University of Charleston

MSOT

University of Charleston Department of Occupational Therapy

Student Handbook
2025-2026

Limitations of Handbook

This handbook is intended to provide information for the guidance of the University of Charleston Master of Science in Occupational Therapy students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this handbook are subject to change, and the program reserves the right to depart without notice from any policy or procedure referred to in this handbook, or to revise and amend this handbook in whole or in part at any time. This handbook is not intended to and should not be regarded as a contract between the University and any student or other person.

Students should also refer to the Essential Policies for the University of Charleston, at https://www.ucwv.edu/uc-life/student-resources/.

UNIVERSITY OF CHARLESTON

Greetings,

I am excited to welcome you to the professional phase of the Master of Science in Occupational Therapy Program at the University of Charleston in West Virginia. We are confident that your efforts, combined with ours, will prepare you to become an entry-level therapist upon graduation.

As you review the manual please pay close attention to the values, mission, and philosophy of the University of Charleston. Based on student needs, this program is designed as a hybrid program, which will include online activities (synchronous and asynchronous) along with onsite lab class times. We recognize that many students will need to work while enrolled in the program. The program is time-intensive, and it may be difficult to work full time while completing the program. It will be challenging, but the faculty and I are here to support you.

This manual contains departmental policies that may affect you, and other important topics such as the philosophy of occupational therapy, curriculum design and sequence, course content, fieldwork information, etc. This manual provides you with information related specifically to the program. In addition, as a member of the University of Charleston's student body, it is important to be aware of, read, and periodically refer to other resources available to you. These services include library resources, tutoring, technology support services, financial aid, and counseling services. As part of the learning community and the occupational therapy program it is especially important to understand the University Code of Conduct and our professional code of ethics.

All these resources together will allow you to smoothly navigate through the program. We are looking forward to having a wonderful year!

Sincerely,

Nicole Scheiman

DrOT, MHS, OTR/L, CLT-LANA, CES, CKTP,
CEES-Advanced, CSST, ECDCS, CORE, CWHS,
RSB-Clinician
MSOT Program Director

OCCUPATIONAL THERAPY STUDENT HANDBOOK

This handbook contains information and policies adopted by the University of Charleston, Master of Science in Occupational Therapy Program, located in the Morrison Rehabilitation Science and Athletic Training Center on the University of Charleston Campus in Charleston, West Virginia. The Occupational Therapy offices are all located in the Morrison Rehabilitation Science and Athletic Training Center on the first floor.

Some of the information is contained only in the Handbook and is provided here in greater detail than in any other document. All the information relates to some aspect of your education, and it is important that you become familiar with the contents.

ACCREDITATION AND CERTIFICATION

Only students who have successfully matriculated through an accredited entry-level program in occupational therapy are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam.

The Occupational Therapy Program has been granted candidacy status for the entry-level Master of Science in Occupational Therapy (MSOT) degree by the Accreditation Council for Occupational Therapy Education (ACOTE). The program has completed the self-study and the pre accreditation onsite review is scheduled for October 20-22, 2025, with anticipated accreditation being granted spring of 2026.

For information regarding accreditation, contact ACOTE at (301) 652-6611, or ACOTE, 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. The web address is www.acoteonline.org.

All entry level professional programs must comply with the Standards for an Accredited Educational Program for the Occupational Therapist, 2023. (Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*. https://acoteonline.org/accreditation-explained/standards/). Once the program obtains full accreditation, graduates of the program will be able to sit for the national entry-level certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, INC. (NBCOT, 1 Bank Street, Suite 300, Gaithersburg, MD 20878; phone 301-990-7979). Note, a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or obtain licensure.

After successful completion of this examination the graduate will be an Occupational Therapist Registered (OTR). Most states require licensure to practice; state licenses may be based on the results of the NBCOT certification examination.

The University of Charleston in West Virginia assumes responsibility for the appointment of faculty, admission of students, and curriculum planning of the MSOT program. This includes course content, satisfactory completion of the educational program, and granting of the MSOT degree. The University is responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Introduction to the Master of Science in Occupational Therapy Program

Mission of the University of Charleston

The mission of the University of Charleston is to educate each student for a life of productive work, enlightened living, and community involvement. Here is how we define it:

Productive Work – "Productive" work isn't defined by the acquisition of great material gain for the graduate, but by the positive impact of the work on the graduate's community and world. UC prepares our students to contribute to society immediately and throughout their lives. Their work will vary tremendously, but we hope that each graduate will improve his or her world.

Enlightened living – College graduates must own a broad range of knowledge to thrive in modern society. We prepare graduates to be scientifically, economically, politically, aesthetically, and culturally literate with a sense of history and shared values, and a commitment to moral purpose and personal character.

Community Involvement – We want every student to develop a pattern of community involvement. The foundation of our society rests on community involvement, so we want our graduates to take leadership responsibility in shaping organizations, institutions, and communities.

Values and Goals of the University of Charleston

The mission of the University of Charleston is an expression of shared values and goals. These include:
- Offering selected quality programs affording professional preparation in a liberal arts environment.
- Preparing students to live in an increasingly complex and changing society by helping them develop the knowledge, abilities, and character needed to be lifelong learners.
- Utilizing and enriching the strong relationship between the University and the greater Charleston community to prepare students for a life rich in community involvement.

Mission of the MSOT Program

To fulfill the mission of the University of Charleston, the mission of the Master of Science in Occupational Therapy Program is to prepare future occupational therapy professionals with a commitment to moral purpose and personal character, who embody and enable purposeful occupational engagement for all people who experience limitations in participation, promote health and well-being across the lifespan, and within diverse contexts, develop the knowledge, abilities and character to be life-long learners, use critical thinking and clinical reasoning to create innovative, evidence-based solutions to society's increasingly complex and ever-changing needs, and lead a life rich in productive work and community involvement.

The Philosophy of the Master of Occupational Therapy Program

The University of Charleston's philosophy is reflective of the current philosophy of the profession. We believe that humans are occupational beings and have the need and right to

purposeful occupational engagement (American Occupational Therapy Association [AOTA], 2017). Those occupations are activities that we do in our daily lives that bring meaning and through experiencing them also have value. That these occupations occur in a variety of contexts and can be impacted by the environment, the intrinsic factors of the individual, family, community, or population and the characteristics of the occupation itself. We trust that meaningful occupational engagement or lack thereof impacts development, health, and wellbeing throughout the lifespan. We also believe that engagement in occupation can be both a means and an end and plays a vital role in occupational therapy in prevention, promotion, maintenance, remediation, restoration, compensation, and adaptation (*AOTA, 2020*).

We believe that humans in the role of students are occupational beings and there is a dynamic transaction between learning contexts and the teaching and learning process (*AOTA*, 2018). Learning is a developmental process that occurs with other developmental processes in the student's life and can be improved when the instructor considers the student's whole life and not just the role of student as part of the educational experience (Wilcock, 2000, Ambrose, et al, 2010). Because learning takes place in the mind and through a constructive process leads to change in knowledge, beliefs, behaviors, or attitudes and that change is impacted by learner experience, we feel that humans learn best when what they are learning has meaning to them, is valued by their culture, and is tailored to their individual capacities (Wilcock, 2000, Ambrose, et al, 2010). Humans learn more when individual differences are recognized and valued and teaching and learning strategies are adapted to the learner, participatory, and interactive (Wilcock, 2000). When students are an active part of the learning process and experience change, the potential for improved performance and future learning increases (Ambrose, et al, 2010).

Curriculum Design

The curriculum uses a developmental based approach where information is presented across the lifespan, starting with pediatrics, moving into adults and older adults. In addition, the focus of structuring courses starts with foundational content and then adds more complexity as the learner progresses through the curriculum. The curriculum integrates active learning concepts, pragmatism, and instructional scaffolding that culminates with integrated clinical reasoning and preparation for entry level practice.

Pragmatism is an approach to teaching and learning with a focus on keeping things practical and includes the following four principles:

1. Principle of Utility – Everything a student learns should be useful and relevant.
2. Principle of Interest – Curriculum content should include student's interest.
3. Principle of Experience – Experience is valued over all else. Students learn by doing.

4. <u>Principle of Integration</u> – Curriculum content is not separate. Students should learn how concepts from one course are related to those of another to encourage a holistic understanding of information learned (Sharma, Devi, & Kumari, 2018).

In the pragmatic approach, learners become capable and confident through inquiry, inductive reasoning and active learning. Group work is commonplace as social interactions are of high value and will help students learn to cooperate, negotiate, and have a good relationship with others. Effective and appropriate communication is an important component of all aspects of occupational therapy practice. Students will also learn through experience by experiential, experimental, and project- based learning. (Sharma, Devi, & Kumari, 2018).

Instructional scaffolding follows "the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level (Raymond, 2000)." Learning occurs through social processes and interactions with peers and others during the lesson. It is important to note where students are in terms of the course content and the difference between what they can do independently, and that which they can do with scaffolding supports.

Curricular Threads

Occupation

All human beings have a right to positive, purposeful engagement in meaningful occupations throughout their lifespan (AOTA, 2018). The quality and meaning of the experience that results from engagement in occupations to development, health, and well-being (AOTA 2018, Hammell, 2017). Students learn about the inequities impacting occupational choice and become aware of what opportunities exist given the conditions and contexts impacting the lives of individuals. Students will discover the importance of experiencing belonging through engagement in collaborative and co-occupations with peers, other health professions students, and the community. Through identification of qualities of value, students will determine how the needs of a person, group, or community, may be met through purposeful occupational engagement.

Clinical Reasoning

Clinical reasoning is the process that unfolds in a clinical environment which involves collecting cues, processing information, understanding the situation, planning treatment, implementing treatment, evaluating outcomes, reflecting on the process, and learning from it (Levitt-Jones, et al, 2009). Using clinical reasoning students will develop and provide occupational therapy services that are client-centered, target value-based occupations, are appropriate, effective, culturally sensitive, and theory-driven. Students will reflect on interventional outcomes and the clinical process to guide learning and professional development.

Evidence Based Practice

Evidence-based practice is a key aspect of providing meaningful occupational therapy services. It incorporates the most current research evidence into the occupational therapy process. This provides students with the opportunity to articulate rationale for screening, evaluation, intervention planning and implementation, and discharge planning. Evidence based practice is embedded in the evaluation and intervention courses as well as the research courses, thus supporting students to develop critical thinking and clinical reasoning to synthesize information and articulate rationales to support best practice. (Law & MacDermid, 2008).

Professional Identity

Through self-reflection students will demonstrate increased self-awareness and self-efficacy to embrace all facets of being an occupational therapy professional including a leader, researcher, educator, mentor, entrepreneur, and practitioner. Students will be competent in their ability to define humans as occupational beings and explain the distinct value of occupational therapy and the positive impact it has on the health and well-being of individuals, groups, and populations. Students will advocate for the profession during interprofessional collaborations and to a variety of communities. Throughout the program, students will also develop the skills and knowledge to become lifelong learners to keep up with society's constantly changing needs. While maintaining commitment to moral purpose and personal character, students will view the world through a lens of cultural humility to ensure that all interactions are culturally sensitive and non-biased.

Overview of Curriculum Sequence

The program courses are grouped and sequenced to provide a developmental scaffold for student learning. Courses are grouped with similar concentration areas and scheduled so that students build skills needed for clinical reasoning and evidence-based practice. This ascension anticipates that students will arrive at the base of their occupational therapy journey with a superficial understanding of the profession and community in which occupational therapists work. The climb that occurs in the program offers the student ongoing challenges while providing support, guidance, and resources to reach the top.

Term 1 - Summer

Term 1 of the MSOT professional program is *foundational concepts*, combining courses that address the tenets of the profession such as Ethics in OT, Introduction to Practice Settings, OT Process & Evaluation, Foundations of OT, Introduction to Evidence-Based Practice, and Occupation-Based Kinesiology. The 4 themes are addressed this term with a focus on occupation, evidence, and professional identity.

Term 2 - Fall

Term 2 of the MSOT professional program builds on foundational learning during Activity & Occupational Analysis and Assistive Technology in OT. The Evidence-Based Practice path continues with Research Data Analysis & Dissemination. The term introduces the student to the first of the professional practice intensives, Pediatric including OT Process & Evaluation in Pediatrics, OT Intervention & Lab in Pediatrics, and Level I in Pediatrics. Students have the opportunity to experience the *application of clinical reasoning*. All themes are embedded in these courses.

Term 3 - Spring

Term 3 of the MSOT professional program sees the student gaining more confidence in maneuvering obstacles and developing a personal learning pace. At this stage, students take Administration, Management, & Leadership to understand those practices in OT and how they can make a difference as leaders in their communities and in society. The Evidence-Based Practice path culminates in the Capstone course, and focus moves to the adult client during OT

Process & Evaluation in Physical Disabilities, OT Intervention in Physical Disabilities, and Level I experience in Physical Disabilities. All themes are embedded in these courses.

Term 4 - Summer

Term 4 of the MSOT professional program challenges students to use those grounding principles learned to date while exploring more challenges through problem solving, clinical reasoning, and reflective learning. This seasoned student explores the profession through a wider lens during Communities and Populations, synthesizes past learning with The OT as an Innovator, and transitions practice focus to that of mental health. In this term, students take OT Process & Evaluation in Mental Health, OT Intervention in Mental Health, and Level I fieldwork in Mental Health. All themes are embedded in these courses.

Term 5 - Fall

Term 5 sees the student transition from classroom to fieldwork. To support confidence and ensure competence, students first take a Culminating Competency and Fieldwork Preparation course. Once successful, they are ready to continue their climb with fewer supports and guidance from professors and enter the field. During the 12-week, Level II Fieldwork A, students take a Clinical Reasoning & Application in Practice Seminar that allows them to connect to base camp and to address obstacles as a cohort for group learning and support. The last two terms focus on *advanced integration and preparation for practice and life-long learning.*

Term 6 - Spring

Term 6, the final term of the MSOT professional program includes the second 12-week Level II fieldwork. Students take the second Clinical Reasoning & Application Seminar along with the fieldwork class. Finally, as students reach the peak of their journey, they take Leadership & Transition to Professional Practice which offers education in certification test preparation, licensure acquisition, life-long learning, and creating a personal leadership plan to climb the next mountain.

Term 6: Spring- FW II & Transitions

Term 5: Fall- FW II & Comps

Term 4: Summer- Mental Health

Term 3: Spring- Adults

Term 2: Fall- Pediatrics

Term 1: Summer- Foundations

Orientation

UC Occupational Therapy
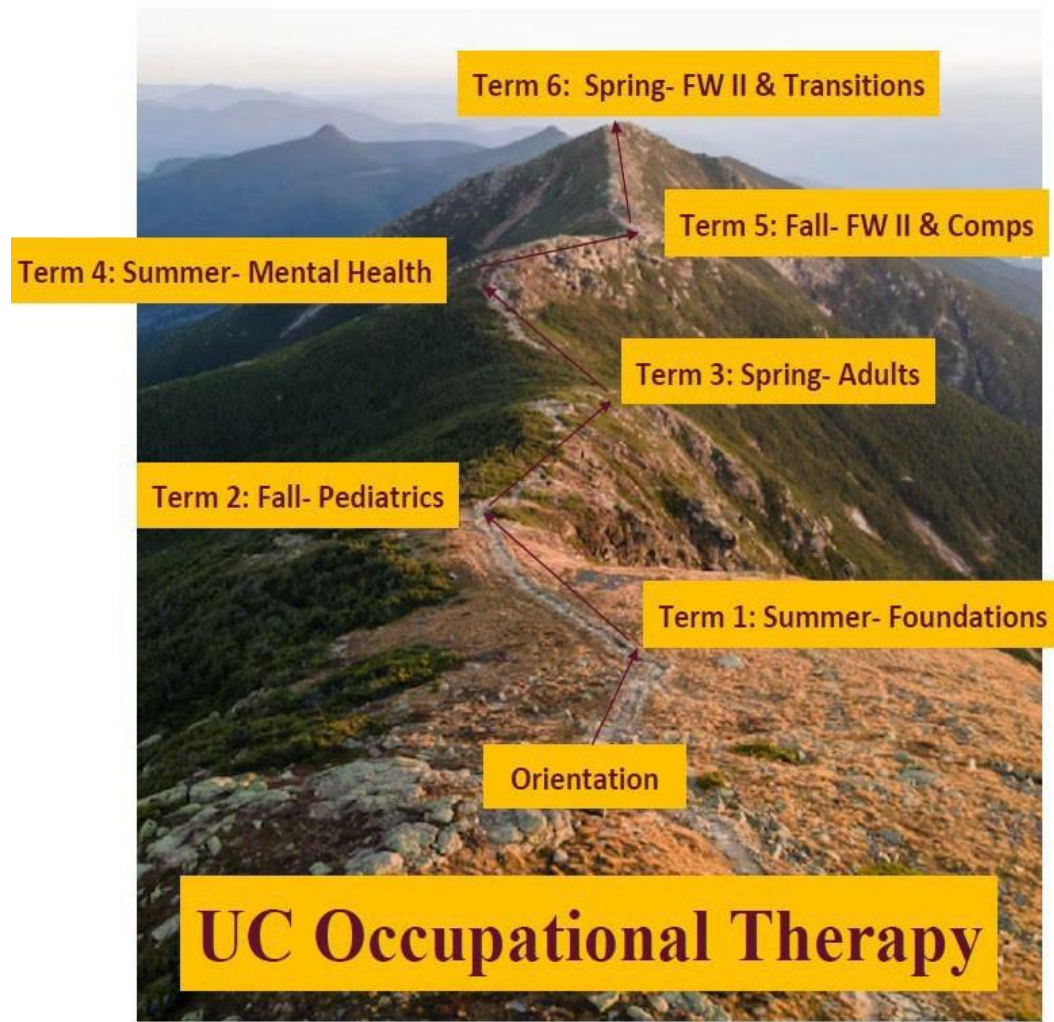
West Virginia Allegheny Mountains

Program Learning Outcomes

Graduates from the Master of Science in Occupational Therapy program at the University of Charleston will:

1. Promote the distinct value of occupation and the importance of meaningful occupation to enhance the overall health and well-being of persons, groups, communities, and populations.
2. Analyze the constructs and contexts from the Occupational Therapy Practice Framework (OTPF) that promote and enhance engagement in meaningful occupations to identify and meet the needs of persons, groups, communities, and populations.
3. Demonstrate effective critical thinking skills to evaluate evidence, develop innovative practice ideas, use a variety of knowledge sources, and be intellectually flexible to meet the occupational demands of an ever-changing world.
4. Use clinical reasoning skills to develop and provide occupational therapy services that are appropriate, effective, culturally sensitive, theory-driven, evidence-based, client-centered, and target meaningful occupations.
5. Reflect on the outcomes of interventions and the therapy process to facilitate professional development and a zest for life-long learning.
6. Assess through standardized and non-standardized means the well-being and occupational engagement of oneself and those who may need occupational therapy services to determine unmet needs and develop a plan for intervention or programming that addresses these needs to promote health and well-being, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation for individuals, families, communities, and populations.
7. Communicate effectively in both intraprofessional and interprofessional contexts to promote the profession and the distinct value of occupation in meeting the needs of those we serve.
8. Develop a strong professional identity and deep understanding of the various roles of the occupational therapy practitioner (mentor, educator, practitioner, and researcher), increased self-awareness, and increased self-efficacy through consistent self-reflection.
9. Obtain the knowledge and skills needed to be a generalist practitioner with a commitment to moral purpose and personal character who provides services and supervision that are ethically sound, within the scope of practice of the profession, and in accordance with the accompanying state practice act.
10. Demonstrate cultural humility and ethical decision making necessary to provide compassionate care to all clients, members of the care team, stakeholders, and community partners to support human occupation regardless of the beliefs, practices, backgrounds, income, identity, of those we serve.

MSOT Course Descriptions

MSOT 510 Occupational Therapy Process and Evaluation (4 credits - 3 lecture and 1 lab)
This course introduces students to clinical reasoning and the OT process, including the occupational profile. The student engages in the critical thinking necessary to understand evaluation concepts and apply the OT process in the art and science of evaluation. Topics include the occupational profile, statistical properties of standardized and non-standardized assessments and a variety of tools to assess occupational performance and underlying factors (i.e., client factors and body functions). *Prerequisite: Admission to the Master of Science in Occupational Therapy Program.*

MSOT 511 Foundations of Occupational Therapy (3 Credits)
This course introduces students to foundational concepts of the occupational therapy profession. Topics include historical development of the occupational therapy profession, occupational therapy philosophy, frames of reference, occupation-based models, the Occupational Therapy Practice Framework (OTPF) and related terminology, licensure, and certification requirements. Includes study into the social determinants of health for persons, groups, and populations and the role of OT in the promotion of health and prevention. *Prerequisite: Admission to the Master of Science in Occupational Therapy Program.*

MSOT 512 Ethics in OT Practice (1 credit)
This course provides students with knowledge of the code of ethics and standards of practice that guide ethical decision making in all aspects of occupational therapy practice. Students are introduced to a framework for analyzing ethical issues to determine the best course of action. *Prerequisite: Admission to the Master of Science in Occupational Therapy Program.*

MSOT 514 Introduction to Practice Settings and Skills (1 Credit)
Students are introduced to various contexts where occupational therapy occurs. The focus is on communication skills needed for intraprofessional and interprofessional teamwork. Topics include the therapeutic relationship and therapeutic use of self, professional communication, safety concerns for self and others, and understanding the role of various professions in healthcare and community-based teams. *Prerequisite: Admission to the Master of Science in Occupational Therapy Program.*

MSOT 515 Occupation Based Kinesiology (2 lecture and 1 lab)
This course provides students with the opportunity to describe how occupational therapy practitioners use concepts from kinesiology and biomechanics to analyze typical and atypical movement patterns for engaging in occupations. Included in this course are range of motion, goniometry, and manual muscle testing. *Prerequisite: Admission to the Master of Science in Occupational Therapy Program.*

MSOT 516 Introduction to Evidence-Based Practice and Research (3 Credits)
This course provides the foundation for students to understand the importance of evidence-based practice and use this to develop clinical reasoning skills to promote best practice. Students are introduced to qualitative and quantitative research designs. Focus is on helping students critique

and analyze quantitative and qualitative research as it relates to occupational therapy practice. *Prerequisite: Admission to the Master of Science in Occupational Therapy Program.*

MSOT 520 Occupational Therapy Process and Evaluation - Pediatrics (5 credits - 3 lecture and 2 lab)
This course expands on the OT process and evaluation as it relates to identifying the occupation-based needs of children and adolescents. Students learn to administer and interpret standardized and non-standardized assessments to provide family centered care. The focus is on assessment of childhood occupations including play, leisure, activities of daily living, and social participation. *Prerequisite MSOT 510X Occupational Therapy Process and Evaluation.*

MSOT 521 Occupational Therapy Intervention - Pediatrics (4 credits - 3 lecture and 1 lab)
Students explore models and frames of reference used in pediatric settings. Learning experiences include the application of clinical reasoning in a variety of pediatric based settings, including early intervention, school-based services, hospital and outpatient-based settings. Evidence-based interventions for a variety of childhood conditions are critically examined. Documentation of the occupational therapy process and discharge planning is emphasized. *Prerequisite MSOT 510X Occupational Therapy Process and Evaluation, and MSOT 515X Occupation Based Kinesiology.*

MSOT 522 Level I FW A Pediatrics (1 credit)
This fieldwork experience focuses on pediatric settings in health care and educational settings. Students engage in the OT process to identify client needs, select assessments, develop goals, and plan evidence-based intervention. Guidelines for documentation, reimbursement, ethics, and liability are included. *Prerequisite: MSOT 514X Introduction to Practice Settings.*

MSOT 524 Activity and Occupational Analysis (2 credits - 1 lecture and 1 lab)
This course provides the knowledge base necessary to analyze occupations and activities for intervention planning. Students examine the concept of activity analysis and its relationship to occupation. Students demonstrate activity analysis in the areas of occupation, performance skills, performance patterns, contexts and environments, and client factors, while engaging in hands-on learning of the activity analysis process including grading and adapting processes and environments. *Prerequisite MSOT 515X Occupation Based Kinesiology.*

MSOT 525 Assistive Technology (2 credits - 1 lecture and 1 lab)
This course introduces students to assistive technology devices and products, assessment, and application methods. Focuses on adaptations, modifications, and technology systems and services that assist individuals with disabilities in greater independence and accessibility across the lifespan. Students have the opportunity to design, fabricate, apply, fit, and train others in the use of low tech and high-tech tools. *Prerequisite MSOT 515X Occupation Based Kinesiology.*

MSOT 526 Research Data Analysis and Dissemination (3 Credits)
Inspects quantitative and qualitative methods for data analysis and the written requirements for a research publication. Requires students to explore the use of each type of data analysis in the field of occupational therapy. Students will demonstrate the ability to collect and analyze quantitative and qualitative data and accurately document the methods, results, discussion, and

conclusion sections of a research report to establish the ability to deliver evidence-based practice. *Prerequisite: MSOT 516X Introduction to Evidence Based Practice and Research.*

MSOT 530 Occupational Therapy Process and Evaluation - Physical Disabilities (5 credits - 3 lecture and 2 lab)
This course expands on the OT process and evaluation as it relates to identifying the occupation-based needs of individuals with physical disabilities. Students learn to administer and interpret standardized and non-standardized assessments to provide client centered care. The focus is on assessment of performance patterns, performance skills, client factors and context that impacts engagement in various occupations. *Prerequisite*: *MSOT 510 Occupational Therapy Process and Evaluation.*

MSOT 531 Occupational Therapy Intervention - Physical Disabilities (5 credits - 3 lecture and 2 lab)
This course explores models and frames of reference used in a variety of settings including acute care, rehabilitation, assisted living, nursing home, home health and outpatient. Students use their clinical reasoning skills to plan and implement evidence-based interventions for common conditions treated by occupational therapy. *Prerequisites: MSOT 510X Occupational Therapy Process and Evaluation, and MSOT 515X Occupation Based Kinesiology.*

MSOT 532 Level I FW B- Physical Disabilities (1 credit)
This fieldwork experience focuses on physical disability settings in health care and the community. Students engage in the OT process to identify client needs, select assessments, develop goals, and plan evidence-based intervention. Guidelines for documentation, reimbursement, ethics, and liability are included. *Prerequisite: MSOT 514X Introduction to Practice Settings.*

MSOT 535 Administration, Management, and Leadership (2 credits)
Students gain knowledge of leadership theories and models, explore their leadership talents, and develop strategies to strengthen and expand their leadership skills as they progress through the occupational therapy program and prepare for occupational therapy practice. Students will understand the role of the occupational therapy manager and director in developing skills that promote justice, engagement, and collaboration. *Prerequisites: MSOT 511 Foundations of Occupational Therapy and MSOT 514X Introduction to Practice Settings.*

MSOT 536 Capstone (2 Credits)
This course provides students with the opportunity to develop educational materials using evidence-based literature and incorporating health literacy as they design activities and training for persons, groups, and populations. Students utilize the principles of instructional design in the teaching-learning process to instruct and train their audience. Reflection and evaluation of the outcomes is embedded in the process. *Prerequisites: MSOT 521X Occupational Therapy Intervention - Pediatrics and Corequisite: MSOT 531X Occupational Therapy Intervention - Physical Disabilities.*

MSOT 540 Occupational Therapy Process and Evaluation - Mental Health (4 credits - 3 lecture and 1 lab)
This course expands on the OT process and evaluation as it relates to identifying the occupation-based needs of individuals with behavioral and mental health concerns. Students learn to administer and interpret standardized and non-standardized assessments to provide client and family centered care. The focus is on assessment of common behavioral and psychiatric conditions commonly treated by occupational therapy. *Prerequisite: MSOT 510 Occupational Therapy Process and Evaluation.*

MSOT 541 Occupational Therapy Intervention - Mental Health (5 credits - 3 lecture and 2 lab)
This course explores evidence-based interventions commonly used with individuals experiencing behavioral and mental health concerns. Students develop skills for intervention planning, implementation, review, and outcomes with specific emphasis for populations where occupational performance is affected by behavioral and mental health conditions. Students learn facilitation skills needed to design and implement occupation-based groups to address individuals, groups, and populations. *Prerequisite: MSOT 514X Introduction to Practice Settings.*

MSOT 542 Level I FW C - Mental Health (1 credit)
This fieldwork experience focuses on behavioral and mental health in health care, educational, and community settings. Students engage in the OT process to identify client needs, select assessments, develop goals, and plan evidence-based intervention. Guidelines for documentation, reimbursement, ethics, and liability are included. *Prerequisite*: *MSOT 514X Introduction to Practice Settings.*

MSOT 544 Communities and Populations (3 credits) This course prepares students to engage in occupational therapy intervention in community-based practice settings. Special attention is given to individual, group, and population approaches emphasizing practical application of the OT process. Examination of the interconnectedness between individuals, communities, and larger societal structures is explored. *Prerequisites: MSOT 521X Occupational Therapy Intervention - Pediatrics and MSOT 531X Occupational Therapy Intervention - Physical Disabilities, and Co-requisite MSOT 541X Occupational Therapy Intervention - Mental Health.*

MSOT 545 The Occupational Therapist as an Innovator (2 Credits)
This course allows students to develop professional reasoning skills to critically assess various factors and policies that impact service delivery, occupational therapy services, and the ability to address societal needs. Students use this information to advocate for and develop innovative programming for individuals, groups, and populations. Provides students with the knowledge and skills needed to build, market, and manage a business that provides occupational therapy services, which promote the distinct value of occupation. Students will explore the various models of service delivery, reimbursement issues, quality management and improvement processes, state and federal requirements, and professional requirements for business development as part of this course. *Prerequisite: MSOT 535X Administration, Management, and Leadership.*

MSOT 550 Level II Fieldwork A (12 Credits)
Students apply occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings. This is a comprehensive, hands-on experience designed to provide students with the opportunity to apply theoretical knowledge and clinical skills in real-world settings. This course builds upon foundational coursework and previous fieldwork experiences. *Prerequisite: Completion of all previous Professional Phase Coursework.*

MSOT 552 Culminating Competency and Fieldwork Preparation (2 Credits)
This course assesses the student's ability to use critical thinking and clinical reasoning. Students learn skills necessary to facilitate groups using occupation as a means and an end of intervention. Students will integrate evaluation tools and intervention strategies based on a chart review of a standardized patient. Students will design and implement an evidence-based, theory-driven, client-centered, occupation-based intervention, while making modifications throughout the process as needed, and adequately document the outcomes. In addition, students will be instructed and assessed on communication and supervision of an occupational therapy assistant, collaboration, communication, and care coordination with the interprofessional team, and the development of an acceptable discharge plan. Students must pass this course with an overall grade of 80% or higher to proceed to a Level II Fieldwork. *Prerequisite: Completion of all previous Professional Phase Coursework.*

MSOT 553 Clinical Reasoning and Application in Practice Seminar I (1 Credit)
Students apply occupational therapy skills in a clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism, and competence in developing skills to meet career responsibilities. *Co-Requisite: MSOT 550X Level II Fieldwork A.*

MSOT 560 Level II Fieldwork B (12 Credits) Students apply occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings. This is a comprehensive, hands-on experience designed to provide students with the opportunity to apply theoretical knowledge and clinical skills in real-world settings. This course builds upon foundational coursework and previous fieldwork experiences. *Prerequisite: Completion of all previous Professional Phase Coursework.*

MSOT 562 Leadership and Transition to Professional Practice (2 Credits) Students create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. The plan includes strategies to enhance the students' commitment to lifelong learning. Students will develop and refine their professional portfolios to prepare for post-graduation employment as an occupational therapist. *Co-Requisite: MSOT 550X Level II Fieldwork B.*

MSOT 563 Clinical Reasoning and Application in Practice Seminar II (1 Credit)
Students apply occupational therapy skills in a clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism, and competence in developing skills to meet career responsibilities. *Co-Requisite: MSOT 550X Level II Fieldwork B.*

Fieldwork experiences

Fieldwork is an integral part of the MSOT program at the University of Charleston. The descriptions of Level I and Level II fieldwork are in Section II. In this location you will also find policies and procedures related to fieldwork experiences.

Year 4:

Summer			
MSOT	510	Occupational Therapy Process and Evaluation	4
MSOT	511	Foundations of Occupational Therapy	3
MSOT	512	Ethics in OT Practice	1
MSOT	514	Introduction to Practice Settings and Skills	1
MSOT	515	Occupation-Based Kinesiology	3
MSOT	516	Intro to Evidence-Based Practice and Research	3
	Total		**15**

Fall			
MSOT	520	OT Process and Evaluation- Pediatrics	5
MSOT	521	OT Intervention- Pediatrics	4
MSOT	522	Level 1 FW A- Pediatrics	1
MSOT	524	Activity and Occupational Analysis	2
MSOT	525	Assistive Technology in OT	2
MSOT	526	Research Data Analysis and Dissemination	3
	Total		**17**

Spring			
MSOT	530	OT Process and Eval- Physical Disabilities	5
MSOT	531	OT Intervention- Physical Disabilities	5
MSOT	532	Level 1 FW B- Physical Disabilities	1
MSOT	535	Administration, Management, and Leadership	2
MSOT	536	Capstone	2
	Total		**15**

Year 5:

Summer			
MSOT	540	OT Process and Evaluation - Mental Health	4
MSOT	541	OT Intervention- Mental Health	5
MSOT	542	Level 1 FW C- Mental Health	1
MSOT	544	Communities and Populations	3
MSOT	545	The Occupational Therapist as an Innovator	2
	Total		**15**

Fall			
MSOT	550	Level 2 Fieldwork A	12
MSOT	552	Culminating Competency and Fieldwork Preparation	2
MSOT	553	Clinical Reasoning and Application in Practice Seminar 1	1
	Total		**15**

Spring			
MSOT	560	Level 2 Fieldwork B	12
MSOT	562	Leadership and Transition to Professional Practice	2
MSOT	563	Clinical Reasoning & Application in Practice Seminar II	1
	Total		**15**

Academic Standards for Progression in the MSOT Program

The MSOT program utilizes a letter grade system for all courses. The MSOT program rounds all grades up from a decimal point of 0.5. For example, a grade of 89.5% will be rounded to 90%, while a grade of 89.4% will remain 89%. This policy applies consistently across all courses within the program to ensure fairness and transparency. A grade of C is considered the minimum passing grade. Students in the occupational therapy program must maintain an overall 3.0. If a student's GPA falls below a 3.0, they will be placed on academic probation. The program director will review students who are placed on academic probation. The student must show progress each semester in raising their GPA. If a student's GPA drops while they are on academic probation, they will be dismissed from the program. Students must obtain an overall GPA of 3.0 prior to fieldwork II placements, if not able to achieve this they will be dismissed from the program. A student may only be placed on academic probation once, if a student's GPA drops below a 3.0 for a second time they will be dismissed from the program. The program grades are defined as follows:

A   Excellent achievement

B   Very good; expected of most graduate students

C   Minimally acceptable achievement

D   Below minimally acceptable

 F Failure

Numerical Values are often given on tests and assignments. These values translate to letter grades as follows.

A	4.0	=	90-100
B	3.0	=	80-89
C	2.0	=	70-79
D	1.0	=	60-69
F			<60

Master of Science in Occupational Therapy Program

As members of a health profession, occupational therapists have a responsibility to the consumer, to the employing agency/institution, to the community, and to society. Personal qualities such as honesty, responsibility, initiative, adaptability, communication skills, ability to function under stress, and self-confidence are required for success. In addition, good work habits, attention to detail, punctuality, attendance, and ability to follow directions (both written and oral) are important. Responsibility for one's own actions is essential--making a decision and abiding by it.

The occupational therapy student is expected to assume responsibility for his/her own learning. In considering occupational therapy as a career, applicants are advised to consider:

1.   Their goals in life, the lifestyle they wish to achieve, and the continuing education and lifelong learning required to maintain competency.

2.   The physical, emotional, intellectual, social, and economic requirements of the Master of Science in Occupational Therapy program.

3.   The technical standards of the program refer to those cognitive, physical and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum and for the development of professional attributes required by the faculty of all students at graduation.

4.   Immunizations, drug testing, fingerprints, and/or criminal background checks are required by many fieldwork facilities and the costs incurred are the student's responsibility.

It is important to be aware that a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an occupational therapist.

Students accepted into the professional phase of the program must complete a criminal background check. Many fieldwork facilities require proof of immunizations, drug testing, fingerprints, and/or criminal background checks, etc. NBCOT has an Early Determination Review process for applicants who have a history of felony convictions.
www.nbcot.org/exam/edr

Advisement, Conduct, and Behavior

Upon admission to the professional phase of the Master of Science in Occupational Therapy Program, each student is assigned a faculty advisor. Your faculty advisor is a resource for your professional development. They will help solve any difficulties and help direct you to needed resources on campus such as tutoring, financial aid, or counseling services; assist with program planning and registration; advise student of the various consequences should a student earn a grade below a "C" or if the students or their GPA drop below a 3.0 and assist with professional

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development. It is required that each student schedules a meeting with their advisor at least once per semester. During these meetings the advisor will review the student's conduct and behavior. Students are expected to reflect on their progress in the program and independently rate themselves using the conduct and behavior form which will be provided to them. During the meeting each semester your advisor will discuss your progress to date, offer feedback on your development, and collaborate in setting goals, identify any supports needed, and be intentional in setting goals for ongoing development.

Student Writing Guidelines

The MSOT program stresses the development of professional writing. Therefore, all courses have the same expectations regarding the quality of student's work. To assist students to develop this skill, we rely on the APA Style of Presentation which addresses both the content of scientific writing, and its presentation. These resources are reviewed early in the program and are expected to be used throughout the program. These fundamental writing guidelines pertain to all courses in the MSOT program. The requirements for papers should meet those described in the individual course syllabus as specified by the course instructor. As stated earlier, the MSOT program relies on the guidelines from the Publication Manual of the American Psychological Association. The references below are from the APA manual, current edition. Additionally, please refer to http://www.apastyle.org for more information on APA style. We encourage you to access the tutorial on their website. The APA Style Blog is also a helpful resource: http://blog.apastyle.org. Students are expected to have continued access to the current APA Manual in text.

Academic, Clinical, and Professional Integrity

Throughout the entirety of the MSOT program at University of Charleston and in university affiliated clinical settings, every student is expected to carry out assignments as an individual, unless otherwise assigned, and to avoid the incorporation of the ideas or work of others without proper attribution. All sources of ideas and direct quotations must be clearly documented. Failure to do so constitutes plagiarism that is punishable as an academic offense. In clinical and academic settings, students are expected to carry out assigned responsibilities with discretion and integrity, in relations with patients/clients and professionals and to always conduct themselves in a professionally responsible manner.

All occupational therapy students are expected to comply with the Health Insurance Portability and Accountability Act (HIPAA) as well as ethical standards. To do so, each student is required to review the course content associated with both HIPAA and Ethics, along with OSHA and bloodborne pathogen training. Course completion is verified upon passing an exam. Proof of successful (85% or higher score) completion of the HIPAA exam must be provided to the Program Director.

Continuing development of appropriate professional behaviors is required for advancement throughout the MSOT Program.

The faculty of MSOT program reserves the right to dismiss, or to deny admission, registration, re-admission, or graduation to any student who in the judgment of the faculty is determined to be unsuited for the study or practice of Occupational Therapy. These decisions may be based on factors including but not limited to academic, behavior, and/or professional integrity.

University of Charleston MSOT: Technical Standards
(Adapted from Rush University with permission)

The University of Charleston MSOT department is dedicated to finding and educating students to diversify and expand the world of healthcare. We are committed to preparing our future health care professionals to be representative of the national population.

The MSOT program requires specific technical standards from all applicants and enrolled students with or without accommodation. Students needing accommodation are encouraged to reach out to the disability coordinator (ASC@ucwv.edu); (304-357-4776) to confidentially discuss needs and collaborate in determining reasonable accommodations.

Technical Standards

Acquire Information:

- Grasping concepts from various instructional formats like lectures, group activities, and physical demonstrations.
- Extracting data from written materials and electronic systems, including literature reviews and data retrieval.
- Discerning information presented in visual formats such as images, slides, and videos with accompanying audio descriptions.
- Recognizing and evaluating changes in patient behavior, mood, cognition, and communication, both verbal and non-verbal.

Use and Interpret:

- Applying and understanding assessment techniques and maneuvers.
- Interpreting physiological data obtained from diagnostic instruments.

Motor Skills:

- Demonstrating psychomotor proficiency is essential for delivering comprehensive occupational therapy and aiding in procedures and treatments.
- Ensuring safety protocols are adhered to while administering therapy, conducting assessments, handling emergencies, and implementing infection control measures.

Communication:

- Effectively communicating with patients, families, faculty, and healthcare team members.
- Extracting accurate information, including medical histories, to evaluate patient conditions comprehensively.

Intellectual Aptitude:

- Utilizing mathematical, analytical, and reasoning skills to analyze patient data for diagnosis and treatment.
- Demonstrating sound judgment and timely completion of occupational therapy tasks.

- Applying critical thinking to choose appropriate assessment and treatment methodologies.

Behavioral Conduct:

- Cultivating professional relationships with clients, colleagues, and faculty.
- Advocating for patients with diplomacy and integrity.
- Exhibiting emotional resilience to function effectively under stress and adapt to dynamic learning and clinical environments.

Character Traits:

- Displaying empathy and concern for others.
- Upholding principles of integrity, accountability, and motivation.
- Committing to abide by UC and MSOT ethical guidelines.

Environmental Setup and Hybrid Program Requirements

- Maintaining a reliable, distraction-free environment for online learning that allows full engagement in synchronous and asynchronous academic activities.
- Ensuring access to a dependable computer system with high-speed internet and audio-visual capability to meet virtual classroom and telehealth simulation requirements.
- Possessing the ability to navigate digital learning platforms (e.g., LMS, video conferencing tools) and comply with technology-related expectations for coursework and communication.
- Adapting to in-person clinical and lab sessions, including travel to university or fieldwork sites as scheduled, and preparing necessary materials and attire in advance.
- Meeting expectations for time management, task prioritization, and workspace organization to succeed in a flexible, hybrid learning environment.

These technical standards are non-negotiable and apply equally to all students, with or without accommodation (RUSH University). Students requiring reasonable accommodation should contact the disability coordinator for confidential discussion about their needs. Accommodations are not retroactive, so timely requests are crucial. For further information on accommodations at the University of Charleston, please reach out to:

Academic Success Center
C/O Disability Coordinator
University of Charleston
302 Schoenbaum Library, Clay Tower Bldg.
2300 MacCorkle Ave., S.E.
Charleston, WV 25304
Email: ASC@ucwv.edu

Commitment to Recruitment and Support for Minoritized Students

The MSOT program is committed to recruitment and supports in place to ensure success from admission through graduation. For our program, we define minoritized as:

Race and Ethnicity: Individuals from racial and ethnic groups historically underrepresented in higher education, including but not limited to Black or African American, Hispanic or Latinx, Native American, Pacific Islander, and Asian

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communities.

Gender Identity and Sexual Orientation: LGBTQIA+ students, transgender, and gender-nonconforming individuals.

Socioeconomic Status: First-generation college students or students from low-income backgrounds.

Disability Status: Individuals with physical, intellectual, or learning disabilities.

Religion: Students whose religious beliefs or practices differ from the dominant culture.

Immigrant and Refugee Status: Immigrants, refugees, or children of immigrants who may face unique challenges.

Males in female-dominated professional fields: Such as occupational therapy.

Commitment to Recruitment

The MSOT program recognizes that fostering diversity and inclusion strengthens our academic environment and the occupational therapy profession. We are committed to recruiting minoritized students through the following strategies:

1. Outreach Initiatives:

   o Seeking to partner with minority-serving institutions (MSIs), community organizations, and high schools in underserved communities.

   o Participating in diversity-focused career fairs and conferences.

   o Hosting information sessions that emphasize the program's commitment to diversity and inclusion.

2. Scholarships and Financial Support:

   o Providing information about external funding opportunities and financial aid through our Financial Aid Office.

   o Promoting awareness of institutional, state, and national scholarship opportunities, particularly those aimed at underrepresented groups.

3. Inclusive Admissions Process:

   o Employing a holistic admissions process that values diverse experiences, perspectives, and backgrounds.

   o Prioritizing qualities such as resilience, cultural awareness, and a commitment to health equity within applicant review.

Commitment to Student Support and Retention

The MSOT program is dedicated to supporting minoritized students throughout their academic journey. This includes:

1. Mentorship and Advising:

   o Encouraging peer mentoring programs that connect incoming minoritized students with current students or alumni.

2. Diversity, Equity, and Inclusion (DEI) Training:

   o Providing ongoing DEI workshops and training for faculty, staff, and students to promote cultural competency and understanding of the unique challenges faced by minoritized students.

3. Support Services:

   o Connecting students to on-campus resources such as counseling, academic support, and affinity groups for minoritized populations.

   o Providing accommodations for students with disabilities in compliance with federal law and university policy.

   o Offering career services that help minoritized students navigate professional opportunities, networking, and post-graduation planning.

4. Student Feedback and Engagement:

   o Actively seeking input from minoritized students through surveys, focus groups, and direct feedback to continually improve our recruitment and retention efforts.

5. Cultural Competency and Advocacy

   o Embedding cultural competency education throughout the curriculum, preparing students to deliver respectful, relevant, and effective care across cultures.

   o Encouraging students to engage in professional and community advocacy that promotes health equity, accessibility, and justice within the healthcare system.

   o Supporting student-led initiatives and capstone projects that focus on underserved or marginalized populations.

6. Development of Culturally Relevant Materials

   o Equipping faculty and students with the knowledge and tools to develop culturally responsive educational and clinical resources.

   o Promoting inclusive case studies, assessments, and interventions that reflect the lived realities and values of diverse client populations.

   o Continuously reviewing and updating program content to reduce bias and reflect a broad spectrum of cultural identities and practices.

Accountability and Continuous Improvement

The OT Graduate Program commits to ongoing evaluation of its recruitment, retention, and support initiatives for minoritized students by:

- Regularly reviewing the effectiveness of the recruitment strategies and support services.

- Tracking graduation rates and post-graduation success of minoritized students.

- Making adjustments to policies and practices based on feedback, research, and evolving best practices in diversity, equity, and inclusion.

This policy ensures that our program values the unique contributions of all students, fosters an

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inclusive environment, and supports the success of minoritized students through intentional and continuous effort.

Guidelines for Student Conduct

A student in the MSOT Program has the responsibility to:

1. Behave honorably at all times;
2. Be sensitive to the needs and concerns of others;
3. Make conscious efforts to understand and respect the values and practices of others who are different from themself;
4. Carry out assignments as an individual, unless otherwise assigned, and to avoid the incorporation of the ideas or works of others without proper attribution. All sources of idea and direct quotations must be clearly documented. Failure to do so constitutes plagiarism that is punishable as an academic offense;
5. Be respectful of classmates' and of faculty work; do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via coursework, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.

University of Charleston Student Email Communication Policy

The University of Charleston, recognizing the increasing need for electronic communication with students, has established email as an official means of communication with students. An official University of Charleston email address is required for all students. The University has the right to send official communications to the University email address, which is based upon the University Network ID (UNI) assigned to the student. The University expects that every student will receive email at his or her University of Charleston email address and will read email on a frequent and consistent basis (daily on days classes are in session). A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may elect to redirect (auto-forward) email sent to their university email address. Students who redirect email from their official University email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University email address. All use of email will be consistent with other University of Charleston policies.

Communication within our Program

As a hybrid program, attention to communication is a priority. The occupational therapy program uses the e-Learn platform for accessing lectures and course materials. This is where assignments will be posted and submitted. In addition, each of you will be issued a University of Charleston email. You are expected to activate this and use it for communication with your instructors. Please check your email and e-Learn sites daily at a minimum.

All students are expected to remain in communication with each course instructor, with the fieldwork educator, and with the Occupational Therapy program director. To this end, daily access to the University of Charleston or other internet system for ongoing communications

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within courses and about courses, department broadcasts, course assignments/readings, etc. is required. All students must activate and use their University of Charleston identification and password to access eLearn and email. eLearn is an internet-based platform through which information related specifically to courses is disseminated that includes everything from course syllabi, reading materials, class handouts, to course-based group discussions and exams. Each course instructor will review how eLearn is set up for their specific course. If, for any reason, a student is unable to attend class or fieldwork, that student must notify the course instructor, the academic fieldwork coordinator, and the fieldwork educator in advance of the absence. Please refer to the sections on attendance for more information.

Behavior and Conduct in the Classroom

Attend class on time. Attendance will be taken at the start of class. The instructor can note the late attendance. An occasional late attendance is not considered a lack of professional judgment or behavior, as there are times events out of one's control that might account for this. Being on time is expected of students in this program and tardiness may negatively impact a student's grade.

During class. Handle all laboratory materials with care. All materials and student space must be cleaned after use in accordance with the infection control policy. Return materials to their original place. Return all borrowed materials. Report broken or non-working equipment to the instructor. Restore the space to order at the end of the class by replacing furniture as directed, removing any trash, and cleaning up after themselves.

Technology. In a hybrid program students are expected to be engaged in synchronous and asynchronous classes. Please use your technology to enhance your learning. In hand-on labs and synchronous classes, instructors will identify in their syllabus how computers can be used. Please note that using your electronic devices for the purposes of texting, web surfing, email, messaging, etc. distracts from your and others' learning. Please work with your instructor if you need to have notifications on while in class. Sit near the door and exit the room to answer or respond to the notification. For online courses, the student is required to have their camera on and to be seated in a professional environment where communication will not be disrupted (i.e., not lying in bed, on the floor, sitting in your car, or in a public place that could make class participation an issue or be a distraction to others in the class).

Student Probation and Dismissal

Unsatisfactory performance by a student within the professional program may result in his/her being placed on probation or dismissed from the program.

Probation

There are two forms of probation:

- *Academic Probation*: Academic probation is automatically in effect for any student whose cumulative GPA is less than 3.0. Academic probation also results when a student earns less than a "C" or an "Unsatisfactory" in a course within the professional program and successfully petitions the faculty to be placed on probation. The student remains on

academic probation until the class is repeated with a passing grade and/or the cumulative GPA is at a minimum of 3.0.

- *Professional Probation* When a student exhibits a pattern of inappropriate behavior regarding conduct, judgment, or honesty, faculty meet and discuss the student's problematic behavior. The student may then be notified in writing of the concern and be asked to meet with the faculty to discuss the issues. During that meeting with the student, faculty will ascertain whether the student should be allowed to continue in the professional program while on probation or be dismissed from the program. If there is unanimous affirmation, the student is allowed to remain in the professional program. The student will then be asked to develop individualized goals for remediation and deadlines for completion of each goal. Faculty will review and either accept the goals or ask for modification.

Once placed on either probation status, the student is not permitted to complete Level I or Level II placement unless special permission from faculty is granted. The student must formally request permission in writing. Students on academic probation must have a 78% or higher in all courses to petition to be scheduled for Level I fieldwork.

Dismissal

- If a student fails to meet the established objectives by the deadline for remediation of professional and/or academic probation, he/she may be terminated from the professional program.
- During the professional program, a student who is placed on probationary status twice, whether it is professional and/or academic, will be terminated from the professional program.

- If a student is on academic probation and earns less than a "C" or an "Unsatisfactory" in a professional level course, he/she will be terminated from the professional program.

- Egregious and unprofessional behavior by a student that, in the judgment of the faculty, is not remediable will result in termination from the professional program.

Employment Considerations

Enrollment in the Master of Science in Occupational Therapy (MSOT) program requires a significant investment of time, energy, and focus. As a rigorous graduate-level program with both academic and clinical demands, students should anticipate dedicating substantial time to studying, completing assignments, participating in labs, and preparing for fieldwork experiences.

A general guideline for academic success in graduate studies is to plan for **a minimum of two hours of study for every hour of scheduled class or lab time**. For example, a student enrolled in 15 contact hours per week should expect to commit at least 30 additional hours to reading, projects, group work, skill practice, and other academic activities.

Because of these demands, **full-time employment while enrolled in the MSOT program is strongly discouraged**. Balancing the program's rigorous academic load with full-time work may compromise

academic performance, health, and overall well-being. Part-time work may be feasible for some students; however, it should be carefully considered in light of the following factors:

- **Course schedules** and synchronous learning requirements, especially in the hybrid format.
- **Weekend or evening lab intensives** and occasional travel for hands-on components.
- **Fieldwork placements**, which require daytime availability and often full-time hours during clinical rotations.
- **Group projects or collaborative assignments** that may require coordination beyond scheduled hours.

Students are strongly encouraged to review their personal, academic, and financial responsibilities prior to the start of the program and **make informed decisions about employment accordingly.** Open communication with faculty and academic advisors is recommended when evaluating workload or considering changes in employment status during the program.

The MSOT program is committed to supporting students' success and can connect students with campus resources such as **financial aid services, time management workshops, and wellness support** to help manage the demands of graduate education.

Attendance Policies

Our program is guided by the philosophy of adult learning and professional education, and we therefore expect all students to attend all required classes (both in-person and online) and all fieldwork assignments, be on time, and be engaged, as is required in a clinical work setting. The attendance policy is designed to mirror conduct and behavioral expectations in the field of occupational therapy, where reliability, accountability, and professionalism are paramount. Graduate students are expected to treat their education with the same commitment and responsibility as they would a professional job, adhering to high standards of attendance, punctuality, and engagement.

If you cannot attend class, you are expected to email the professor prior to class or as soon as possible. In the event that a student is absent due to illness, he/she may be expected to submit a physician's note. Please note that attendance is taken in each class that a student's presence is required.

Hybrid Program: It is critical to note that this program is a Hybrid program, this means that in person labs will be scheduled for hands-on learning. The majority of these labs will be held on weekends, but there may be times during the week. The program will notify students of the dates of labs at the end of the previous term.

Excused absence: Any absence due to a major life event is excused. Absence due to a planned major event must be cleared with each instructor at the beginning of each semester. Such excused absences, unless otherwise noted, are generally limited to one day. Extensive absences following a major life event may be subject to a leave of absence, with resuming one's education the following term/year. Absences due to religious holidays are subject to the terms identified in the following sections: Major Religious Holidays.

Unexcused absence: Any absence due to a vacation or other personal preference without permission of the Program Director is considered "unexcused." The instructor has the right to lower the final course grade by 1 full letter grade due to excessive (15% or greater) unexcused absences, lateness, or continued unprofessional behaviors. If your class average is a "B," your grade will be entered as a "C." If your average is "C" or below, you will receive an "F" for the course, as passing in the program is a "C." Excessive unexcused absences, lateness, and unprofessional behaviors will also result in referral to the Student Advisory Committee. Students who miss 20% or more of classes due to unexcused absences are subject to fail, regardless of their overall class average. Any student who misses an assignment or exam due to an unexcused absence will receive a grade of "0" for that assignment or exam and will not be allowed to make it up.

Students that miss 20% or more of class time due to combined excused and unexcused absences will be discussed by the faculty as a whole to determine an appropriate course of action.

The MSOT program follows the general university calendar. However, there are on occasion exceptions to the schedule identified by the university. Examination dates, study dates, etc. may follow a different timetable. It is imperative that each student review the schedule each semester, and review each course's syllabi, before making any plans that are contingent on the calendar. All dates are subject to change.

Major Religious Days

It is the policy of the University to respect its members' religious beliefs. Each student who is absent from school because of his or her religious beliefs will be given an equivalent to make up any examination, study, or work requirements which he/she may have missed because of such absence on any day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.
The program faculty will try to avoid scheduling conflicts with major religious days as much as possible. If a suitable arrangement cannot be worked out between the student and the faculty involved to make up for missed work, the student and faculty should consult the Program Director. If an additional appeal is needed, it may be taken in accordance with the appeals process.

Honor Code for Academic and Professional Conduct

The MSOT program is committed to the highest academic and professional standards. To this end, there is an expectation that all students, faculty, and staff will act in ways consistent with these standards. Conduct must reflect honesty and integrity in all activities associated with our program and with all parts of the university. The following reflects our programs' Honor Code and applies to but is not limited to classroom and clinical settings.

Note that academic work includes but is not limited to all assignments handed in for review, all presentations, all labs, and all fieldwork assignments, as determined by course instructor and/or fieldwork educator, and all extracurricular assignments associated with University of Charleston Clinical settings are those settings in which students are placed for any assignment used in

fulfillment of our program requirements, or as part of an extracurricular activity associated with University of Charleston.

- Students in the MSOT program are expected to fully engage in all aspects of the academic curriculum. This includes fulfilling all requirements of each class, as delineated in each course syllabus, and in the student handbook.
- All assignments and examinations will reflect full participation in accordance with the guidelines established by the course instructors.
- Each student must fully contribute to all assignments that are collaborative or group based. Under no circumstance will a member of a collaborative effort be "carried" by their group or receive credit when that student did not contribute.
- All submitted assignments will reflect original work. Any information that is not original must be properly referenced according to the APA guidelines.
- All students are expected to be respectful of classmates' and of faculty work; do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via e-Learn, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.
- No assistance, unless authorized by the course director, will be used on any assignment or examination. Under no circumstance will cheating, including plagiarism, be tolerated.

  Cheating is defined as: "the giving or receiving of unauthorized and or unfair aid in academic work. This may occur by, but is not limited to lying, deceiving, stealing, talking, signaling, copying from other students, and unauthorized usage of books, data (both in hardcopy and electronic formats), study aids, or other sources in a manner inconsistent with the expectations established by" the program.

Plagiarism includes but is not limited to:
- Submitting essays, portions of essays, or other prose written by other people as one's own;
- Failing to acknowledge, through proper citation of the source of ideas essentially not one's own;
- Failing to indicate paraphrases or ideas or verbatim expressions not one's own through proper use of quotations and footnotes;
- Submitting an essay written for one course to a second course without having sought prior permission from both instructors;
- Collaborating with other students or outside sources on an assignment or examination without specific permission from the faculty member to do so;
- Using another person's or institution's research or data without attribution.

It is each student's responsibility to direct any questions or concerns about what constitutes academic and clinical integrity to a faculty member. The MSOT program will be responsible for reviewing charges of academic misconduct brought against a student. The consequences of a violation will be determined by the faculty responsible for the course in collaboration with the Program Director. The MSOT program reserves the right to dismiss, or to deny admission,

registration, readmission, or graduation to any student who in the judgment of the MSOT Program Director is determined to be unsuited for the study or practice of Occupational Therapy.

Policy on Artificial Intelligence

University of Charleston students are assigned coursework to complete throughout their academic career, which is meant to assess knowledge and demonstrate skills learned. Without proper citation and/or authorization from the instructor of the course, submitting work created by Artificial Intelligence (AI) is considered a violation of UC's Academic Integrity policy. If a student is not clear about what could be considered a violation, please contact the faculty before using any AI assistant applications. Individual disciplines and / or instructors may have additional criteria and requirements for the use and documentation of the use of AI.

 Social Networking

As a healthcare professional, you are held to a higher standard when it comes to presentation of self in the community and on social media sites. The faculty recognize the role social media plays today and that many find this to be a valued occupation. As you start your professional career (as a student in the program, on level II fieldwork, and as entry level professionals) it is important that you consider carefully what you are posting on social media sites, who you are asking to network with you, and how you respond to others. Even with strong privacy settings, it is important that you avoid posts or photos about your classroom and fieldwork experiences. Here are some specifics:

1. Do not ask your faculty or fieldwork educator to "friend" you during the program. This puts you, your faculty, and your fieldwork educatorss in an awkward situation by sharing personal information. If you mutually decide to do this after you graduate, this is your personal choice.
2. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.
3. Names of peers, faculty members, fieldwork educators, comments or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. It is critical that you protect classmates and not disclose specific information regarding performance or your perceptions of their personalities.
5. It is a serious HIPPA violation for students to mention a consumer (e.g. patient, participant, client, resident, etc.) with enough information that the consumer might be identified, even if you avoid protected health care information. The consequences for violations are severe. Violations could result in professional probation or dismissal from the program.
   - Private OT class groups on social network sites are NOT secure networks. They are vulnerable to serious privacy risks.
   - When in doubt about the appropriateness of a potential post, do not post it.
   - E-learn course sites are within a secure system, so you may share general information about experiences with consumers but avoid identifying information and speak more in generalities.

6. Stating where you are on fieldwork is up to you, but make sure to follow any facility's policies on social networking while you are on fieldwork. There may be policies or issues with you being identified. Consider if you want privacy from clients, patients, and staff.
   - On a private OT class group on a social networking site, students shall NOT mention consumer or classmate information, comments, or criticism about fieldwork sites, and/or specific information regarding any academic performance, including fieldwork.
7. If you have any posts that are even questionable, please remove them immediately.
8. If you are unsure of whether or not to pursue some aspect of social networking, you are advised to obtain advice from a professional source, such as your advisor, fieldwork educator, the Academic Fieldwork Coordinator, or another faculty member of the occupational therapy department.
9. Use your official University of Charleston email address for all professional correspondence needed via e-mail for all academic and fieldwork related issues. Know that you are a representative of the program, and you are expected to act professionally in all correspondence. Please review your emails for tone and professionalism before sending them.

Dress Code

The University of Charleston MSOT Program has enacted a dress code for occupational therapy students and faculty. As students enrolled in a professional program of study in occupational therapy, you are held to a somewhat higher standard of personal presentation than that of your counterparts across the university campus. The guidelines provided here will help you to cultivate your professional wardrobe in anticipation of required fieldwork experiences and future employment. It is expected that you will develop a desire to represent your chosen profession and academic department in a positive manner as you complete your studies in occupational therapy. Remember, the goal of a dress code in a professional program is to foster a sense of professionalism, respect, and readiness for the demands of the field. Students who fail to meet expectations may be asked to leave and return in appropriate attire. Students needing cultural/religious exceptions should meet with the Program Director.

General Guidelines during all MSOT academic experiences:
- Avoid clothing that is too revealing or excessively tight.
- Skirts and dresses should be of appropriate length, preferably knee-length or longer.
- Tops should not show cleavage or be too sheer.
- No clothing or shoes with holes, rips, or tears.
- Consider the demands of classroom activities and ensure clothing allows for ease of movement.
- Avoid overly delicate fabrics or excessive accessories that may interfere with learning activities.
- Hair should be clean and away from the face.
- Properly trimmed fingernails.
- Minimal jewelry

- Familiarize with professional attire expectations within the occupational therapy field, which may vary depending on specific settings or institutions.
- Maintain good personal hygiene and grooming standards.
- Clothing should be clean, pressed, and free from wrinkles or stains.
- No sweatpants, pajamas, crop tops, hats.
- No clothing with offensive messaging.
- No shorts that are shorter than mid-thigh.
- No crop tops.

Attire when guests are present in the classroom and offsite Experiences (*Business Casual*)
- Collared shirts (button up or polo).
- Khaki pants - tan, black, navy, or brown.
- Closed toed shoes that are in good repair.
- Name badge

Attire for Professional Conference and Offsite Presentations (Business*)*
- Dress skirt (knee length preferred) and blouse.
- Full-length slacks (no jeans materials).
- Business dress.
- Dress shoes with a back.
- Collared shirt or sweater.
- Dress pants.
- Name badge

Etiquette For Videoconferencing in Classes and Meetings with
Microphones:
1. Verify that there are no obstructions in front of the microphones. Adjust volume to an appropriate level that does not cause echo or feedback at either site.
2. Assume that participants at other sites can hear you, even when muted. Avoid unintentionally sharing personal or inappropriate information across the video system.
3. Avoid wearing jewelry that makes noise (i.e. jangling bracelets or earrings) as microphone systems are sensitive and noise will be heard by participants at other sites.
4. Avoid paper rustling, pen tapping or other distracting behaviors to limit noise transference. Similarly, food bags, pop cans, Velcro fastenings on backpacks can be highly distracting. Mute the microphone when these activities are happening.
5. Limit side conversations and whispering as these will be picked up by the microphone.
6. Avoid moving microphones without first muting. Moving microphones creates loud scraping sounds that are heard by distance sites.
7. Do not place laptops, cell phones directly next to microphones to avoid "start-up sounds," notification chimes.

Cameras:
1. It is expected that all participants have their cameras on, unless otherwise instructed.
2. Verify that all participants are in the picture.
3. When speaking, make eye contact with the camera, not the monitor. This is "face to face" for viewers at distance sites.
4. Avoid wearing overly bright colors, distracting patterns, or colors that match the

background.

5. Limited excessive movement. This prevents break-up of the picture and distraction to participants.

Presentation:
1. When using multiple technologies (i.e. PowerPoint, projectors, Breeze), set up and test prior to starting, when possible.
2. Speak clearly and without shouting. The microphones are sensitive, and will capture your normal speaking volume, if you are not mumbling.
3. Do not over-exaggerate hand gestures or facial expressions.
4. When needing to capture the attention of a participant at a remote site, say the name of the person, or "excuse me," and then wait for them to acknowledge you. You may also choose to raise your hand for the instructor's attention. Ask the instructor at the start of a course which method he/she prefers.
5. When speaking, identify yourself by name before asking your questions or making comments.
6. If you interrupt a speaker, say "excuse me," and give them the opportunity to continue, or pause for your question or comment.
7. Display the same attentiveness you would if all participants were in the same room. Even though it is a distance format, disinterested posture, fidgeting, and inappropriate technology use (i.e. cell phone, texting, IM) can still be seen.
8. Professionalism is expected of all students at all times regardless of the delivery format.

Examinations:
1. Examinations will be given in the class period at times set by the instructors.
2. A student who misses a regularly scheduled exam due to an excused absence will be scheduled to make up that exam at a specific time. The faculty reserves the right to develop an alternative exam.
3. Any special arrangements for accommodation must be arranged by the student.
4. Pop quizzes are not permitted to be made up. The student scores a "zero" for that quiz.
5. Final examinations are to be held on the date and the time listed in the course syllabus.

<div align="center">

Health Insurance Requirements

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Students are expected to have health insurance coverage throughout the program. It is the student's responsibility to provide verification of coverage to the department and to update the program as changes in the student's coverage occur.

<div align="center">

Hybrid and Distance Learning Requirements & Fees for the Program

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Technology Requirements

Applicants for the MSOT Program are required to have a high functioning computer with updated software and good bandwidth and internet connection, as well as video access. Students must be competent in the use of technology and able to efficiently navigate online platforms used within the program. No exceptions are allowed due to the design of this program to ensure that students are able to complete course assignments and attend virtually held classes from a distance.

Travel

Students are required to travel to campus, fieldwork sites, and community agencies. Each student is responsible for expenses related to travel.

Student Complaints (UC Student Handbook 2024-2025)

In compliance with the Higher Education Opportunities Act of 2008, the U.S. Department of Education (USDOE) conducted a Negotiated Rule Making Process in 2010 that requires institutions offering distance education to provide enrolled and prospective students with contact information for filing complaints with its accrediting agency and with the appropriate state agency for handling complaints in the student's state.

The University of Charleston takes student complaints seriously. Most complaints can be resolved within the University itself. This can be done initially by engaging in open communication with the individual directly involved. If the issue is not satisfactorily resolved, the student should contact the individual's fieldwork educator, for assistance in reaching a resolution.

If this informal process is unsuccessful, the student is encouraged to complete the UC Student Complaints Form. Note that while providing contact information on the form is voluntary, the University will be unable to communicate with the student about the complaint without it. Once the form is completed it will be submitted to the appropriate supervisor, and Vice President or Executive Vice President.

Grades

Complaints about grades are handled through the University's Policy on Grade Appeal, which is published in both the Student Handbook and the Academic Catalog.

Title IX

For complaints about sexual discrimination, sexual harassment, or sexual assault or violence, contact the University's Title IX coordinator:

> Virginia Moore
> Vice President & Dean of Students
> Title IX Compliance Coordinator
> Office Phone Number: 304-357-4987
> titleix@ucwv.edu

If a student has exhausted the University's internal processes and remains dissatisfied, a formal complaint can be filed with the West Virginia Higher Education Policy Commission using that body's established Student Complaint Process.

The University of Charleston is accredited by the Higher Learning Commission. Complaints about the university can be submitted to that body using its Complaints System, or by writing, emailing or telephoning:

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Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604

info@hlcommission.org
800-621-7440 or 312-263-0456

Policy on Grade Appeal (Academic-Catalog 2024-2025)

The assignment of grades for academic work is an important matter that falls within the professional responsibility of each individual faculty member. Grades are determined in such a way as to reflect as accurately as possible student performance according to criteria available to the student and so as to protect the academic freedom of the faculty member and the student. It is recognized that there is an inherently subjective element to grading, but it does not follow from this that grading is done in an arbitrary fashion. Grades are determined by faculty based on their academic judgment and a disagreement or dissatisfaction with the evaluation of the work is not a basis for a grade appeal. Work turned in after specific deadlines published in the course syllabus or end of the official class term cannot be considered in the grade appeal process. Note: Technical issues beyond a student's control should be reported immediately to faculty member and the Help Desk (help@ucwv.edu). Additional information may be found on page 68 of the UC Academic Catalog 2024/2025.

Graduation Requirements
General University Undergraduate Degree Requirements

Students must meet the graduation requirements as published in the Catalog in effect when they first enroll in order to graduate, unless they have not maintained continuous enrollment (summers exempted). Students who interrupt their studies may be expected to meet degree requirements of the Catalog in effect at the time of their return. Transfer student requirements are governed by the Catalog in effect at the time of initial enrollment. Subsequent changes in degree requirements, as published in the Catalog, amended by the faculty, may be substituted at the option of the faculty in discussion with the student.

Within the University certain programs have specific guidelines as to the courses accepted for credit or the time in which courses can be applied for credit. Records of students not completing degree requirements within these times will be subject to review to determine graduation requirements.

Departmental requirements for graduation are those in effect at the time the student declares the major except in cases in which an external accrediting agency requires otherwise. Changes in departmental requirements after declaration will apply, provided they do not require a student to enroll in more than a normal complement of credit hours in any term or do not prolong the time required to complete degree requirements.

Undergraduate Bachelor's Degree Requirements

For a student to graduate with a bachelor's degree, they must successfully complete the first year of the MSOT program and all degree requirements for their undergraduate major. The student must be in good academic standing and have earned 120 credit hours

MSOT Degree Requirements

For a student to graduate from the MSOT program, the student must be in good academic standing, have had satisfactory progress in all semesters of the academic program, and satisfactorily complete the following:

- Successfully complete the required 92 credit hours.
- Achieve a cumulative GPA of 3.00 in the program.
- Exhibit the expected conduct and behavior as described in the Conduct and Behaviors Review Form, AOTA Core Values, and the Code of Ethics for the Occupational Therapist.
- Successfully complete a total of 24 weeks of supervised Level II Fieldwork.
- Complete all program requirements within four years of the start date unless the program director approves an extension.
- Honor all professional and financial obligations to the University of Charleston, as published in the University of Charleston and MSOT Student Handbooks, and as specified in any written communications from the University's administrators.

Student Resources

Tutoring Services

The University of Charleston offers free tutoring for a variety of subjects and skills (writing, mathematics, and more). In some cases, course-specific assistance is available. Click here to access Brainfuse online tutoring and the UC scheduling system for peer tutoring. Ask your instructor if tutoring specifically to this course is available.

Library Resources

The Schoenbaum Library provides students access to a vast array of books, journals, and databases both on campus and online. Access to resources is via the library website at https://www.ucwv.edu/academics/library/. Students access these resources using their standard UC login credentials.

Reference assistance is available during normal business hours either in person, via e-mail at librarian@ucwv.edu, or by calling 304-357-4780. After hours, please e-mail librarian@ucwv.edu.

Technology Support Services
Information Technology provides eLearn, myUC, and email support for students.
Email: help@ucwv.edu

Privacy Practices

The University of Charleston values student privacy and uses information collected from you in limited ways as defined by our Privacy Practices statement. Click here to view UC's Privacy Practices statement.

Counseling

The UC Counseling Center provides on-site individual and group counseling to assist students seeking strategies to cope with issues that may be of concern such as abuse, substance use/dependence, sleep problems, anxiety, loneliness, depression, relationship/family issues, stress, grief, and eating disorders. The Counseling Center is located on the third floor of the Geary Student Union (GSU) in room 301. Call 304.357.4862 or email uccounselor@ucwv.edu for an appointment.

University Policies

ADA Policy Statement

It is the policy of the University of Charleston to provide reasonable accommodation for qualified individuals with documented disabilities. UC will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations in regard to affording equal educational opportunity. However, it is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodation. This is in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Disability and Accessibility Coordinator Contact Information: Academic Success Center; 302 Schoenbaum Library, Clay Tower Bldg. (ASC@ucwv.edu); (304)357-4776.

Title IX

The University of Charleston and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of sexual misconduct, that faculty member must notify UC's Title IX Coordinator, Virginia Moore, (GSU 309, titleix@ucwv.edu, 304-357-4987) and share the information. The Title IX coordinator will then be available to assist you in understanding all your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential counseling resource, contact the on-campus University Counseling Center at uc-counselor@ucwv.edu or 304-357-4862, or an off-campus resource, REACH, at 304-340-3676, 1-800-656-HOPE, or by clicking here. To view UC's Sexual Harassment Policy and Grievance Procedures for resources, please visit the following web address: http://www.ucwv.edu/UC Life/Student-Resources/Title-IX/.

Student Withdrawal

A student desiring to withdraw totally from the University of Charleston must obtain a "Complete Withdrawal" form from the Dean of Students and submit the completed form to appropriate offices. In order to complete the form, the student must consult with the Dean of Students; Charleston Student Solutions Center: Phone 304-357-4947; Beckley and Online Student Solutions Center:1-877-393-5014.

Tuition Refunds

Withdrawal from a class or from all classes may impact aid eligibility, both in the semester in which the withdrawal occurs and subsequent semesters. The University's refunds are made based on University policy as specified in the section below. Refunds to financial aid programs are made in compliance with the U.S. Department of Education Federal Title IV Refund Policy regulations, state program policies and University regulations:
https://www.ucwv.edu/wphttps://www.ucwv.edu/wp-content/uploads/2020/06/Federal-and-University-Financial-Aid-Refund-Policy.pdfcontent/uploads/2020/06/Federal-and-University-Financial-Aid-Refund-Policy.pdf

Athletic Educational Requirements

In order to be eligible to participate in intercollegiate athletic competition, a student-athlete must meet academic eligibility standards established by UC, the NCAA, and the Mountain East Conference (MEC). The Assistant Athletic Director for Internal Operations, the Assistant Athletic Director for Recruitment & Retention, the FAR, and the Registrar will certify the eligibility of all student-athletes prior to intercollegiate competition:
https://ucgoldeneagles.com/documents/2023/7/31/2023-24_Student_Athlete_Manual.pdf.

Appropriate Use of Equipment and Supplies For All Educational Activities That Have Implications On Health And Safety Of Clients, Students, And Faculty

Safety Rules:
- General:
  - Students are encouraged to take their time and remain attentive, as often people accept a greater risk of danger to work faster or more efficiently. We implore students to carry out tasks slowly and carefully to ensure safety as their priority.
  - Do not operate a piece of equipment until the instructor has demonstrated the proper usage protocol.
- Housekeeping:
  - Students are asked to clean the work area at the end of each lab.
  - Students are asked not to leave tools and supplies out when not in use.
  - Students are asked to maintain a clean work environment to avoid any potential hazards.
  - Students are asked not to block any fire extinguishers, fire exits, or doors in the event of an emergency that requires quick exiting of the building.
- Handling, Lifting and Carrying Heavy Objects:
  - Students are encouraged to lift heavy items using proper body mechanics (bend from the knees and lift with legs).
  - Always proceed with caution when handling or carrying objects from one point to another.
  - When carrying an oblong object, students are encouraged to lift with hands placed on the top and bottom to allow for proper distribution of the weight, as well as assist with balancing the object.
- Physical Agent Modalities (PAM) Equipment:
  - User manuals for all PAMS used in the lab are kept in the Program Director's office.
  - Students are not to use any equipment until after being educated on the use of

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PAM's and safety guidelines have been discussed in detail.

- o The Administrative Assistant for the MSOT program will be responsible for doing weekly checks of the hydrocollator and paraffin machines.
- o A biomedical service will provide annual check and calibration of equipment for continued safe use.

Infection Control

- Infection control is of critical importance at the University of Charleston.

- Students are required to wash their hands prior to and following all lab activities.
- No outside food and drink, except for water, are to be consumed in the lab spaces. This does not include laboratory activities that require food and/or drink. This is at the discretion of course faculty.
- All mats are to be cleaned after use using approved cleaning wipes. Mats must be cleaned after each use, prior to a new person using it. No shoes should be worn on any plinths or floor mats throughout all departmental labs.
- Labs and equipment are to be cleaned after each usage to prevent the spread of potential germs/infections. The course faculty who are supervising labs are responsible for this procedure.
- Gloves are to be worn for any infection, open wounds, or scabs.
- Students with certain health problems that may be adversely affected by laboratory experiences should notify the lab instructor of their particular needs at the beginning of the semester (e.g., needs you have related to respiratory problems, allergies, skin problems or open wounds, seizure disorders, vestibular/balance disorders, gastrointestinal disorders, sensory/sensory integrative disorders, hearing deficits, visual problems, etc.).
- Students who experience injury or illness during laboratory sessions, such as dizziness, wheezing, skin rash, lacerations, abrasions, and vomiting should notify the instructor immediately.
- Should students observe a safety hazard before, during, or after laboratory sessions, they should notify the instructor immediately.
- Appropriate infection control attire must be adhered to.
- Students are to wear clean attire, close-toed shoes, minimal jewelry; keep hair tied away from the face and not report to class/fieldwork when ill.
- All departmental linens utilized are to be washed after each lab usage and returned to the lab within two working days. The course faculty who are supervising labs are responsible for this procedure.

Standard Precautions

Standard Precautions are barrier precautions utilized by all occupational therapy assistant students when working with all patients or simulations regardless of the diagnosis or simulated diagnosis. The purpose is to reduce the risk of transmission of microorganisms from all sources which include the following:
- All body fluids
- Secretions, excretions
- Skin mucous membranes
- Equipment/all surfaces

Barriers will be utilized based on the potential for contact with the above sources and type of

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care interaction. The provider is responsible for complying with all precautions including isolation and use of barriers.

The MSOT Program has incorporated standard precautions in all program procedures involving patient care and simulations.

All MSOT students receive training in standard precautions including hand washing and personal hygiene issues that are involved in infection control.

- Alcohol based hand cleaners will be the first method for hand sanitization when there are no signs of visible soil on hands.
- Visibly soiled hands will be washed with soap and water for a minimum of 20 seconds.
- Hand washing is to occur before patient care, in between patient care, after patient care, and before/after donning/doffing gloves, in addition to patient care, before/after touching any equipment or object in the environment regardless of being gloved, and before and after utilizing the bathroom.
- Students will clean equipment/supplies prior to transporting them to another location for patient care or storage.
- Nails must be groomed to no longer than ¼ inch past fingertips to reduce the chance of bacteria transfer.

SOAP PRODUCTS:

- Wet hands first with water.
- Apply an amount sufficient for lather to cover all surfaces of hands and wrists.
- Rub hands together well, covering all surfaces of the hands and fingers with special attention to areas around nails and between fingers for a minimum of 15 seconds.
- Rinse well with running water.
- Dry thoroughly with a paper towel.
- Use a paper towel to turn off the faucet.
- Avoid using hot water as repeated exposure to hot water may increase the risk of dermatitis.

ALCOHOL BASED PRODUCTS:

- Apply to dry hands that are not visibly soiled.
- Rub hands vigorously to apply gel to all surfaces of hands, fingers and fingernails, until hands are dry. If hands feel dry after rubbing hands together for 20 seconds, insufficient volume of product was applied.
- Wash hands after 7-10 applications of alcohol gel or if hands get visibly soiled.
- Skin Care: Healthcare workers should use hospital approved hand lotion to minimize the occurrence of irritant contact dermatitis associated with hand antisepsis (antiseptic??) or handwashing.

PERSONAL PROTECTIVE EQUIPMENT (PPE):

GLOVES:

- Disposable (single use) Gloves must be worn for:
  - Anticipated contact with moist body substances, mucous membranes, tissue, and non-intact skin of all patients.
  - Contact with surfaces and articles visibly soiled/contaminated by body

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substances; performing lower body dressing, toileting, showering, feeding and oral hygiene activities.

- o Gloves are to be donned immediately after need is determined.
- o Replace torn, punctured or otherwise damaged gloves as soon as patient safety permits. Caution: Gloves do not provide protection from needlesticks, or other puncture wounds caused by sharp objects. Use extreme caution when handling wheelchair parts, sharp grooming and hygiene items etc.
- o Remove and discard gloves after each individual task involving body substance contact and before leaving the bedside, bathroom, shower, rehab room or treatment area.
- o Gloves should not be worn once treatment is completed and movement is away from the treatment area.
- o Wash hands as soon as possible after glove removal, or removal of other protective equipment.
- o Gloves are not to be washed or decontaminated for reuse. They must be discarded if cracked, peeling, torn, punctured or show other signs of deterioration or when their ability to function as a barrier is compromised.

MASKS, EYE PROTECTION:

Wear masks in combination with eye protection devices (goggles or glasses with side shields) or chin-length face shields during activities or other close contact that are likely to generate droplets, spray, or splash of body substances to prevent exposure to mucous membranes of the mouth, nose and eyes.

- Some situations which may increase risk of splash/splatter include but are not limited to the following:
    - o Oral care of coughing patient
    - o Feeding activities with a coughing patient
    - o Patient care of coughing patient with suspected infectious etiology

GOWNS:

- Wear plastic aprons or gowns during patient care procedures to prevent contamination of clothing and protect the skin of personnel from blood/body fluid exposure.
- Remove protective body clothing before leaving the immediate work area.

MISCELLANEOUS:

If a client is in a private room for infection control:

- Do not take patient outside of the infection control area.
- Don/doff appropriate protective clothing according to policy of facility.
- Do not take items outside of the room. Dispose of all razors into approved sharps containers.

References

CDC/HICPAC: "Guideline for Isolation Precautions in Hospitals: Part I: Evolution of Isolation Practices."
CDC/HICPAC: "Guideline for Isolation Precautions in Hospitals: Part II: Recommendations for Isolation Precautions in Hospitals."

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Evacuation Procedures

Students are to evacuate immediately when a fire and/or life safety emergency occurs, when the fire alarm activates (audible and/or visual), or when you are instructed to do so by authorized emergency response personnel or faculty members. The faculty/adjunct members are seen as an authority figure for the students and are responsible for ensuring the proper response in an emergency. Faculty members are to remain calm and provide clear directions, maintaining a calm demeanor throughout. All faculty members are required to be knowledgeable of the emergency evacuation procedures to promote orderly and safe departures of the students.

BUILDING EVACUATION PROCEDURES

1. The University has posted floor plans on building and classroom walls showing specific evacuation routes. When the building alarm sounds or when notified by an authority figure (police, fire, faculty), exit the building immediately.

2. Walk quickly to the nearest safe exit and ask others to do the same. Do not run.

3. Close the door as you leave, but do not lock it. Do not use elevators, unless directed to do so.

4. Assist individuals with disabilities, if you are willing and able.

5. Once outside, move away from the building; keep streets and walkways clear for emergency vehicles and personnel.

6. Do not re-enter the building until authorized emergency personnel give the "all clear" signal. Go to your Evacuation Assembly Area.

7. Notify emergency personnel if anyone is waiting for assistance.

8. Even if you were not in your building when it was evacuated, go to your evacuation meeting site so someone can account for you.

9. If unable to leave because of a physical disability, injury or obstruction, go to the nearest area where there are no hazards, such as a stairwell. Signal out the window to emergency responders, if possible, remain calm and responders will arrive.

Fieldwork Policies

University of Charleston

Master of Science Occupational Therapy Program

Fieldwork: Policies and Procedures

The fieldwork experiences in the MSOT program at UC are carefully designed to provide students with a range of opportunities in a variety of practice settings. Fieldwork sites are selected based on their congruence with the curriculum design and focus on occupation-based interventions, use of evidence to support best practice and the ability of the site to enhance the professional skills and identity of the student. For a student to be scheduled for a fieldwork experience, there must be an affiliation agreement in place prior to the start of the fieldwork experience.

Students who have work experience at a specific site will not be allowed to complete a level I or level II fieldwork placement at that site. Both Level I and Level II fieldwork experiences are described below.

Level I Fieldwork Overview

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the occupation-based needs of clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Students are supervised by qualified competent personnel, as determined by the FWE Qualification and Assignment document, who may or may not be occupational therapy practitioners. Students are assigned Level I experiences consisting of 40 hours of contact time with a specified population during the professional phase of the MSOT program. Students who miss a day for any reason need to contact their academic fieldwork coordinator (AFWC) at UC and their fieldwork educator at their site as soon as possible.

Community-based placements allow students to work with clients over a period of time and therefore experience the entire occupational therapy process, including assessment, treatment planning, treatment implementation and evaluation. Through this process students document their progress and gain valuable clinical reasoning skills. Students are able to consider the role of occupational therapy in service delivery and benefit from the direct mentorship of seasoned professionals, who may or may not be occupational therapists.

Because the curriculum design emphasizes the importance of clinical reasoning and development of professional identity, students have Level I fieldwork experiences in role-established, role exploring, and role-emerging sites in educational, medical, and community-based settings emphasizing both physical and psychosocial factors that impact participation in occupations.

The student must successfully complete each fieldwork prior to being scheduled for any additional Level I fieldwork experience.

The curriculum includes three level I fieldwork placements. These experiences are scheduled in semesters two, three and four. They are scheduled in a variety of settings and provide students with the opportunity for hands-on experience applying the didactic content.

MSOT 522X Level I FW A - Pediatrics (1 credit)
This fieldwork experience focuses on pediatric settings in health care and educational settings. Students engage in the OT process to identify client needs, select assessments, develop goals, and plan evidence-based intervention. Guidelines for documentation, reimbursement, ethics, and liability are included. *Prerequisite*: *MSOT 514X Introduction to Practice Settings.*

MSOT 532X Level I FW B - Physical Disabilities (1 credit)
This fieldwork experience focuses on physical disability settings in health care and the community. Students engage in the OT process to identify client needs, select assessments, develop goals, and plan evidence-based intervention. Guidelines for documentation, reimbursement, ethics, and liability are included. *Prerequisite: MSOT 514X Introduction to Practice Settings.*

MSOT 542 Level I FW C - Mental Health (1 credit)
This fieldwork experience focuses on behavioral and mental health in health care, educational, and community settings. Students engage in the OT process to identify client needs, select assessments, develop goals, and plan evidence-based intervention. Guidelines for documentation, reimbursement, ethics, and liability are included. *Prerequisite: MSOT 514X Introduction to Practice Settings.*

Assignment of Students to Level I Fieldwork Sites
 All fieldwork placements are arranged through the Academic Fieldwork Coordinator in consultation with the Program Director and other faculty members. The Academic Fieldwork Coordinator ensures that the affiliation agreement with the fieldwork placement clearly documents the roles and responsibilities of the institution, the facility, and the student (electronic agreements and signatures are acceptable). The program has a process for documenting the criteria for selecting fieldwork sites, and ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities.

We make every effort to ensure students are in varied placements throughout their Level I Fieldwork experiences. Qualified fieldwork educators for Level I fieldwork may be from varied professions, including licensed occupational therapists, creative arts therapists, social workers, psychologists, teachers, nurses, physical therapists, etc. The academic fieldwork coordinator visits all new level one fieldwork sites; follow-up visits are completed when warranted.

Fieldwork Level I Experiences and Assignments

Each level I fieldwork course has its own required experiences and assignments. Fieldwork assignments are submitted to and graded by the course instructors. Assignments may or may not also be reviewed by the fieldwork educators. Experiences are designed to meet the Level I Fieldwork Objectives of each course. Students are expected to actively participate in the fieldwork experience with the understanding that each site and clients may have their own

requirements and needs that may dictate their fieldwork experiences. The overarching objective is to expose students and engage them in various aspects of the occupational therapy process. Level I fieldwork experiences cannot be counted toward any level II fieldwork experience.

Level II Fieldwork Overview

Each Level II Fieldwork experience provides an in-depth experience in the multiple roles and responsibilities of an occupational therapist. Assignments to all Level II experiences are made by the Fieldwork Educator in collaboration with the Academic Fieldwork Coordinator. Site specific objectives expand the expectations outlined in the Level II fieldwork syllabus and are created by collaboration between the University and the fieldwork site. All materials related to Level II experience are distributed by the Academic Fieldwork Coordinator and Administrative Assistant. The Level II experience is described in the next section of this document.

1. Fieldwork Level II consists of supervised practical experience at various agencies or institutions associated by agreement with the University of Charleston.
2. It is the policy of the University of Charleston's MSOT program that each Level II Fieldwork experience is completed in different practice settings and with different age populations or diagnostic conditions.
3. A minimum of 24 weeks full-time Level II Fieldwork Experience is required to graduate. These experiences are typically completed on a full-time basis. With the agreement of the fieldwork site and the academic fieldwork coordinator in collaboration with the program director, Level II may be completed on a part time basis. The length of the part-time experience must be equivalent to the time and length of a full-time level II fieldwork placement. All level II Fieldwork placements must be completed within 24 months of the didactic coursework. At UCWV, students will complete two Level II experiences. These may be completed at one setting, if the experiences include different practice areas (i.e. skilled nursing and inpatient rehabilitation) (maximum of four settings) and the student is at entry level at the completion of Fieldwork IIA and Fieldwork IIB. Fieldwork placements are of 12-week full-time duration. Full time is defined as the number of hours/days that is considered full time in the facility. Students follow the workday schedule of fieldwork educators. This may include some evening or weekend hours. Students must make up all missed time, and arrangements for doing so must be negotiated with the fieldwork educator in collaboration with the academic fieldwork coordinator.
4. Students from UC may only affiliate at facilities where a signed and current fieldwork agreement exists. If students would like to affiliate at a site that does not presently hold an agreement with the University of Charleston, they should contact the academic fieldwork coordinator as soon as possible to explore the feasibility of completing fieldwork at the site.
5. It is possible to complete a fieldwork placement in a region in the United States other than West Virginia's Tri-State area. Students interested in this option should speak with the academic fieldwork coordinator when they enter the MSOT program.
6. Once a student is assigned to a site for fieldwork, the student is expected to fulfill his/her obligation. There are times, however, when a fieldwork site may alter its date or cancel its commitment. If there is a cancellation, the University of Charleston will make every effort to reassign the student in a timely fashion.

7. Students may only repeat a Level II Fieldwork experience once if incompletion is due to failure. If a student fails more than one Level II Fieldwork experience, the student will be dismissed from the program.
8. Some fieldwork sites have additional requirements, such as proof of immunization, screening for illicit substances, background checks, and fingerprint screening. While these sites sometimes ask the Program to provide these assurances, it is our Programs' policy that this is a student's responsibility to pay for and provide the necessary documentation to that site. It is best that all students assume that they will be asked to comply for each fieldwork experience. Students should make sure that their documents are kept up to date. Students <u>must pay for all additional costs such as background</u> <u>checks, fingerprinting, FIT testing,</u> physicals, vaccinations, physical exams, CPR/First Aid, drug testing, etc. for all <u>fieldwork experience if they are required.</u>
9. The occupational therapy office maintains files on all centers in which students may be affiliated. These files contain any information that the centers send to our program (student manuals, objectives, assignment lists, etc.) and student site reflections. These files are readily accessible for students and should be reviewed to assist in making decisions about your preliminary placement selections.

Guidelines for Selection of Fieldwork Sites

The MSOT program, the legal office of the University of Charleston, and the Chief Operating Officer/Chief Financial Officer must establish formal affiliation agreements for your fieldwork. Fieldwork sites must provide an exceptional learning environment for our students, offer supervision that ensures safety for the student and consumer, offer supervision by fieldwork educators who meet the requirements of the program, and support the curriculum design of UC. In our ongoing effort to provide and maintain quality clinical fieldwork, we have instituted the following criteria:

 If a student wants to participate in a fieldwork experience where there is not currently an affiliation agreement, the student must meet with the academic fieldwork coordinator well in advance of the fieldwork placement as agreements may take up to one year to finalize. It is recommended that out-of-state fieldwork placements be reserved at least one year in advance.

Once a clinical setting has accepted you for your placement, every effort must be made to honor this agreement. Requests for changes in established assigned placements will be received only in cases of emergency situations.

Professionalism is required throughout our academic program, including all fieldwork experiences. If professional behavior is less than satisfactory, fieldwork may be delayed until one's professionalism has met the expected standard.

Assignment of Students to Level II Fieldwork Sites

1. During the first year of the program, the academic fieldwork coordinator meets with each student to discuss areas of interest. In the early part of each year, the academic fieldwork coordinator meets with each group of students and describes each site/setting available for student placement. Each student submits a form indicating their preferences for practice interests as well as a preliminary form indicating the top sites in which they are interested. The fieldwork

coordinator, in conjunction with the faculty and Program Director, assists with fieldwork placements, reviews each student's choices and makes the final decision based upon knowledge of the student's academic records, interests, special skills and abilities, along with knowledge of facilities' student program, patient populations, workspace, and types of learning experiences offered. All placements are based upon the availability of the facility to host a student.

2.   Students are **not permitted** to approach facilities to negotiate their own placements unless they have spoken to the academic fieldwork coordinator first. Any contacts, concerns, or questions related to fieldwork should be directed to the academic fieldwork coordinator.

3.   Many fieldwork placements require a personal interview as part of a facility's student selection process. Some of these interviews are competitive in nature. The academic fieldwork coordinator will advise students of interview requirements. Students can practice interview skills with the academic fieldwork coordinator, if needed or required. Interviews should be completed as soon as assignments are made or as soon as the site can schedule. If, because of the interview, the site elects not to accept the student for this experience, the academic fieldwork coordinator will work with the student to identify an alternate site.

4.   As stated in the previous section, once a student is assigned to a site for fieldwork, the student is expected to fulfill his/her obligation. There are times, however, when a fieldwork site may alter its date or cancel its commitment. If there is a cancellation, the University of Charleston will make every effort to reassign the student as quickly as feasible.

5.   Level II fieldwork is generally completed on a full-time basis. Part-time fieldwork can only be considered after all the program's academic work is completed, and with permission from the Academic Fieldwork Coordinator and Program Director. Part-time fieldwork requires 24 weeks of participation.

Level II Fieldwork Attendance Policy

1.   During the fieldwork experience, students are expected to follow the daily work schedule of the occupational therapists at the facility to which they are assigned. This may include working evenings or weekend days. There are no personal or vacation days during this experience. Except for pregnancy-related concerns, fieldwork sites have the right to request a physician's note for days missed day(s). Students who miss time at the fieldwork setting may be required to make up those days at the end of the experience. Therefore, students should not make non-refundable vacation plans or commitments for the week following their anticipated completion of fieldwork. Fieldwork sites may also have their own attendance policies. In that case, the student must abide by the policy of their site.

2.   There are occasions when fieldwork experience needs to be extended to reinforce a student's knowledge and skill. This decision is made in collaboration with the fieldwork educator, the academic fieldwork coordinator, and the student. Again, students should not make non-refundable vacation plans for the week following their anticipated completion of fieldwork.

3.   There may be extenuating circumstances for which students need to be excused early on fieldwork days. Students must make such arrangements directly with their on-site fieldwork educator. If granted an excused absence, the student must make up the time and is responsible for arranging with the fieldwork educator to do so. The fieldwork educator reserves the right to limit or disallow absence based on patient and clinic needs.

4.   If the dates of your fieldwork change, you are required to notify the Academic Fieldwork Coordinator. Failure to notify of date changes may have insurance implications, including having your coverage lapse before you complete your fieldwork.

5.   In the event you are unable to report to fieldwork, you must call your fieldwork educator and the Academic Fieldwork Coordinator to account for your absence.

<div align="center">**Fieldwork Deficiency**</div>

If a student does not successfully complete a Level II Fieldwork experience, the program will review previous academic concerns, the reason for the unsuccessful fieldwork experience, length of time at the setting, and plans for future success in order to determine possible remediation, dismissal, or reinstatement at the next possible placement opportunity.

<div align="center">**Clinical Drug Testing Policy**</div>

All University of Charleston MSOT students are required to submit to drug testing. This is typically handled prior to the first fieldwork assignment. The UC Policy and Procedure on PreClinical Drug testing is distributed to all occupational therapy students during the Summer semester prior to Fall Level II Fieldwork, stating that students will be required to undergo a 10metabolite urine drug screen during the semester prior to the beginning of their clinical rotations. Students will not be able to begin a clinical rotation until they have been cleared by this process.

Confidential Drug Screening results will be held in strict confidence in the student's medical record unless released at a student's request or under certain specific circumstances: a danger to self or others, including risk to patients, failure to follow up with a mandated program following a positive test. Should evaluation of a positive test or recommended treatment interfere with a student's ability to complete a clinical rotation, medical leave will be required.

Positive Test Result - Students who have a positive test reported will be required to have a meeting with the Student Services and the Program Director who will work with the student to determine the need for further evaluation and follow-up, which may include evaluation by an addiction specialist, follow-up urine drug testing, evaluation in the Mental Health Service, or referral to a drug treatment program.

Scheduling of Testing- Students will be given notice of when testing is required. Once a requisition is picked up, there is a 72-hour window for students to report to the LabCorp or Quest laboratory to have their test completed. Failure either to pick up the requisition within the assigned 2-week window or fill the requisition within the assigned 72-hour window, will be treated as a positive test, and evaluation by the program director will be required.

1.   Drug screens will be scheduled by the academic department / program as needed and / or required by clinical sites or when use is suspected.

    a.   If the student is taking a prescribed substance, they are required to disclose the prescription information to the testing site personnel *prior to the testing*.

    b.   Students subsequently must provide written documentation from their licensed health care provider to the testing site that performed the screen within two business days that there is a medical necessity for the medication.

c.   Failure to submit appropriate documentation to the testing site from a licensed health care provider for medical necessity for the medication will result in the test being considered a "positive" result.

d.   Despite a medical necessity for taking this medication, the student may not be able to attend clinical experiences if this medication impairs the student's ability to appropriately function and meet the physical and cognitive functioning required for the safety of the student and patients. A decision regarding the student's ability to participate in clinical experiences will be made at the academic department / program level utilizing each department's / program's current student review processes.

e.   Students can request a medical leave of absence if they believe that a medical condition and its subsequent treatment would prohibit them from appropriately functioning in their role as a student health care provider.

Academic Fieldwork Framework and Policies

1.   Your fieldwork program at UCWV reflects the sequence and scope of content in the curriculum design. Experiences are created, reviewed, and modified in collaboration with the AFWC, PD, and faculty team, thereby strengthening ties between didactic and fieldwork learning experiences. The fieldwork program was developed to coincide with related coursework during Level I, and students take a didactic course in term 5 to support transition to Level II. Students continue taking didactic coursework during Level II to continue the synchronizing of learning between class and clinic. (C.1.1)

2.   Students have access to all site information, requirements, objectives, and performance expectations prior to the start of their fieldwork experience. Students are notified of each Level II placement at least six weeks before their start date. Site information is maintained and updated in the Fieldwork Office, and students learn to access this information by the Academic Fieldwork Coordinator. (C.1.2)

3.   At UCWV, fieldwork educators and the AFWC agree on fieldwork objectives prior to the start of the fieldwork experience. These objectives may include those created by the university, by the site, or developed collaboratively. Each of the UCWV fieldwork experiences includes an objective that focuses on the OT practitioner's role in addressing the psychosocial aspects of the clients' engagement inoccupation at their setting. (C.1.3)

4.   The maximum ratio for UCWV fieldwork educators to students on Level I experiences is 1:3 and Level II is 1:2. This number may be less in settings with higher risk and need for more intense oversight. These ratios enable proper supervision and provide protection of consumers, opportunities for appropriate role modeling, and the ability to conduct frequent assessment of student progress toward achieving fieldwork objectives. (C.1.7)

5.   Supervision effectiveness during fieldwork is assessed by students and faculty. For each Level I experience, students and fieldwork educators complete the Level I Fieldwork Reflection

Form. For each Level II experience, students complete the Student Evaluation of Fieldwork Experience (SEFWE). These evaluations are reviewed by the AFWC to review student perceptions, identify any areas of need for the site, and validate that the site is meeting the curricular goals of the program. Any concern identified by the student or educator will be documented and reviewed annually by the AFWC and PD for quality improvement purposes. All sites are provided with resources prior to taking students, during the placement, and subsequently to support enhancing supervision, understanding theories, utilizing best practice for fieldwork education, and supporting students' well-being and cultural humility. (C.1.8)

6.   Communication with students and fieldwork educators is a key component of our fieldwork program. This begins prior to student placement with the AFWC validating site criteria and educator preparedness. Later, the AFWC communicates with the student's educator regarding the curriculum, fieldwork program, site specific objectives, resources, support for student well-being, and assessments. Following collaboration, this information is shared with the student prior to their start date at the site. Later, during the experience, the AFWC meets with the student and the fieldwork educator at least once to ensure that the student is progressing and performing at an acceptable pace to meet objectives. These meetings are documented by the AFWC. For any student or educator needing more assistance, the AFWC is available for individual and group meetings as indicated throughout the rotation. (C.1.9)

7.   All Level II fieldwork educators (FWE's) are assessed for qualifications prior to the time the student begins their experience. The AFWC verifies and documents that the educator is currently licensed as an occupational therapist and has a minimum of 1 year full-time (or equivalent) practice experience as an occupational therapist prior to the start of the fieldwork. The AFWC determines if the FWE is prepared to serve by verifying that they have previously supervised a Level II OT student or have participated in formal fieldwork education coursework/workshops. If not, the AFWC meets with the FWE 1:1 to train them and provide continuing resources for development. For any Level II experiences that may take place outside of the US, the program will verify that the FWE is an occupational therapist who graduated from a program accredited by ACOTE, is approved by WRFOT, or otherwise regulated in the country in which the student is completing their fieldwork. The FWE will be required to have at least 1 year of full-time (or equivalency) practice prior to the onset of the Level II experience. (C.1.13)

8.   The fieldwork program at UCWV requires that fieldwork supervision be direct initially and decrease to less direct over time as is appropriate to the setting, client's condition, and ability of the student to support progression toward entry-level competence. Fieldwork educators receive training and resources on how to best support students throughout the experience. (C.1.14)

9.   Level II students are assessed using the AOTA Level II Fieldwork Performance Evaluation via Formstack. Students must pass each Level II experience with a 111 score to receive a 'Pass'. Students earning lower than 111 receive a 'Fail' for the rotation and must repeat it following the progression policies of the program. (C.1.15)

10. For settings where no occupational therapy services exist, the program follows different policies than those in which an occupational therapist is present. In the case that a student is placed in a 'no OT' site, the program creates an individualized plan for provision of services and supervision. The FWE must be a licensed occupational therapist with at least 3 years' full-time (or equivalent) experience as an occupational therapist prior to the start of the fieldwork. The FWE must provide direct supervision for at least 8 hours each week of the experience and be available in person or electronically at all other working hours of the student. Time keeping measures will be used to verify FWE supervision hours and student on site hours to confirm that the student completed a full-time (or equivalent) experience. An on-site supervisor designee will be identified to provide supervision when the occupational therapy fieldwork educator is off site. This supervisor will be selected by the FWE, fieldwork setting, and AFWC to ensure that student well-being is prioritized. (C.1.16)

Faculty Commitment to Student Well-Being

The faculty of the Master of Science in Occupational Therapy (MSOT) program at the University of Charleston deeply value the holistic well-being of our students. We recognize that graduate education is not only academically challenging, but also emotionally, mentally, and physically demanding. Success in the program requires dedication and resilience—and maintaining personal well-being is essential to both academic achievement and future professional practice.

Our faculty are committed to creating a supportive learning environment that encourages balance, reflection, and wellness. We view student well-being as a shared responsibility and aim to foster a culture where students feel safe, respected, and empowered to seek support when needed.

Prioritizing Health During a Rigorous Academic Journey

- Students are encouraged to prioritize their emotional, mental, and physical health alongside academic responsibilities. Burnout and chronic stress can impact performance, interpersonal relationships, and long-term health.
- Faculty are approachable and available to discuss academic or personal challenges in a confidential and respectful manner. When concerns arise, early communication with instructors or advisors is encouraged.

University Wellness Resources

Students are strongly urged to take advantage of the many resources available through the University of Charleston, including:

- Mental Health Counseling Services – Confidential, professional counseling is available for stress, anxiety, depression, relationship concerns, and more.
- Academic Support and Success Center – Tutoring, time management workshops, and study skills support.
- Office of Accessibility Services – Resources for students who require accommodations due to disability, health conditions, or learning differences.

- Recreational and Wellness Facilities – Access to physical activity and stress-reducing recreational outlets.

Faculty Response and Support

- Faculty are trained to identify signs of distress and are committed to referring students to the appropriate resources when needed.
- We actively support an environment where asking for help is seen as a strength, not a weakness.
- Faculty model wellness practices in the classroom and encourage discussions on coping strategies, self-care, and work-life balance as essential elements of professional development.

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