placements occur in a setting where occupational therapy services exist. Site-specific objectives will be developed for each fieldwork experience to represent the learning goals for that fieldwork experience. You are required to complete 24 weeks of full-time Level II Fieldwork; this is typically complete through two full-time, 12-week Level II Fieldwork experiences. You must successfully complete all Level I Fieldwork experiences (I-A and I-B) prior to the start of Level II Fieldwork. No hours from Level I Fieldwork experiences may be used for any part of Level II Fieldwork. Full-time is defined according to your FWE's contracted schedule to perform as full-time equivalency (FTE), as long as it is at least 50% FTE. In rare circumstances, if approved by the AFWC, FWE, and the OT Program Director, the 12-week FW placement may be completed on a part-time

basis, as defined by the fieldwork placement in accordance with the FW site's usual and customary personnel policies. In such cases, the student's weekly schedule must be at least 50% FTE of the FW site, and the placement will be extended to ultimately achieve 24 weeks full-time Level II Fieldwork experience. No student will be permitted to graduate without successfully completing all course assignments and the required 24 weeks of Level II Fieldwork.

Level II Fieldwork experiences will occur in the Spring and Summer semesters of the second year of the program and you will be notified of exact dates for the fieldwork experiences. You will also complete additional coursework simultaneously with both Level II Fieldworks. Your Level II Fieldwork experiences will be evaluated using the AOTA Fieldwork Performance Evaluation (FWPE); your FWE will complete the midterm and final scores for submission.

Level II Fieldwork will allow you to apply your didactic education into practice. You will participate in all aspects of fieldwork while continuing to develop your clinical reasoning skills, professional behaviors, and practice competence to the entry level. You will meet with the AFWC to discuss possible areas of interest for fieldwork and geographical locations. Your preferences will be taken into consideration during the assignment of fieldwork, but individual learning needs and fieldwork site availability will be priority in placement decisions. You may need to commute significant distances or relocate for Level II Fieldwork placements.

Level II Fieldwork will be completed in traditional and/or emerging settings. All settings will be consistent with the curriculum design. Psychosocial and behavioral health factors influencing engagement in occupation must be understood and integrated in the development of client-centered, meaningful, occupation-based outcomes in any setting attended. In accordance with the ACOTE policy on Level II Fieldwork, students in the MSU OTP are allowed to complete Level II Fieldwork in a minimum of one (1) setting if it is reflective of more than one practice area, or in a maximum of four different settings.

Course	Semester	Credit Hours
OTR 780: Professional Fieldwork I - Level II-A	Spring Second Year of OTP	6
OTR 790: Professional Fieldwork II - Level II-B	Summer Second Year of OTP	6

Note: Placement to any fieldwork experience (Level I or II) is at the discretion of the Academic Fieldwork Coordinator (AFWC) and your FW site request may be vetoed for various reasons. You are not guaranteed placement at any geographical location, specific setting, or specific facility. In the event of an adverse fieldwork experience (Level I or II) it is at the discretion of the AFWC to require students to repeat the rotation immediately following the adverse fieldwork experience or at a later time as agreed upon by the AFWC, PD, FW site, and student.

Progression to Fieldwork Experiences

You must be in good academic standing to progress to fieldwork placements. The progression of coursework must be completed as designed. Students will not be allowed to progress with fieldwork

placements if required courses have not been completed satisfactorily according to MSU & OTP policies.

LEVEL II FIELDWORK REMEDIATION PROTOCOLS

Withdrawal from Fieldwork due to failure to meet OTP and/or FW site requirements

Students are required to meet and maintain requirements of the OTP and FW site prior to and throughout the duration of each FW experience and duration of the OTP. If a student is found to not meet any one of these requirements, they can be immediately withdrawn from the FW experience by the AFWC or PD. This type of withdrawal is intended to be temporary but is the responsibility of the student to remediate the requirement deficiencies. The method for remediating and returning to the FW experience will be in accordance with the following rules:

1. The AFWC and/or PD will officially notify the student of their failure to meet OTP and/or FW site requirement(s) and of their impending withdrawal. The notification will include information that outlines the requirements that the student must remediate before returning to FW.
2. The AFWC will notify the student and FW Educator of the student's withdrawal via email including necessary information that impacts the FW experience's timeline
3. The AFWC and/or PD will provide any necessary clarification regarding OTP and/or FW site requirements
4. The AFWC and/or PD will determine when the student has successfully remediated the outlined requirement(s).
5. The AFWC will notify the student and FW Educator when the student will return to the FW experience via email.

Withdrawal from Fieldwork due to other circumstances

Other extenuating circumstances may arise that require a withdrawal from a Level II Fieldwork rotation at any point during the rotation. Withdrawal due to these circumstances will be at the discretion of the AFWC, PD, and student on a case-by-case basis.

Incomplete Fieldwork due to Withdrawal

If you are receiving a passing grade from the fieldwork site at the time of Withdrawal from Fieldwork, you will be required to repeat the fieldwork course in which an incomplete (I) grade was awarded. The method for repeating the course will be in accordance with the following rules:

1. No credit will be granted for partially completed Level II Fieldwork courses regardless of the circumstances. Students must restart and successfully complete a Level II Fieldwork placement (typically 12 weeks) to receive a passing grade.
2. If a student is receiving a passing grade at the time of withdrawal from the fieldwork, an incomplete grade will be awarded.
3. If a student receives an incomplete grade, the student will be required to repeat the fieldwork course. If a student withdraws from the University or indicates that the student is withdrawing from the OTP, the incomplete grade will remain.

4. If the withdrawal and awarding of the incomplete grade occurs on the first Level II Fieldwork placement, the student may be required to successfully complete a similar type of fieldwork placement prior to beginning the scheduled second rotation.

Incomplete Fieldwork due to Failing Grade

If a fieldwork site declares a student has a failing grade at any time in the fieldwork rotation, the following will occur:

1. A conference will be held with the AFWC, OT Program Director, FWE, Fieldwork Site Coordinator (as available), and the student. The conference may be on site or by telecommunications.
2. The AFWC, OT Program Director, fieldwork site personnel, and the student will collaborate to determine a course of action.
 - a. The fieldwork site may request immediate removal of the student from the fieldwork placement. The circumstances will be reviewed by the AFWC, OT Program Director, and other faculty, as applicable, and the following options may occur:
 - i. The student will be dismissed from the MSU OTP
 - ii. The student will be awarded an Incomplete (I) grade or a Failing (E) grade
 - iii. The student will be permitted to repeat the Fieldwork rotation and be assigned to another placement
 - b. Upon recommendation of the AFWC and OT Program Director, the student may be withdrawn from the fieldwork placement and will be reassigned to another placement to complete the fieldwork rotation and course. In this instance, the student may be required to re-initiate the 12-week rotation timeline at the reassigned placement site.
 - c. The student may choose to remain at the fieldwork placement with the fieldwork placement's permission. If the student continues the rotation, the student will receive the grade that is awarded at the completion of the fieldwork rotation.
 - d. The student may be required to extend the fieldwork rotation, based on a collaborative conversation among the AFWC, OT Program Director, FWE, and the student. This would be based on the belief that the student could achieve the competencies within a reasonable extended period of time. The decision to approve or deny a Fieldwork extension is ultimately made by the AFWC and FWE with mutual agreement from the Program Director.

Fieldwork Extension Exceeding Semester Term

If the AFWC, FWE, and student collaboratively decide to extend a fieldwork rotation, an Incomplete (I) grade may be awarded if the extended timeline exceeds the semester term. This would be based on the belief that the student could achieve the competencies within a reasonably extended period of time. The method for transitioning the Incomplete grade to a letter grade for the course will be in accordance with the following rules:

1. A new end date, that accommodates the Fieldwork extension, will be agreed upon by the AFWC, FWE, and the student.
2. The student must successfully complete all course assignments and the required time of the Level II Fieldwork placement by the agreed-upon extended end date.
3. Once all required documentation is completed and received by the AFWC from the student and FWE, the AFWC will assign whatever grade in accordance to the student's performance at the completion of the fieldwork rotation.

Fieldwork Extension Within Semester Term

The AFWC, FWE, and the student must collaboratively decide to extend a fieldwork rotation. This would be based on the assumption that the student could achieve the competencies within a reasonably extended period of time. The method for this type of extension will be in accordance with the following rules:

1. A new end date, that accommodates the Fieldwork extension, will be agreed upon by the AFWC, FWE, and the student.
2. The student must successfully complete all course assignments and the required time of the Level II Fieldwork placement by the agreed-upon extended end date and within the parameters of the semester term.
3. Once all required documentation is completed and received by the AFWC from the student and FWE, the AFWC will assign whatever grade in accordance to the student's performance at the completion of the fieldwork rotation.

Failing a Level II Fieldwork

Any student who, at the end of the Level II Fieldwork rotation, fails to receive a letter grade of 'B' or better in the course, or receive a failing score according to the Fieldwork Performance Evaluation (FWPE) will be placed on academic probation and will complete the following procedures:

1. Students who have completed a Level II Fieldwork rotation (II-A or II-B) and received notification of performing at a failing level will receive an 'E' in the corresponding Level II FW course. The student will then be required to repeat the failed Level II FW rotation and corresponding Level II FW course.
2. In the event that the failed Fieldwork rotation is the Level II-A (first rotation), the student is required to repeat the rotation and corresponding course (OTR 780) prior to the Level II-B fieldwork rotation and corresponding course (OTR 790). The student must return to a similar setting/population for either the repeated Level II-A rotation or the subsequent Level II-B Fieldwork rotation as remediation for the failed fieldwork experience.

3. Students who fail a Level II Fieldwork rotation and are evaluated as lacking the academic and/or clinical skills, knowledge, and/or professional behaviors necessary to successfully complete a Level II Fieldwork experience may be required to retake course work or complete other remedial activities to allow progression within the OTP.
4. Upon review by the AFWC & OT Program Director, and with input from the OT faculty, the student's fieldwork performance may result in dismissal from the OTP.
5. A student may repeat a failed Level II Fieldwork rotation only once. If during the repeating of a rotation, a failing grade is declared by a fieldwork site, the student receives a grade of less than a B in the course, or the student is withdrawn for any reason, during a rotation that is being repeated, the student will receive a failing grade and be dismissed from the OTP.

***Note:** Placement to any fieldwork experience (Level I or II) is at the discretion of the Academic Fieldwork Coordinator (AFWC) and your FW site request may be vetoed for various reasons. You are not guaranteed placement at any geographical location, specific setting, or specific facility. In the event of an adverse fieldwork experience (Level I or II) it is at the discretion of the AFWC to require students to repeat the rotation immediately following the adverse fieldwork experience or at a later time as agreed upon by the AFWC, PD, FW site, and student.*

REQUIREMENTS & PREREQUISITES FOR ENROLLING IN FIELDWORK

A number of requirements and prerequisites ensure you are ready for Level I and Level II Fieldwork. Please familiarize yourself with all requirements and deadlines imposed by both the university and your specific fieldwork site. Also, the student cannot begin or remain in any (Level I or II) clinical experience without official records of appropriate immunizations and other required medical information, in addition to other documentation required by the OTP and assigned FW sites (e.g., CPR certification and competencies met for HIPAA and OSHA). You may be required to complete additional procedures and/or documentation as required by your assigned fieldwork site(s).

Student Professional Liability Insurance

All fieldwork sites require that you carry professional liability insurance the entire time you are on fieldwork. Proof of liability insurance must be submitted to the OTP data management system by the designated deadline and must remain current at all times for the entirety of your enrollment in the OTP. Fieldwork sites may request proof of current liability insurance, as well.

Health Insurance

Fieldwork sites require all students to carry health insurance. Proof of health insurance must be submitted to the OTP annually and remain current at all times for the entirety of your enrollment in the OTP. Any changes in health insurance should be updated immediately by providing new insurance information to the OTP. Fieldwork sites may request proof of health insurance as well.

Criminal Background Checks

Criminal background checks (general background check and Kentucky Child Abuse background check) are required by the program and proof of completion is required. Requirements regarding criminal background checks are available and completed through the designated data management system. Some fieldwork sites require their own criminal background check or consider them valid for only a limited time. Some fieldwork sites run their own criminal background checks. You will be required to meet all requirements of each individual fieldwork site and will be responsible for any additional costs related to those requirements. The AFWC and/or FW site contact will notify you of any additional background check requirements beyond the initial criminal background check process (required by the OTP) if the fieldwork site requests.

Fingerprinting

Some fieldwork sites may require fingerprinting. The AFWC and/or FW site contact will notify you of fingerprint requirements if the site requests.

Immunizations & Health Records *(updated August 2023)*

All immunizations & health records must be up to date and submitted at the start of the program and must be kept up to date, while assuring current for all fieldwork experiences. Any additional costs incurred is the student's responsibility.

- Current CPR Certification: Basic Life Support certification for the Health Professional
- Drug screen
- Immunization record (including Hepatitis B*, influenza*, TB skin test, Tdap*, varicella*, MMR*, COVID-19⁺)
- Health Insurance Portability and Accountability Act (HIPAA) competency
- Occupational Safety and Health Administration (OSHA) competency
- Physical examination
- You will be provided with instructions during the first semester of the OTP in order to complete and upload all requirements to the designated Data Management System.

*denotes immunization record may accept signed exemption, as appropriate

⁺denotes immunization record may accept attestation form and exemption form, as appropriate

COVID-19 Vaccination Requirements and Fieldwork *(updated August 2023)*

MOUs, also known as clinical affiliation contracts, mandate that students and faculty of the MSU OTP comply with facility policies including immunizations, CPR certification, professional liability insurance, and orientation requirements. Students and faculty are required to follow the requirements of Fieldwork site affiliations with regards to the COVID-19 vaccination. If a COVID-19 vaccination is required by a Fieldwork site that an OTP student has been assigned, that student is required to comply with facility requirements. If the assigned site requires a COVID-19 vaccination, but accepts exemptions for clinical students, the student will work with the AFWC and Fieldwork site to understand and complete the process.

Safety

Prior to beginning your first fieldwork placement, you will be required to exhibit competency on OSHA, blood borne pathogens, HIPAA, standard and universal precautions, and appropriate use of personal protective equipment (PPE), during your coursework. Fieldwork sites may require you to participate in additional documentation or training.

Name Tag

You will purchase and are required to wear your MSU OTP name tag during all community activities and fieldwork experiences, unless otherwise specified by the program and FW site. Please abide by the assigned fieldwork facility's policies regarding use of name tags. You should always be accurately identified as an OT student/intern on any name tag.

Fieldwork Related Expenses

You are responsible for all fieldwork related expenses. These expenses include, but are not limited to:

- Tuition related to fieldwork
- Living expenses including relocation, as needed
- Transportation including mileage
- Costs related to fieldwork site prerequisites, which include, but are not limited to: additional criminal background checks, fingerprinting, drug screens, immunizations, TB tests, and BLS for the Healthcare Professional CPR certification, COVID-19 testing, etc.
- Professional Liability Insurance
- Health Insurance
- Other supplies, clothing, etc., as the site requires

PROFESSIONAL DEVELOPMENT REQUIREMENTS

The American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association is the national professional society committed to the advancement of occupational therapy in the United States. For more information, go to www.aota.org. Membership provides numerous benefits, including resources to support study and practice (e.g., online access to the *American Journal of Occupational Therapy* (AJOT) and other publications. AOTA's annual conference is a prime destination for students and occupational therapy practitioners, nationally & internationally. The AOTA conference provides rich opportunities for students to learn from various presentations regarding innovative therapy approaches and current research; meet theorists and researchers whose work you have read; socialize with other students and clinicians, and feel a part of the OT profession.

Membership in AOTA is a professional responsibility and all students are required to become student members and you will submit proof of AOTA membership annually.

The Kentucky Occupational Therapy Association (KOTA)

The Kentucky Occupational Therapy Association is the Kentucky state association. Through its annual conference and other events, KOTA provides opportunities for students to advance their learning and meet other professional occupational therapists. You will submit proof of KOTA membership annually and will attend regional and state meetings.

Membership in KOTA is a professional responsibility and all students are required to become student members and you will submit proof of KOTA membership annually.

The Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association provides valuable professional experiences. All students enrolled in the program are to become active members of SOTA. SOTA promotes professional and educational growth through social and learning activities, fundraising events, and community partnerships. Building on the MSU curriculum, we work to unite the diverse student body by advocating for the profession, as we strive towards excellence as future therapists.

Membership in SOTA is a professional responsibility and all students are required to become student members and you will provide proof of SOTA membership each semester.

Purpose:

- To promote professional growth and knowledge in the field of occupational therapy
- To increase awareness and advocate for the profession of occupational therapy through social activities, fundraising events, and community involvement
- To serve as a forum to discuss issues relative to the OTP
- To promote the objectives of the American Occupational Therapy Association
- To promote the objectives of the Kentucky Occupational Therapy Association

SOTA Meetings - Meetings are a great way to get to know other OT students. Check the SOTA calendar or contact a SOTA officer for the meeting schedule. SOTA is

affiliated with AOTA's Assembly of Student Delegates (ASD). MSU SOTA members can participate in leadership & scholarly activities at the national level through the Assembly of Student Delegates, the state level through conferences, the regional and local levels through collaboration with other OT practitioners during meetings, gain additional OT practice expertise, and partner with other disciplines.

SOTA Elections - Elections are held for SOTA officers in the fall of each year. Officers serve 1 year, starting the first semester of entry into the program. Offices include: President, Vice President, Treasurer, Secretary. Additional positions to fill using an application process: Fundraising Chair, Social Media Chair, and ASD representatives.

SOTA Committees – Various ad hoc committees will be formed each year to meet the needs of the SOTA members.

STUDENT RESOURCES

Faculty

All faculty members have your success as a guiding factor in all courses and they encourage you to communicate your needs to them via multiple methods including: email, phone, and face to face. Faculty post regular office hours in course syllabi and outside their office doors. If the posted hours do not work for you, please make an appointment to meet with faculty. Barring emergencies, we ask that students make appointments in advance, rather than spontaneously “dropping in” on faculty. However, we do understand that other difficult circumstances may be occurring that you may need to speak with the faculty, Program Director, and/or AFWC in a more urgent manner, and we are open to meeting those needs.

Staff

If you have general questions, please contact Noley Billick, Administrative Assistant at 270-809-1683 or email nbillick@murraystate.edu.

Advising

You will be assigned an OTP faculty and fieldwork advisor who will regularly meet with you throughout your program, both in person and virtually during distance learning courses. It is your responsibility to prepare for these advising meetings, seek out relevant information, and provide requested information. Your advisors will support you by helping schedule courses, understanding OTP processes, offering guidance on fieldwork topics, and addressing any issues you may encounter to ensure your success in the program. You may also be referred to additional support services from MSU, such as Student Disability Services, Starfish Resources, and Counseling Services, which are available via telephone, email, or in person.

Communication

Along with face-to-face communication, email is a primary means through which faculty, staff and students communicate. For efficient, effective and timely communication via email, we ask that you adhere to the following:

- **We will use your MSU email address for all email communication with you and we ask that you do the same.** MSU filters emails from unrecognized addresses. As a result, faculty and staff do not always receive emails sent from non-university addresses.
- Please check your email daily as we rely on you receiving the important information we send via email in a timely fashion.

Please demonstrate good email & electronic etiquette: address emails personally and professionally, write concisely and to the point, use correct spelling and grammar, do not forward emails without permission, and pay careful attention to emotional tone. We recommend that you do not send emails that are authored during a heightened emotional state to prevent professional behavior concerns.

Students with Disabilities

If you require special assistance due to a disability, contact the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD). Services are available to students both in person and virtually during distance learning courses.

Email: msu.studentdisabilities@murraystate.edu. Our office will contact professors directly regarding any specific accommodation needs that may be applicable to their particular classroom setting.

Starfish

Your success is important! This course is part of the Murray State University student success initiative that utilizes the Starfish Student Success Network. Starfish may be used to communicate with you about your academic progress and get you help if you need it. Throughout the term, you may receive emails regarding your attendance, course grades or academic performance. To benefit, it is important that you check your Murray State email regularly and follow through on recommended actions. You may also be contacted directly by others on campus who care about your academic success and personal well-being. This may include your academic advisor and staff from Student Engagement and Success and other student support offices across campus. Starfish provides you with the opportunity to “Raise Your Hand” if you need help. Take advantage of this and other features by logging into your Starfish account through myGate. More information can be found at murraystate.edu/starfish.

Counseling Resources

Murray State University has two centers on campus that offer free and confidential mental health services for students. The University Counseling Center is located in Suite C104 in Oakley Applied Science and offers both in-person and remote services. On-call counselors are available 9:00 am-3:00 pm Monday through Friday for walk-in sessions. To schedule an appointment, email at msu.counselingcenter@murraystate.edu. For more information, call them at 270-809-6851 or visit their website (www.murraystate.edu/CounselingCenter). The Psychological Center is located in 401 Wells Hall and offers both walk-in sessions and weekly in-person counseling sessions. You can reach them at 270-809-2504 or visit their website at www.murraystate.edu/PsychologicalCenter.

In a crisis situation, or after hours, please contact Murray State Police at 270-809-2222 or call 911 if you are off campus. You can also call the new 24-hour suicide lifeline at 988 or contact the Crisis Text Line at 741-741.

Racer Writing Center

The Racer Writing Center helps students, faculty, and staff from all disciplines become more effective, successful writers. We believe that learning to write well is a rewarding, but complicated process and that all writers—no matter how competent—can improve. The Racer Writing Center, therefore, provides a setting where writers share and discuss their work with knowledgeable, attentive readers who provide clients with concrete examples and strategies for improving grammar, content, argumentation, and presentation. Our methods—multi-faceted, flexible, and above all, collaborative—reflect our dedication to the individual writer, whose talents, voice, and academic and professional goals are central to all our endeavors. In this ongoing process of learning, we serve the entire campus community by aiding in the development of critical thinking, analytical, and written communication skills. <https://libguides.murraystate.edu/writingcenter> Services are available to students both in person and virtually during distance learning courses.

Computer Labs

There are two computer labs available for student use at the Paducah Regional Campus. The hours of use: Fall & Spring semesters from 7:30 am - 9:30 pm; Summer semesters from 7:30 am - 7:00 pm (hours may change based on needs of the campus).

Supplies & Equipment

As a part of your studies, you will use resources and equipment belonging to MSU OTP (see checkout procedures below). Although we use high quality materials and make every effort to maintain it, understand that there can be risks in the use of equipment/resources. Please use all resources and equipment carefully and only for the purposes for which they were intended. If you use equipment inappropriately and it is damaged or lost, you may be asked to cover costs for repair and/or replacement. You will be required to sign a Resource/Equipment Use Agreement at the start of your studies (See Appendix E).

Supplies & Equipment Checkout Procedures: (In Person)

1. Gain approval from your course faculty to use the item(s).
2. Complete a written request and submit it to the course faculty.
3. The course faculty will retrieve your item(s) within 24 hours.
4. Sign out the supplies/equipment.
5. Students are responsible for returning the checked-out items within 2 days, unless other arrangements are mutually agreed upon with the course faculty.

Supplies & Equipment Checkout Procedures: (Distance Learning)

1. Gain approval from your course faculty to use the item(s).
2. Complete a written request and submit it to the course faculty via email.
3. The course faculty will collaborate with you to provide appropriate electronic options.
4. In cases where physical items are deemed necessary, faculty may consider shipping the required supplies or assessment tools to the student for a mutually agreed-upon time period.
5. All supplies/equipment must be returned within a mutually agreed-upon time period.
6. Students are responsible for the timely return of any checked-out items, and arrangements for return shipping will be coordinated with the faculty.

Supply/Equipment Compliance:

All faculty, staff, in person, and distance learning students are expected to adhere to the guidelines outlined in this policy to ensure effective support for all students in the OT program.

Safe and Appropriate Use of Equipment and Supplies

Some of the classroom, lab, and/or clinical simulation experiences will involve the use of equipment, supplies, and/or procedures that could pose a safety hazard if safety precautions are not followed. You will have access to supplies and equipment throughout the didactic and fieldwork portions of the curriculum. When using equipment or patient care procedures, the instructor will demonstrate and instruct students in the safe use of equipment or implementation of a procedure. It is the student's responsibility to attend to the instruction and to follow proper safety precautions.

If you are unsure about the safe use of equipment or procedure, it is the student's responsibility to seek clarification from the instructor. At fieldwork sites, you must follow instructions of FWEs regarding safety, and modify behavior immediately if the FWE corrects them on a safety issue. You can be withdrawn immediately from a fieldwork site for violations of safety precautions, with a resulting grade of E in the course.

In the event of an accident or injury on the premises of MSU PRC, you and faculty will complete the MSU PRC Incident Report within 24 hours of the incident's occurrence. In case of an accident, personal injury or injury to a client while on fieldwork or at an off campus site for a class, you will report the accident or injury to the supervising fieldwork educator/community contact at the site and complete the necessary paperwork for that organization. In addition, you will notify the AFWC or course instructor immediately, and complete the MSU PRC Incident Report for Non-Employees.

During classroom and fieldwork activities, you will learn to protect yourself and your patients according to current infection control guidelines and techniques by the CDC and/or WHO and supplies will be available for students during learning activities. You are prepared for infection control and other safety issues during OT coursework and are required to observe contact, droplet, airborne, and universal precautions, PPE including gowning, gloving, masks, eye and ear protection, handling sharps, as well as, specific precautions to the patient, including but not limited to disinfecting surfaces, equipment, and supplies before and after clinical and routine contact, handwashing, and personal hygiene. You are required to adhere to additional site-specific fieldwork policies during fieldwork experiences.

Specific Safety Policies

Students:

- may use classrooms for practice of clinical skills, during regular class sessions, and/or during times arranged by faculty members (i.e. individual practice sessions or open lab periods) and with permission.
- should be particularly aware of their own behaviors during individual practice sessions and/or open lab periods.
- should assume responsibility for safety, and exhibit safety awareness and techniques as demonstrated during supervised class sessions.
- are never to engage in practice activities with a client unless an OT faculty member is present for supervision.

- are not to practice potentially dangerous activities when alone.
- are not to bring non-OT students into a regular class session, individual practice session, and/or open lab period unless advance permission from an OT faculty member is secured.
- should not remove equipment/supplies from the OT facilities unless you sign out the equipment/supplies with the OT faculty or administrative assistant (see aforementioned checkout procedures). All borrowed equipment/supplies should be returned in a timely manner and in good condition.
- should inform an OT faculty member of any concerns regarding safety, including but not limited to the condition of equipment and/or supplies. You should not attempt to repair equipment.

OT Faculty:

- are responsible for supervising activities within a class session and educating students on safety issues regarding the operation and condition of equipment/supplies utilized as part of the individual OT faculty's course. OT faculty will model safety behaviors and the proper operation and utilization of equipment and supplies.
- will report to the Program Director any issues/concerns of safety regarding activities, equipment, and/or procedures.

EVACUATION PLAN

Faculty teaching a class at the time of an emergency are responsible for orderly evacuation. They should be the last people to exit a classroom to ensure that everyone has evacuated safely. Please follow these procedures:

- DO NOT take time to turn off computers, printers or office lights.
- CLOSE, but do not lock door(s).
- DO NOT use the elevator.
- EXIT the building through the closest safe exit.
- REPORT to the front parking lot of the building.

Note: In cases of emergencies, those individuals who require assistance due to physical, visual, cognitive, mental, or emotional disability, or otherwise, who are not on the ground floor, may need assistance with building evacuation.

Ambulatory Individuals

Individuals who are ambulatory are those with disabilities that may impair rapid building evacuation. Examples include those who are blind, deaf or whose mobility is restricted by the use of walkers or crutches. Assistance to ambulatory individuals can be provided by guiding them to a stairwell, waiting until a clear passage is established and helping them down the stairs to the designated meeting area.

Non-ambulatory Individuals

Non-ambulatory individuals are those with disabilities that require the use of wheelchairs. To assist these individuals, proceed as follows:

1. Call Paducah Police Dispatch at 911 or 270-331-6417. Provide the dispatcher with as much information as possible, most importantly, the location of the individual.

2. Move the impaired individual into the stairwell and await assistance if there is no immediate danger within the vicinity of the stairs. Send a runner to the building accountability area and report where the evacuation assistance is necessary.
3. If the hazard becomes life threatening, move the individual into a room and close the door. If evacuation is deemed necessary, proceed according to the established plan. Immediately inform emergency personnel of the location of the non-ambulatory individuals.
4. Signal the emergency responders whenever possible by hanging an article of clothing from a window to attract attention and gain assistance.

City of Paducah Fire Department, Paducah Police, and/or Paducah Regional Campus staff will check the building and elevators. Please **DO NOT RE-ENTER** the building for any reason until instructed to do so by fire or police officials.

NATIONAL CERTIFICATION EXAMINATION

To be eligible to take the NBCOT certification exam (nbcot.org), you must have graduated with one of the following U.S.-accredited degrees:

- Associate degree in occupational therapy (COTA® exam)
- Entry-level master's degree in occupational therapy (OTR® exam)
- Entry-level doctoral degree in occupational therapy (OTR® exam)

Please note that the NBCOT has security policies related to its certification examination that restrict disclosure of confidential examination material content to a third party. NBCOT strictly monitors compliance with these policies.

Certification and Licensure

After you have successfully completed all of the OT curriculum, including all Level II Fieldwork & courses, the Master of Science in Occupational Therapy (MSOT) degree will be awarded; however, in order to practice as an occupational therapist, graduates must apply for certification and/or licensure prior to practicing in any state. The certification examination cannot be taken until the degree is posted to the student's final transcript and the transcript is sent to the National Board for Certification of Occupational Therapists (NBCOT). Generally, a student's final transcript is available after the degree conferral.

APPENDIX A.

Occupational Therapy Code of Ethics (2020)

Preamble

The 2020 Occupational Therapy Code of Ethics (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of

service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles.
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code.

The process for addressing ethics violations by AOTA members (and associate members,² where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>.

Core Values

The occupational therapy profession is grounded in seven long standing Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA, 1993):

1. Altruism indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.
2. Equality indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.
3. Freedom indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.
4. Justice Indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in social justice: addressing unjust inequities that limit opportunities for participation in society (Ashe,2016; Braveman&Bass-Haugen,2009).They also exhibit attitudes and actions consistent with occupational justice: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scottetal.,2017).
5. Dignity indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of eachperson.Thisvalueincludesrespectingtheperson's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.
6. Truth indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.
7. Prudence indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection

in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

Principles and Standards of Conduct

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

BENEFICENCE

Principle 1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

The Principle of Beneficence includes all forms of action intended to benefit other persons. The term beneficence has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of due care, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy

Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the self-determination principle. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice

Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Principle 5. Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity

Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

For further information regarding the OT Code of Ethics: [AOTA Code of Ethics Nov/Dec 2020](#)

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Revised by the AOTA Ethics Commission, 2020

Adopted by the Representative Assembly, November 2020

Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics* (2015), previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03>

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APPENDIX B.

CONFIDENTIALITY ACKNOWLEDGEMENT
RE: PROTECTED HEALTH/PROPRIETARY INFORMATION AND
AGREEMENT RE: STUDENT CLINICAL EXPERIENCE AND
RELEASE OF EDUCATION RECORDS

I understand that by virtue of my participation and/or enrollment in Course No(s). _____ at Murray State University, I will be assigned to the following facility(s): _____.

In connection with such assignment, I hereby authorize Murray State University to provide such education records concerning me as may be required by the facility, including but not limited to, documents containing grade information and classification status, criminal background check and drug test information and information as to immunizations and such other medical documentation as may be required.

In connection with such assignment(s), I also agree to adhere to the following:
In connection with my clinical training/internship/practicum [hereinafter referred to as “clinical experience”], I recognize that I may have access to oral information and review of records and charts of patients, whether by paper copy or computer/electronic files, which may contain protected health information, the unauthorized disclosure of which is prohibited by the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), as well as other proprietary/confidential information of the clinical experience facility(s) including but not limited to policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information, and other proprietary information. I further acknowledge that in certain facilities I may also have access to student information/documents (whether oral, paper/hard copy or electronic) which constitutes confidential information under the Family Education Rights and Privacy Act (FERPA) and other state laws. I hereby acknowledge that all such patient information, student information and proprietary facility information as set forth above is confidential information and hereby agree to maintain the confidentiality of same [hereinafter referred to collectively as “confidential/proprietary information”]. I further agree and acknowledge that I will not remove any documents, papers, electronic files or data from the facility(s) at which I am engaging in my clinical experience, nor will I copy any such documents or electronic files/data for use or disclosure other than as directed by appropriate staff at the clinical experience facility(s) and will only access information on a “need to know” basis. I further agree to abide by all policies of MSU and the facility(s) to which I am assigned and that I will not publish or submit for publication (other than educational reports to MSU) any material related to my clinical experiences without prior written approval of MSU and the facility. I understand that the confidential/proprietary information to which I am privy shall remain confidential after completion of the course(s). I understand that any disclosure by me of such confidential/proprietary information, at any time, whether orally, hard copy/paper or electronically, including removal of the same, could subject me to substantial civil as well as criminal penalties imposed by law. I further acknowledge and fully understand that the disclosure by me of confidential/proprietary information to any unauthorized person is also a violation of Murray State University’s policy and could subject me to academic discipline and other disciplinary action by Murray State University. It is hereby acknowledged that my responsibility to maintain the confidentiality of such confidential/proprietary information shall apply

to any facility in which I am placed for clinical training/instruction/observation during my tenure as a student at Murray State University regardless of whether or not said facility is specifically listed above.

I further agree that should confidential/proprietary information be disclosed by me in any manner or form or copies made or distributed (paper or electronic) by me in violation of this agreement, FERPA, or any rules or policies of MSU or the facility to which I am/have been assigned, HIPAA, or any other applicable laws or regulations, I will immediately notify the faculty person assigned to me/my clinical experience or the OT Program Director. In such event (as well as any situation where Murray State University becomes aware of a breach or allegation of a breach of confidentiality by any other means which involves me or is alleged to involve me), I hereby authorize Murray State University to inform the clinical facility whose confidential/proprietary information has been or may have been breached and provide to that facility any information/records, including education records, regarding myself and said breach of confidentiality or allegation thereof as may be deemed appropriate by Murray State University in its sole discretion and I hereby specifically waive any and all rights regarding such disclosure under the Family Education Rights and Privacy Act (FERPA).

By signature below, I hereby acknowledge that I am 18 years of age or older and that I agree to the terms and obligations as set forth above.

Print Student's Name

Student's Signature

Date Signed

APPENDIX C.

RESOURCE/EQUIPMENT USE AGREEMENT

1. Parties: Occupational Therapy Program at Murray State University with the following student:
Name: _____ M Number: M _____

Student Certification

I, the Student, agree as follows:

1. I understand that the resource/equipment is the property of MSU and that this agreement only permits me to use the resource/equipment in the Paducah Regional Campus (PRC) during the terms I am an on-campus and a student in the Occupational Therapy Program.
 2. I will use the resource/equipment only for the purposes for which it was made and intended.
 3. I will not allow others to use the resource/equipment.
 4. I will only use the resource/equipment as intended to enhance my OT education, and I will only use the laptop computers in designated areas of the PRC at MSU.
 5. Should the resource/equipment for any reason break, fail or become unsafe to use, I will immediately discontinue use of the resource/equipment and will notify the OT faculty members.
 6. I will be fully responsible for any repair and replacement costs that may be incurred by MSU caused by theft or damage of the resource/equipment from the time of taking possession until the time the resource/equipment is returned to the OT program. I agree that any amounts due related to the repair or replacement of the resource/equipment may be charged to my student account and failure to pay such amounts may result in withholding registration, transcripts, or diplomas for any unpaid amounts.
 7. I understand that there is inherent risk in the use of the resource/equipment, and I accept that risk. I will not hold MSU and its employees and agents responsible for any claims, damages, liability and court awards including costs, expenses, and attorney fees incurred as a result of the use, operation, or possession of the resource/equipment. I AGREE THAT THERE ARE NO WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE THAT HAVE BEEN MADE BY MSU IN CONNECTION WITH THE RESOURCE/EQUIPMENT. MSU SHALL NOT BE LIABLE HEREUNDER FOR ANY INJURY OR DAMAGES, INCLUDING SPECIAL OR CONSEQUENTIAL DAMAGES, RESULTING FROM THE CONDITION OR USE OF THE RESOURCE/EQUIPMENT.
 8. I understand that the estimated replacement value for a: Laptop computer is \$1,700.00
- Upon reading this agreement, signing this form, and taking delivery of any resource/equipment during my tenure as a student in the Occupational Therapy Program, I accept and agree to the terms and conditions of this agreement.

Student

Date

OT Faculty Member

Date

APPENDIX D.

APPENDIX D.

OT PROGRAM EQUIPMENT REQUEST FORM

Name: _____ Date: _____

Equipment Requested: _____

Course & purpose of request:

List all students using equipment:

_____	_____	_____
Date checked out	Student Signature	Witness Signature

_____	_____	_____
Date returned	Student Signature	Witness Signature

Condition of equipment at check out, including all parts accounted for:

Condition of equipment at return, including all parts accounted for:

OT STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

Please retain a copy of this form for your personal records.

By signing on the line below, I understand that:

- The OT Program Curriculum includes activities and learning experiences that are designed to promote growth of my interpersonal skills, ethical conduct, and professional behavior--all of which are critical to my success as an entry level occupational therapist.
- I am responsible for regularly reflecting on and evaluating my ethical and professional behavior to help me meet the standards of the profession, while collaborating with the faculty and clinical educators.
- I am responsible for working toward positive personal and professional growth for myself and others.

By signing on the line below, I further verify that:

- I have read the 2025-2026 Version 8.1 OT Student Handbook in its entirety.
- I acknowledge that if additional material is added to the OT Student Handbook, it is my responsibility to read, understand, and abide by any new information.
- I understand and agree to uphold expectations, policies, and guidelines in the OT Student Handbook, including but not limited to: (a) Murray State University and the Occupational Therapy Program's academic integrity & progression; (b) the AOTA's code of ethics; (c) professional behavior expectations; and (d) fieldwork expectations and performance.

Name (Printed and Signed) / Date

APPENDIX F.

Professional Behavior Evaluation

Student:

Date:

Evaluator:

Form Completed by: ☐ Faculty ☐ Advisor ☐ Student ☐ Other _____

Rating Scale for Performance

4	Exceeds standards	Performance is consistently exceptional, frequently surpassing requirements, outstanding skill and proactivity across behavior
3	Meets standards	Performance is consistent and skilled; demonstrates adequate understanding and/or application of behavior
2	Needs improvement	Performance needs further development; limited understanding and/or application of behavior; inconsistent; concerns with behavior
1	Unsatisfactory	Performance requires substantial development; inconsistent; inappropriate behavior; significant concerns with behavior
N/A	Not applicable	Performance has not been observed by evaluator; evaluator unable to provide assessment of performance

Course(s)	Professional Behaviors	Rating	Comments
	<i>Commitment to Learning/Excellence</i>		
	Prepared for all learning activities		
	Participates in a cooperative manner		
	Meets graduate-level expectations		
	Collegial with classmates, instructors, & community partners		
	Actively attends OTP sessions and events		
	Abides by academic honesty and integrity		
	Completes all course requirements and expectations (e.g., assignments, readings, etc.)		
	Takes initiative in the pursuit of learning/competence		
	Exercises good judgment		

	Supports and contributes to the culture of learning		
	<i>Personal Responsibility</i>		
	Proactively assumes responsibility for missed coursework		
	Organized (self, assignments, time commitments)		
	Effectively problem solves		
	Assumes ownership of personal behavior and contributions to problems or issues		
	Independently attends to Complio requirements and maintains compliance		
	Honors commitments and OT program expectations		
	Maintains integrity of OTP, MSU, & PRC property		
	Displays personal honor and professional integrity		
	Works independently unless otherwise instructed		
	Resolves conflict proactively and appropriately		
	<i>Social Responsibility</i>		
	Respects the needs of others (faculty, staff, classmates, guests, community partners, etc.)		
	Meets interpersonal commitments		
	Contributes “fair share” to group efforts		
	Cooperates with others		
	Contributes to the greater good		
	Demonstrates cultural competence and sensitivity		
	Demonstrates respect for the rights of others to hold different values and beliefs		
	<i>Supervisory Relationships</i>		
	Respectful to faculty, staff, and administrators		
	Open to receiving and reflecting upon feedback		
	Maturely responds to feedback		

	Applies feedback appropriately by modifying behavior		
	Seeks guidance appropriately and in timely manner		
	Provides feedback to others professionally and maturely		
	<i>Communication</i>		
	Communicates professionally and respectfully to faculty/staff, guests, classmates, & community partners		
	Communicates professionally & positively (verbal, non-verbal, written, visual, etc)		
	Initiates timely communication with all parties		
	Exhibits positive interpersonal skills (flexibility, empathy, confidence, openness)		
	Communicates clearly and assertively		
	Expresses disagreement in a tactful manner		
	<i>Time Management</i>		
	Keeps time commitments (class sessions, meetings, OTP events, community events, etc.)		
	Timely notification of anticipated tardiness or absence to appropriate parties (faculty, staff, fellow students) using appropriate methods		
	Asks appropriate and timely questions of faculty/staff		
	<i>Stress Management</i>		
	Manages personal emotions maturely		
	Demonstrates adaptability in response to changing demands		
	Acts proactively, planning ahead, proposing solutions		
	Prioritizes tasks and commitments wisely		
	Seeks guidance from appropriate sources, as needed		
	<i>Safety and Ethics</i>		
	Recognizes and appropriately acts on need for guidance/assistance		
	Adheres to all safety guidelines and regulations		

	Adheres to all ethical guidelines and policies		
	Anticipates unsafe situations and modifies behavior accordingly		
	<i>Policies and Procedures</i>		
	Adheres to federal and state regulations		
	Adheres to MSU, SONHP, OTP, PRC, FW site, and community facilities' policies and procedures		
	Adheres to professional codes and standards		
	Adheres to dress code policy		
	Proactively seeks and obtains relevant information		
	Follows proper channels in a timely manner		

Evaluator summary and comments:

Faculty Signature / Date



MURRAY STATE UNIVERSITY

Release and Authorization for use of information

I, _____, in consideration of any photograph, video image or other likeness of me and information about me, said information consisting of the following: _____

(all such photographs, etc., hereinafter collectively "my information"), hereby authorize Murray State University and its employees, agents, personnel and any others who are acting on its behalf (hereinafter collectively "Murray State") to use my information for any and all purposes whatsoever. I understand that my information may be copied and distributed by Murray State using any means, including but not limited to video presentations, television, news bulletins, billboards, signs, brochures, magazines, websites, digital materials, social media platforms and newspapers.

I understand and agree that when Murray State uses my information, others who are not subject to Murray State's supervision and control may further disseminate my information.

I release Murray State from any and all liability related to dissemination of my information. I specifically allow release of my information that is subject to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., and other statute, rule or regulation.

I have read this document and understand its contents.

Dated _____ Signature of subject _____

Dated _____ Signature of Murray State representative _____