



FAULKNER

COLLEGE OF HEALTH SCIENCES

Doctor of Occupational Therapy Program Handbook 2023-2024

“As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life.”

Faulkner Honor Code Statement

Work willingly at whatever you do, as though you were working for the Lord rather than people.

Colossians 3:23

ABOUT FAULKNER UNIVERSITY.....	5
HISTORY.....	5
FAULKNER UNIVERSITY MISSION & VISION.....	5
INSTITUTIONAL ACCREDITATION (A.1.1., A.1.2., A.1.3.).....	5
INSTITUTIONAL SUPPORT (A.1.4.).....	5
ABOUT THE FAULKNER UNIVERSITY DOCTOR OF OCCUPATIONAL THERAPY PROGRAM.....	9
PROGRAM ACCREDITATION (A.4.3.).....	9
COMPLIANCE WITH ACOTE STANDARDS (A.1.5.).....	10
MISSION OF THE DEPARTMENT OF OCCUPATIONAL THERAPY (A.5.4.).....	10
VISION.....	10
PHILOSOPHY OF THE PROGRAM (A.5.4.).....	10
PROGRAM GOALS.....	13
STUDENT LEARNING OUTCOMES (SLOs).....	14
CURRICULUM AND COURSE SEQUENCING (A.5.0., A.5.3.).....	15
PROGRAM FACULTY (A.2.0.).....	22
CONTACT INFORMATION FOR OT FACULTY AND STAFF.....	23
FACILITIES (A.2.12.).....	23
EQUIPMENT AND MAINTENANCE (A.2.13., A.4.4.).....	24
ADMISSION REQUIREMENTS (A.3.1., A.4.5.).....	24
DEGREE REQUIREMENT (A.5.3.).....	24
PREREQUISITE COURSES (A.3.2.).....	24
GPA REQUIREMENTS.....	25
LETTERS OF RECOMMENDATION.....	25
OBSERVATION HOURS.....	25
ESSAY.....	25

SUPPLEMENTAL APPLICATION.....	25
BACKGROUND CHECK POLICY.....	25
ESSENTIAL FUNCTIONS.....	26
APPLICATION ENHANCEMENTS.....	28
CREDIT FOR PREVIOUS COURSES/WORK EXPERIENCE (A.3.3.).....	28
STUDENT EMPLOYMENT.....	29
TUITION AND FEES (A.4.4.).....	29
UPDATING ADMISSIONS INFORMATION (A.4.1.).....	30
ATTENDANCE POLICY.....	30
ADVISING (A.3.6., A.3.7.).....	32
LAB COURSE POLICY.....	33
ACADEMIC PROGRESSION AND GRADING (A.4.6.).....	33
EXAMINATION POLICY.....	35
CLASS CANCELLATIONS.....	36
ACADEMIC PROBATION (A.4.4.).....	36
ACADEMIC REMEDIATION POLICY.....	36
FIELDWORK REMEDIATION POLICY.....	37
NON-DISCLOSURE AGREEMENT.....	37
LEAVE OF ABSENCE (A.4.4.).....	39
WITHDRAWAL AND REIMBURSEMENT (A.4.4.).....	39
DISMISSAL (A.4.4.).....	40
ACADEMIC APPEALS/GRIEVANCES (A.4.4.).....	40
GRADUATION ELIGIBILITY (A.3.4., A.4.6.).....	42
CERTIFICATION AND CREDENTIALING (A.4.6.).....	43
CONDUCT POLICIES.....	43
NETIQUETTE POLICY.....	43

SOCIAL MEDIA POLICY.....	44
RECORDING AND PHOTOGRAPHY.....	45
DRESS CODE POLICY.....	46
NONACADEMIC STUDENT GRIEVANCES (A.4.4.).....	48
STUDENT SUPPORT SERVICES (A.3.6.).....	49
NONDISCRIMINATION STATEMENT.....	49
THE COLLEGE OF HEALTH SCIENCES LEARNING RESOURCE CENTER (LRC) (A.2.14., A.3.6.).....	50
DISABILITY SERVICES (A.3.6.).....	51
STUDENT HEALTH SERVICES (A.3.6.).....	51
PROFESSIONAL DEVELOPMENT.....	53
AOTA STUDENT MEMBERSHIP.....	53
STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA).....	53
PROFESSIONAL CONFERENCE PARTICIPATION.....	53
PROFESSIONAL RELATIONSHIPS.....	54
EMERGENCY SERVICES AND SAFETY PROCEDURES.....	54
STANDARD PRECAUTIONS POLICY.....	54
PERSONAL PROTECTIVE EQUIPMENT.....	55
INCIDENT REPORT POLICY.....	56
PROCEDURES FOR INFECTIOUS EXPOSURES.....	56
UNIVERSITY SAFETY.....	57

ABOUT FAULKNER UNIVERSITY

History

Faulkner University is a private liberal arts-based institution originally founded by members of the churches of Christ in 1942 as a two-year Bible college and has evolved into what is now a multi-campus, co-educational Christian university of higher education offering associate, baccalaureate, master, and doctorate degrees. The Board of Trustees, Administration, Faculty, and Staff are committed first and foremost to their roles as Christ-like individuals. The University community is dedicated to the pursuit of excellence in teaching, scholarship and service, preparing students to realize their full potential as servants of God in their respective fields of study.

Faulkner University Mission & Vision

The mission of Faulkner University is to glorify God through the education of the whole person, emphasizing integrity of character in a caring Christian environment where every individual matters every day. The vision of Faulkner University is to be a leading Christian university that offers an engaging, learning community, transforming students for lives of faithfulness, accomplishment and purpose.

Values

1. Faith – we relentlessly pursue a relationship with Jesus Christ as God’s Son, depend upon God’s Word as our guide for life, and fellowship with other believers.
2. Learning – we foster a life-long commitment to pursue truth, knowledge and wisdom with humility through continued study, civil discourse and experience.
3. Excellence – we push each other to do our best at all times as working unto the Lord.
4. Reconciliation – we work to re-establish broken relationships between God and people, and among people.
5. Service – we seek to exceed the expectations of our students, colleagues and communities as we attend to their needs.
6. Stewardship – we take good care of what God has entrusted to us, live within our means and encourage wise innovation.
7. Respect – we value each individual regardless of background or belief, defend Christian liberty and welcome all who seek God.

Institutional Accreditation (A.1.1., A.1.2., A.1.3.)

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the following levels: associate, baccalaureate, master, and doctorate. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033- 4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

Institutional Support (A.1.4.)

The mission of the College of Health Science is to train competent and compassionate health care professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ in the community. The College of Health Science was established in 2018 and initially housed a Speech-Language Pathology Program. Since then, the Institution has

taken strategic action to add additional programs. At present, the College of Health Sciences consists of

graduate programs in: Speech-Language Pathology (online and on-ground), Physician Assistant Studies, Doctor of Physical Therapy, Occupation Therapy, and Doctor of Philosophy in Health Sciences. Additionally, the institution has created a robust Bachelor of Health Sciences program. The institution has assumed primary responsibility for the appointment of faculty, admission of students, and curriculum planning for all of these programs through the following administrative offices:

President

The President is the chief executive officer of the University. This office implements the regulations and policies of the Board of Trustees and delegates specific authority and responsibility within the institution. The President exercises supervision and direction of all departments in a manner that promotes the efficient operation of the University.

Vice President for Academic Affairs (VPAA)

The Vice President for Academic Affairs serves as the University's chief academic officer by overseeing the University's academic programs, research, resources, and support services. This position provides academic leadership for ensuring the highest standards of instruction and research are met through collaborative work with the deans, department chairs, and faculty. This position works with students, faculty, and staff to ensure the University provides a supportive environment for all its students, proposing needed changes to curricula, courses, programs, departments, and methods of instruction.

Vice President for University Advancement (VPUA)

The Vice President for University Advancement is responsible for institutional advancement, including public information, development, fundraising, alumni relations, and annual giving programs. This position develops and implements fund raising projects as directed by the President and/or Board of Trustees, seeks to build a broad base of prospects for the annual fund and capital gifts, supports and informs potential contributors of special needs of the institution, and encourages individuals, corporations, and foundations to establish or contribute to special funds through cash gifts, endowments, trusts, donations of gifts- in-kind, or bequests.

Vice President for Enrollment Management (VPEM)

The Vice President for Enrollment Management provides leadership in undergraduate and graduate admissions, in addition to Financial Aid. Responsibilities include maintaining a comprehensive management plan for University enrollment which emphasizes new and improved recruiting strategies, increased enrollment and retention. This position oversees the awarding of scholarships for the University, coordinating this work with the scholarship committee, the Admissions offices and any other parties necessarily involved to ensure the financial needs of students are being met. This position also oversees the planning, organization, and implementation of events pertaining to recruitment and retention, such as College Bound, Inspire, Exposure, Scholars Day, and Fall Visitation as well as activities and events related to the recruitment of undergraduate adult and graduate students.

Vice President for Finance (VPF)

The Vice President for Finance establishes University-wide financial and administrative objectives, policies, programs, and practices that ensure the University remains a continuously

sound financial structure. Responsibilities include providing leadership and accepting responsibility for every aspect of the University in the areas of finance; controlling the flow of cash through the organization and maintaining the integrity of funds, securities, and other valuable documents; and managing University facilities and on-site contracted services located at 5345 Atlanta Hwy, Montgomery. This position coordinates strategic planning related to financial projections, capital needs, and other aspects of the university's growth and development and directs the annual and multi- year budget and business planning, including submitting budget proposals and resource allocation recommendations to the President and the Board of Trustees.

Vice President for Human Resources (VPHR)

The Vice President for Human Resources provides leadership and direction in all facets of human resources management University-wide. The VPHR directs the management of the various component activities within payroll/compensation, benefits, employment, and 8 employee relations, ensuring that all human resources programs and initiatives are integrated and effective in supporting the overall mission, goals and objectives of the university, while remaining compliant with all governmental regulations. Other directives include workplace safety, wellness, and professional development. The VPHR directly participates in institutional planning and decision making as a member of the University's Cabinet, assists in the annual budget planning as a member of the Budget Committee, and has the responsibility of Title IX Coordinator (excluding athletics) and Diversity Officer for the university.

Vice President for Student Services (VPSS)

The Vice President for Student Services serves as chief advocate for the welfare and interests of the student body. This position is responsible for overseeing and coordinating the Dean of Students office, Resident Housing, Student Activities, Counseling, Health Services, Career Services, Campus Security and Intercollegiate Athletics. This position provides leadership and guidance for student retention and works with the appropriate offices to provide a supportive environment for all students. It administers programs and activities that complement curricular experiences with extracurricular experiences that support their overall personal and educational development.

Faulkner's commitment to its OTD is unwavering. The institution has assumed various responsibilities regarding the program. First, the institution's Human Resources Division supports the program throughout the hiring process. The VPAA provides additional hiring support by drafting faculty contracts and funding program needs in regards to hiring. Second, the institution's Enrollment Management division process all student applications, provides the list of qualified applicants to the program for candidate selection, and verifies that pre-matriculation documentation is obtained. Third, the University's curriculum process, which consists of all colleges, the entire faculty, and administrative leaders, verified and approved the program's curriculum after it was developed by the OTD faculty. Fourth, student degree completion is tracked in the institution's Student Information System and is approved by the OTD Program Director and the Dean of the College of Health Science. The Registrar's office processed the granting of degrees. Finally, the CHS Dean's Office works with the OTD program director to coordinate classroom teaching and academic scheduling and assists the Fieldwork Coordinator in the securing of fieldwork site affiliation agreements.

OCCUPATION THERAPY AND ACOTE-ACCREDITED DOCTORAL-DEGREE-LEVEL PROGRAM REQUIREMENTS (2018 ACOTE STANDARDS PREAMBLE)

The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer. A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must:

- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
- Be prepared to evaluate and choose appropriate theory to inform practice.
- Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
- Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.
- Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
- Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.
- Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
- Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
- Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
- Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
- Demonstrate active involvement in professional development, leadership, and advocacy.
- Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas:

clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

ABOUT THE FAULKNER UNIVERSITY DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

Faulkner University's Department of Occupational Therapy's ultimate goal is to teach students to assimilate knowledge by putting it into practice. In order to ensure that all efforts the program undertakes are underpinned by the philosophy, mission, and curricular themes, the program created a document that demonstrates its top-down, bottom-up approach to the development of the mission, vision, philosophy, and program and student assessment. In so doing, the program has ensured that the common thread of experiential learning and the three themes of service, integration of faith, and interprofessional education are woven throughout all the program's processes and curriculum and drive the pedagogical approaches to the classroom and beyond.

Program Accreditation (A.4.3.)

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program has been granted Candidacy Status by ACOTE and is now in the Pre-accreditation Review step of the accreditation process. A complete on-site evaluation must be completed by ACOTE, and Faulkner must be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The first cohort is expected to graduate in May of 2025.

Accreditation Council for Occupational Therapy Education (ACOTE)
6116 Executive Blvd, Suite 200
North Bethesda, MD
20852-4929 301-652-6611
accred@aota.org

National Board for Certification in Occupational Therapy (NBCOT) One Bank Street
Suite 300
Gaithersburg, MD 20878
301-990-7979
<https://www.nbcot.org>

American Occupational Therapy Association (AOTA) <https://www.aota.org>
Alabama Occupational Therapy Association (ALOTA) <https://www.alota.org>

Alabama State Board of Occupational Therapy <https://www.ot.alabama.gov>

Complaints about the OTD program or University related to curriculum or compliance with accreditation standards must be submitted in writing to the National Board for Certification in Occupational Therapy or the Accreditation Council for Occupational Therapy Education (ACOTE). (See above for contact information.)

Compliance with ACOTE Standards (A.1.5.)

The Program Director, with support from Institutional Officials, is ultimately responsible to the following for the timely notification to ACOTE regarding changes in program sponsorship, any adverse institutional accreditation action, significant program changes, timely payment of accreditation fees, timely submission of self-study and other reports, and scheduling a site visit date. The Institution will inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim Program Director. The Institution in conjunction with the Program Director agrees to comply with the current requirements of all ACOTE policies and will demonstrate honesty and integrity in all interactions with ACOTE.

Mission of the Department of Occupational Therapy (A.5.4.)

The mission of Faulkner's OTD program is to glorify God by preparing students to become occupational therapists who exhibit excellence in clinical practice, research, and servant leadership in order to holistically treat patients and serve the communities in which they live and work. Consistent with and supportive of the Institution's mission, the mission of Faulkner's Department of Occupational Therapy is designed to educate the whole person, preparing students both academically and personally for a productive and meaningful career as an occupational therapist. Based on the program's three themes of service, integration of faith, and interprofessional education, the program emphasizes a hands-on, experiential approach to learning that, as described in the philosophy, will mold students into practitioners who not only possess the appropriate knowledge, skills, and dispositions required for practice, but also possess the ability to apply those to real-world situations. Based on these themes and built upon a foundational mission, vision, and philosophy that underpins all elements of the program, the Department of Occupational Therapy is uniquely and strategically designed to advance the mission of Faulkner University.

Vision

The vision of Faulkner's OTD program is to earn a reputation as a leading contributor to the field of occupational therapy by graduating exceptional occupational therapists who have a heart for service, advancing the field through the development of distinguished faculty members, promoting academic and professional excellence through academic research, and serving the local community through exemplary therapy services.

Philosophy of the Program (A.5.4.)

The program takes a bifurcated approach to the development of the program, defining its philosophy as it relates to the profession and its philosophy of teaching and learning.

Program's Philosophy of Occupational Therapy Practice (A.5.4.)

The overarching themes of Faulkner's Occupational Therapy (OT) program are service, integration of faith, and interprofessional education. The program believes that devotion to service is one of the underpinning values of occupational therapy practice. After all, occupational

therapists are servants in a helping profession that use their knowledge, skills, and abilities to improve the lives of individuals. As the first point in the philosophical base for the profession states, “occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society.” In order to accomplish this goal, occupational therapists must serve the people with whom they work. Therefore, the primary philosophy of the OT program is that occupational therapists must be servants to the individual, community, and practice. As has been previously explored, one of the cornerstones of Christianity is the idea of service. As Christians, we strive to be Christlike in all we do and say. Thus, we, as Christians, must be servants, for, as Mark noted, “even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many” (Mark 10:45). For this reason, service and integration of faith are intrinsically tied to the program philosophy. Just as the program’s mission states, the glorification of God through the preparation of practitioners who exhibit excellence in clinical practice, research, and servant leadership is pivotal to the program’s design. Faith is integrated throughout the curriculum, and it is the program’s belief that this integration can enhance the empathy, service orientation, and ethical standards of its students.

Aligned with this idea of integration of faith, several of the points in the philosophical base promote Christian principles, albeit indirectly. The point that “all individuals have an innate need and right to engage in meaningful occupations throughout their lives” and that “occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts” is supported by several verses in the Bible that deal with work, such as “in all toil there is profit” (Proverbs 14:23) and “whatever you do, work heartily, as for the Lord and not for men” (Colossians 3:23).

Finally, the third core theme is interprofessional education. The program ascribes to the college’s belief that interprofessional education is key to successful practice in the health sciences. Occupational therapists are an integral part of the care team, just as the point in the philosophical base indicates: “the use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.” The best way in which this can be promoted is through a concerted effort of practitioners advocating for the patient collaboratively and inter-professionally. As evidenced by the above narrative, the three themes of the program are innately linked to the program’s philosophy. As such, the curriculum development, programmatic assessment all stem from the program’s philosophy, as is appropriate. This further solidifies the top-down, bottom-up approach.

Philosophy of Teaching and Learning (A.5.4.)

As previously mentioned, The Department of Occupational Therapy values experiential learning as a means for students to not only acquire the knowledge, skills, and dispositions needed to be excellent practitioners, but also as a tool to instill the ability to apply those attributes to real-world situations, thus operating in the higher levels of cognition as described by Benjamin Bloom (applying, analyzing, evaluating, and creating). Using this pedagogical theory, the program has designed a curriculum that will introduce students to new ideas, assist them in performing tasks that implement that new knowledge, reflect on the experiences, and become independent actors in the implementation of occupational therapy theories and practices.

Faulkner University has adopted the pedagogical theory of experiential learning as developed by

David A. Kolb. Specifically, the program ascribes to Kolb's model of learning in which the learner

has a concrete experience, engages in reflective observation on the experience, draws conclusions through abstract conceptualization, and, finally, engages in active experimentation. Fundamental to this pedagogical outlook is the belief that human beings must be an active participant in the learning process. As such, the program will introduce students to new ideas and then put them in hands-on situations in which they can apply previous learning and develop new ways of thinking. This will allow students to engage in higher order thinking based on Benjamin Bloom's model of hierarchical learning. As such, the program developed student learning outcomes (SLOs) that correspond with this philosophy.

Curriculum Design and Curricular Themes

Faulkner's Department of Occupational Therapy designed its curriculum with emphasis placed on three major themes: service, integration of faith, and interprofessional education. These three themes are interwoven throughout the curriculum, as evidenced by the program's selection of courses. For example, three courses specifically have service in their titles: OTD 6240: Service in Occupational Therapy I; OTD 6200: Ethics, Service, and Multiculturalism in Occupational Therapy; and OTD 7241: Service in Occupational Therapy II. While each course offered at Faulkner strives to incorporate faith into the academy, several courses emphasize faith in the overall emphasis of the course, specifically OTD 6256: Faith, Health, and Quality of Life. Finally, an emphasis has been placed on interprofessional education throughout Faulkner's College of Health Sciences (CHS), as evidenced by the requirement of all CHS students to participate in Grand Rounds (for the OTD program, these courses are OTD 6000: Grand Rounds I and OTD 7001: Grand Rounds II). Furthermore, the OTD program offers OTD 7255: Wellness and Health within the Community to further emphasize the importance of this theme.

These themes are consistent with the program's mission statement as they promote servant leadership, holistic treatment of patients, and the glorification of God. Furthermore, the curriculum design is distinctly linked to the program's beliefs about learning and these foundations are evidenced in the rationale for courses offered, sequencing of courses, and evaluation strategies. For example, students begin the program with a basic human anatomy course to establish understanding of how the body is designed, including its structure and function. OTD 6312: Movement Science I and OTD 6313: Pathology and Medical Management accompany the anatomy course to further solidify this knowledge of the human body. The coursework then progresses through more advanced levels until an understanding is established.

Throughout all these courses, students are required to be active participants in the learning process, completing formative evaluations that involve hands-on learning. As summative assessments of students' learning, students are sent into practice in the Fieldwork courses. The program follows Kolb's model of providing the learner a concrete learning experience, engaging the student in reflective observation on the experience, requiring students to draw conclusions through abstract conceptualization, and requiring students to engage in active experimentation. Furthermore, special emphasis was placed on the essential concepts of the profession's philosophy of occupational therapy when designing the curriculum. As the program's philosophy is directly tied to the program's themes, a discussion of the philosophy in relation to curriculum development would be redundant to the narrative regarding the link between curriculum design and curricular themes. The themes permeate throughout all areas of the program, ensuring all aspects of the are aligned. Beyond the themes that drive the curriculum, however, special attention is paid to

instructional design to ensure appropriate content delivery is included. As already evidenced, the coursework builds upon itself throughout each semester, starting with foundational knowledge and culminating in practice in the field and a doctoral capstone. The program's curriculum is wide in scope, exhibiting both depth and breadth.

Content is explored in significant detail while attention is given to a vast array of areas within the practice. For example, research is explored in depth over three courses: OTD 6331: Evidence-Based Practice, OTD 6350: Quantitative Research Methods, and OTD 7350: Qualitative Research Methods. While each area of research is covered in depth, the different kinds of research are also covered, making instruction broad, as well.

Program Goals

As previously described, the program goals were established and inspired by the philosophy of the OT program as well as the philosophy of the institution. In order to achieve our mission and fulfill our vision, the OT program has set the following program goals:

1. Teach students to apply research skills and the principles of evidence-based practice in order to provide relevant, quality services to all patients.
 - a. To achieve this program goal, students will be taught utilizing the experiential learning theory and engaging students in higher order thinking, based on Benjamin Bloom's model of hierarchical learning.
2. Train students to engage in inter-professional practice and the integration of faith into clinical practice to serve the community with holistic healthcare services.
 - a. In order to accomplish this program goal, faculty will employ the experiential learning theory to teach students to utilize holistic services, while also incorporating the importance of other healthcare professionals, as well as implementing the student's faith into their daily OT practice.
 - b. Link to Curricular Themes: Service, Integration of Faith, and Interprofessional Education: The program goal succinctly addresses all three curricular themes, as all three themes are interwoven together and throughout the program design. As previously mentioned, while service can be independent from faith, a primary principle of the Christian faith is to be a servant. By requiring students to participate in service activities to serve the needs of the local and global community, the program is encouraging students to promote the profession through acts of service while also incorporating the core tenets of the Christian faith. Furthermore, in order to ensure students are competent, capable practitioners who take a holistic approach to healthcare, interprofessional education is woven into the curriculum alongside the themes of service and integration of faith.
3. Prepare graduates to be servant-leaders in their communities and professionals of integrity by promoting the values and ethics of occupational therapy.
 - a. To achieve this program goal, faculty will again rely on the experiential learning theory to educate students so they will experience and understand the importance of service-based practice. Students will experience the service aspect of occupational therapy by attending and engaging in the Service in OT courses and through numerous opportunities to participate in service projects in and around the community.
4. Provide a quality academic experience that results in retention and graduation rates of

80% or above for each cohort

- a. To ensure achievement of this goal, data tracking will be used. Also, encouraging students and providing hands-on, engaging courses that promote continued learning through the program will be utilized. This will encourage and motivate students to continue their pursuit of an OT education and career.
- 5. Graduate students with the knowledge and skills necessary to achieve a pass rate on the National Board for Certification in Occupational Therapy Examination (NBCOT) at or above 80% within twelve (12) months of graduation.
 - a. To ensure achievement of this goal, data tracking will be implemented. Both the experiential learning theory and the higher-level thinking skills created based on Bloom's model of hierarchical learning will be incorporated into all course work and study sessions to prepare students to sit for the national exam (NBCOT).
- 6. Produce competent therapists, as evidenced by an OTR employment rate within twelve months of graduation at or above 80%.
 - a. To ensure achievement of this goal, data tracking will be used. The experiential learning theory will have been utilized in coursework by introducing new ideas and providing hands-on experiences. Students will gain this new knowledge and develop higher order of thinking, using Bloom's model of hierarchical learning, to ensure competence and promote encouragement and motivation to be employed and to stay employed.

Student Learning Outcomes (SLOs)

As previously described, the program's student learning outcomes (SLOs) were drawn from its philosophy. In order to fulfill the intent to teach students via implementation of the experiential learning theory, the program developed the following SLOs:

- 1. Synthesize foundational knowledge, theories, and basic tenets of occupational therapy for entry-level practice across the lifespan and the continuum of care.
 - a. In order to achieve this goal, students must be presented with situations in which they can actually apply these foundational knowledge, theories, and basic tenets in order to integrate them in such a way that they can be applied through practice.
- 2. Conduct the clinical process, including referral, screening, assessment, diagnosis, intervention, and discharge, in order to deliver client-centered, evidence-based, and occupation-based services.
 - a. Achievement of this goal is characterized by the ability to adapt knowledge of the clinical process to specific situations. This ability can best be developed by being given experiences in which students can put their knowledge and skills into action.
- 3. Apply knowledge of professional issues, including ethics, values, and responsibilities, to leadership and management of all service delivery contexts.
 - a. In order to achieve this goal, students will relate and put into practice the skills and knowledge they have learned about leadership, ethics, values and responsibilities in everyday practice as a service minded OT practitioner.
- 4. Employ interpersonal and communication skills necessary to effectively communicate and collaborate with all healthcare team members, as well as communicate with patients and their families to provide optimal interprofessional care.
 - a. Goal achievement for this SLO incorporates newly learned interpersonal and communication skills to effectively handle various situations in OT practice as

well

- as interaction and engaging with all care providers (including patient and family) that are involved in the case.
- b. Link to Curricular Theme: Interprofessional Education: Essential to interprofessional collaboration is the ability to communicate effectively and work collaboratively. This SLO directly relates to the curricular theme of interprofessional education because it ensures students are able to do these and do them well.
5. Engage in qualitative and quantitative research in order to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and apply this knowledge to practice.
 - a. Achievement of this goal requires students to draw upon their knowledge of different types of research, develop new knowledge through new endeavors of research, and then apply that new knowledge directly into service practice.
 6. Utilize knowledge and skills to serve the local and global community to be the hands and feet of Christ.
 - a. In order to achieve this goal, students will apply and implement their desire to serve and will demonstrate Christian values by serving those in need, throughout the community.
 - b. Link to Curricular Themes: Service and Integration of Faith: This SLO directly supports the curricular themes of service and integration of faith in a way that is unique to the program. While service can be independent from faith, a primary principle of the Christian faith is to be a servant. As James defines it in James 1:27, “Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their affliction, and to keep himself unspotted from the world.” By requiring students to participate in service activities to serve the needs of the local and global community, the program is encouraging students to promote the profession through acts of service while also incorporating the core tenets of the Christian faith.

CURRICULUM AND COURSE SEQUENCING (A.5.0., A.5.3.)

The complete curriculum (single cohort) with course sequencing is tabulated as follows:

Course #	Year 1: Semester 1 (Fall)	16 Hours
OTD 6520	Basic Science I: Human Anatomy	5
OTD 6312	Movement Science I	3
OTD 6313	Pathology and Medical Management	3
OTD 6330	Basic Tenets of OT Practice I	3
OTD 6240	Service in Occupational Therapy I	2
Course #	Semester 2 (Spring)	15 Hours
OTD 6420	Basic Science II: Neuroscience	4
OTD 6333	Basic Tenets of OT Practice II	3

OTD 6434	OT Across the Lifespan: Adult Population	4
OTD 6352	Treatment Techniques to Enhance Performance	3
OTD 6120	Fieldwork IA	1
Course #	Semester 3 (Summer)	17 Hours
OTD 6331	Evidence-Based Practice	3
OTD 6430	OT Across the Lifespan: Pediatric Population	4
OTD 6350	Quantitative Research Methods	3
OTD 6200	Ethics, Service, and Multiculturalism in OT	2
OTD 6432	OT Across the Lifespan: Mental Health Population	4
OTD 6121	Fieldwork IB	1
Course #	Year 2: Semester 4 (Fall)	16 Hours
OTD 7433	OT Across the Lifespan: Aging Population	4
OTD 7353	Adaptive Equipment and Patient Care Concepts	3
OTD 7350	Qualitative Research	3
OTD 7122	Fieldwork IC	1
OTD 7212	Clinical Communications	2
OTD 7300	Fieldwork Preparation	3
Course #	Semester 5 (Spring)	9 Hours
OTD 7920	Fieldwork IIA*	9
Course #	Semester 6 (Summer)	14 Hours
OTD 7255	Wellness and Health within the Community	2
OTD 7342	Current Policies and Social Systems Related to OT	3
OTD 7256	Faith, Health and Quality of Life	2
OTD 7257	Servant Leadership	2
OTD 7241	Service in Occupational Therapy II	2
OTD 8360	Doctoral Capstone Preparation	3

Course #	Year 3: Semester 7 (Fall)	9 Hours
OTD 7922	Fieldwork IIB*	9
Course #	Semester 8 (Spring)	14 Hours

OTD 8140	Doctoral Capstone	14
Total		110
*All semesters are 15 weeks in length.		

COURSE DESCRIPTIONS: DOCTOR OF OCCUPATIONAL THERAPY

Courses appear in the order of their offering sequence (single cohort).

Year One: Semester One (Fall)

OTD 6520 Basic Science I: Human Anatomy (5 hours)

This course is an advanced, detailed examination of the structure and function of the human body. Special emphasis will be on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

OTD 6312 Movement Science I (3 hours)

The course introduces the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and analysis will also be introduced.

OTD 6313 Pathology and Medical Management (3 hours)

This course focuses on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in occupational therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to Occupational therapy practice will be discussed.

OTD 6330 Basic Tenets of OT Practice I (3 hours)

This course will analyze OT history, philosophical base, theory, frames of reference, Vision 2025, and the sociopolitical climate and their importance in meeting society's current and future occupational needs. Students will also be introduced to documentation and will learn basic documentation skills.

OTD 6240 Service in Occupational Therapy I (2 hours)

This course introduces students to information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in

local, national, and international organizations and agencies. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

Semester Two (Spring)

OTD 6420 Basic Science II: Neuroscience (4 hours)

This course is an in-depth study of the structure and function of the neurological system and physiology. Students will be introduced to selected pathologies and special tests that facilitate the

understanding of how the nervous system affects movement of the human body.

OTD 6333 Basic Tenets of OT Practice II (3 hours)

This course will introduce the interaction of occupation and activity, and the distinct nature of occupation. This course will explore therapeutic use of self, safety of self and others, the process of referrals to specialists, reimbursement, documentation, professional development, and personal and professional responsibilities.

OTD 6434 OT Across the Lifespan: Adult Population (4 hours)

This course will provide an overview of occupational therapy for adult patients, ages 18 through 59 years. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6352 Treatment Techniques to Enhance Performance (3 hours)

This course explores various media and methods to use in treatment. This course provides instruction and hands-on learning for making splints and orthotics and providing appropriate therapy techniques using methods available within various settings. This course will allow students the chance to explore various methods of treatment and will be introduced to activity analysis and grading activities up/down depending on the client. The course is designed to introduce and practice treatment techniques that are specific modalities for physical dysfunctions, such as superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices.

OTD 6120 Fieldwork IA (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

OTD 6000 Grand Rounds 1 (0 hours)

This course is a “grand rounds” experience in a problem-based learning format. Students develop their clinical decision-making process, as cases increase in complexity, through research, discussion and collaboration. IPE competencies are introduced. Students use the tools necessary to be a successful problem-based learner in the “grand rounds” format. Students will learn how to work effectively as part of a health care team, how to manage conflict and solve problems while respecting individual differences.

Semester Three (Summer)

OTD 6331 Evidence-Based Practice (3 hours)

This course is designed for students to gain the knowledge and skills required to become an evidence-based practitioner. The course introduces the foundation of evidence-based practice and the integration of clinical reasoning skills.

OTD 6430 OT Across the Lifespan: Pediatric Population (4 hours)

This course will provide an overview of pediatric occupational therapy from birth through

adolescence (18 years). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various pediatric standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6350 Quantitative Research Methods (3 hours)

In this course students will be introduced to quantitative research methods. This course provides an overview of research design from the perspective of the hierarchy of levels of evidence, including consideration of validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature using descriptive, correlational, and inferential quantitative statistics, as well as design and implement scholarly studies to advance the literature.

OTD 6200 Ethics, Service, and Multiculturalism in OT (2 hours)

In this course students will be introduced to ethical principles and multicultural awareness as they relate to occupational therapy. Students will discuss the social determinants of health as related to sociocultural factors, socioeconomic factors, diversity factors, and lifestyle choices. Students will explore professional ethics using the AOTA Code of Ethics and Standards of Practice.

OTD 6432 OT Across the Lifespan: Mental Health Population (4 hours)

This course will provide an overview of occupational therapy for individuals with mental health concerns. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6121 Fieldwork IB (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Year Two: Semester Four (Fall)

OTD 7433 OT Across the Lifespan: Aging Population (4 hours)

This course will provide an overview of occupational therapy for elderly patients (age 60 through end-of-life). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 7353 Adaptive Equipment and Patient Care Concepts (3 hours)

This course introduces students to various adaptive equipment that may be used with clients. This course also introduces all the latest technology to use when helping and serving clients.

OTD 7350 Qualitative Research Methods (3 hours)

In this course students will be introduced to qualitative research methods. This course provides an

overview of research design including hierarchy of levels of evidence, validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature, as well as design and implement scholarly studies, including coding and synthesizing qualitative data, to advance the literature.

OTD 7001 Grand Rounds 2 (0 hours)

This course is a “grand rounds” experience in a problem-based learning format. Students develop their clinical decision-making process, as cases increase in complexity, through research, discussion and collaboration. IPE competencies are introduced. Students use the tools necessary to be a successful problem-based learner in the “grand rounds” format. Students will learn how to work effectively as part of a health care team, how to manage conflict and solve problems while respecting individual differences.

OTD 7212 Clinical Communications (2 hours)

In this course students will learn to create professional reports, explore how to develop grant proposals, and develop communication skills for interactions with clients and their families. This course will also teach effective interprofessional collaboration between OT and OTA and interprofessional skills for interprofessional practice.

OTD 7300 Fieldwork Preparation (3 hours)

This course will review treatment techniques, evaluation techniques, and documentation skills to ensure students are prepared for their Fieldwork experience.

OTD 7122 Fieldwork IC (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Semester Five (Spring)

OTD 7920 Fieldwork IIA (12 weeks) (9 hours)

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

Semester Six (Summer)

OTD 7255 Wellness and Health within the Community (2 hours)

This course will explore sociocultural and socioeconomic factors that apply to occupational therapy service delivery. Students will learn and explore the role of occupational therapy in promoting health and various teaching and learning approaches to promote health literacy within the community. Students will evaluate access to community resources and development of primary care opportunities for occupational therapy within the community.

OTD 7342 Current Policies and Social Systems Related to OT (3 hours)

This course will introduce current policy issues, advocacy to promote occupational therapy, and the system structures that create federal and state regulations for occupational therapy.

OTD 7256 Faith, Health and Quality of Life (2 hours)

This course is designed to examine the complex role of the occupational therapist in interactions with clients, colleagues, families, and the profession. Students gain an understanding of the role and impact of illness, disability, health, spirituality, and other factors on clients as well as their own life. Students will explore what it means to be a Christian in healthcare. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences and sensitivity, spirituality, and coping strategies. Discussions include faith-based foundations, including the Christian moral transition, sociocultural influences, professional codes, organizational norms, and personal ethical norms.

OTD 7257 Servant Leadership (2 hours)

The Core Competencies of Leadership will be introduced and meaningful ways to apply leadership skills discussed. This course will cover leadership skills related to business aspects of practice, marketing of services, quality management, servant leadership, liability issues, requirements for credentialing and licensure, professional development requirements, supervision of personnel, professional engagement, and organizational ethics. This course also prepares students for entry into and leadership within academic settings.

OTD 7241 Service in Occupational Therapy II (2 hour)

This second course is a continuation of information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. Students will explore the practice of occupational therapy with an emphasis on service and leadership. Pro bono services will be introduced as an act of Christian values and service. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

OTD 8360 Doctoral Capstone Preparation (3 hours)

In this course, students will collaborate with the professor to design their capstone project to develop knowledge in their area of interest. Per ACOTE requirements, preparation for the capstone project will include a literature review, needs assessment, goals/objectives, and an evaluation plan. This course will prepare students for the 14-week doctoral capstone experience which will occur in the final semester of the program.

Year Three: Semester Seven (Fall)

OTD 7922 Fieldwork IIB (12 weeks) (9 hours)

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

Semester Eight (Spring)

OTD 8140 Doctoral Capstone (14 hours)

In this course students will complete the capstone experience. The doctoral capstone provides a comprehensive experience in the student's chosen setting for 14 weeks. Completion of a capstone project will also be a part of this course. It will emphasize the comprehensive understanding of the focused area of study.

PROGRAM FACULTY (A.2.0.)

Program Director (A.2.1.)

The Program Director is responsible for the management and administration of the program. These responsibilities include: planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and strategies for professional development.

Dr. Amy Oliver has been an occupational therapist for 30 years. She graduated with her occupational therapy degree from the University of Mississippi Medical Center and earned her doctoral degree in occupational therapy from Rocky Mountain University of Health Professions. She has practiced in many settings; however, for the past 25 years she has specialized primarily in pediatrics. She has presented continuing education courses on the importance of sensory processing skills for children, early brain development, and pediatric splinting. She has specialized in working with children with developmental disabilities as well as physical disabilities. She has also specialized in sensory integration and is SIPT certified. Doctor Oliver is NBCOT certified and licensed to practice in the state of Alabama.

Academic Fieldwork Coordinator (A.2.4.)

The Academic Fieldwork Coordinator is responsible for ensuring the program's compliance with ACOTE fieldwork requirements and is considered a full-time core faculty member.

Dr. Angie Kelly has been an occupational therapist for 30 years. She graduated with her Occupational Therapy degree from the University of Mississippi Medical Center, earned a Master's Degree in Communications from the University of Southern Mississippi, and a Doctoral Degree in Occupational Therapy from Rocky Mountain University of Health Professions. She has experience with geriatrics, home health, and school systems. She has a passion to help educate the next generation of therapists. Dr. Kelly is NBCOT certified and licensed to practice in the states of Alabama and Mississippi.

Capstone Coordinator (A.2.5.)

The Capstone Coordinator is responsible for ensuring the program's compliance with ACOTE capstone requirements and is considered a full-time core faculty member.

Dr. Nikki Raines has been an occupational therapist for 26 years. She graduated with an Occupational Therapy degree from Tuskegee University, a Master's Degree of Public Administration from Auburn University, and a Doctor of Occupational Therapy from Rocky Mountain University of Health Professions. She also holds numerous certifications including:

- Rehabilitation Leadership and Management
- Diversity, Equity, and Inclusion in the Workplace

- Certified Aging in Place Specialist

Dr. Raines has extensive teaching experience, research experience, grant submissions, publications, presentations, and experience as a graduate student research adviser. She currently serves on the editorial board of the *Journal of the National Society of Allied Health*, and she is on the State of Alabama's Board of Occupational Therapy. Dr. Raines is NBCOT certified and licensed to practice in the state of Alabama.

Core Faculty (A.2.6., A.2.7.)

Core Faculty are occupational therapy practitioners who are currently licensed to practice. All full-time core faculty members hold a USDE -recognized doctoral degree.

Dr. Susan Denham has 34 years' experience as an occupational therapist. She earned her initial Occupational Therapy Degree from the University of Alabama at Birmingham. She then earned a Master's Degree in Human Resource Management from Troy University and a Doctorate Degree in Educational Leadership, Policy, and Law from Alabama State University. She is also a Certified Hand Therapist. She has extensive teaching experience, experience with developing courses and programs, numerous publications, presentations, and awards within the field of Occupational therapy. Dr. Denham is NBCOT certified and licensed to practice in the state of Alabama.

Administrative Assistant / Academic Secretary (A.2.10.)

The Administrative Assistant/Academic Secretary supports the program faculty in day-to-day administrative tasks and in meeting fieldwork and doctoral capstone requirements.

Angie Brenneman has experience at Faulkner University in the Gus Nichols Library. She also has eight years of experience working in the education arena as an aide in a classroom for special needs children. She is also a talented artist, has extensive experience with computer technology, and is very organized.

Faculty and Staff Office Hours

Individual faculty hours are posted in their course syllabi as well as on their respective office door. Faculty members are also available by appointment. Staff are generally available during normal work hours (8:00 am – 5:00 pm Monday through Friday) and by appointment except for University holidays.

Contact Information for OT Faculty and Staff

Department Chair/Director: Dr. Amy Oliver 334-386-7978 aoliver@faulkner.edu

Academic Fieldwork Coordinator: Dr. Angie Kelly 334-386-7976 akelly@faulkner.edu

Academic Capstone Coordinator: Dr. Nikki Raines 334-386-7962 nraines@faulkner.edu

Faculty: Dr. Susan Denham 334-386-7964 sdenham@faulkner.edu

Academic Secretary: Angie Brenneman 334-386-7284 abrenneman@faulkner.edu

Facilities (A.2.12.)

Faulkner University's College of Health Sciences occupies an 85,000 sq. ft. facility. This facility contains 6 classrooms, 6 lab spaces, a student commons area, faculty offices, etc. The Occupational Therapy program is assigned classrooms 1013 and 1014 on a priority basis and has its own designated lab space.

Equipment and Maintenance (A.2.13., A.4.4.)

Appropriate equipment and supplies are provided by the institution for student use during the didactic, fieldwork, and doctoral capstone portions of the program. All students, faculty and staff are required to properly use and maintain equipment in all of the classrooms, laboratories, lounges, and other spaces dedicated to the OTD Program, the College of Health Sciences, and the University. Equipment will be checked for safety at the beginning and end of each course in which it is used.

The OTD faculty/ staff will also perform regular checks of equipment to include mechanical and electrical equipment. Each person is responsible, however, to report any equipment that needs repair to the Administrative Assistant/ Program Director’s office as soon as possible to avoid injury. If equipment needs repair, a sign will be placed on the equipment that denotes “out of order – do not use” and removes equipment from use for the safety of all concerned. Electrical equipment will be inspected yearly by a licensed professional. The administrative assistant will contact the appropriate person to repair equipment, and/ or orders repair or parts to facilitate repair. Professional behavior includes taking care of all facilities and equipment, cleaning up after oneself and protecting others from harm. Students should report violations of these policies by other students to the Program Director. A violation of these rules can result in termination of the privileges of unlimited use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, will be reported on the Professional Behavior Form and may lead to dismissal from the program.

ADMISSION REQUIREMENTS (A.3.1., A.4.5.)**Degree Requirement (A.5.3.)**

Applicants must complete a Bachelor’s degree from an accredited institution prior to starting the OTD program. The program does not admit students on the basis of ability to benefit.

Prerequisite Courses (A.3.2.)

All applicants must complete each of the following prerequisites with a grade of “C” or better. Applicants may choose to repeat a course, and the grades will be averaged and only the first retake will be used.

<u>Course</u>	<u>Lab requirement</u>	<u>Credit hours</u>
Biological or Physical Science	No	3
Anatomy and Physiology, I & II	Yes	8
Psychology	No	6
Statistics	No	3

GPA Requirements

Applicants must have a minimum prerequisite grade point average (GPA) of 3.0 or greater on a 4.0 scale as well as an overall undergraduate GPA of at least a 3.0 or greater on a 4.0 scale. However, as a Christian University we do offer a “second chance” program in which up to two and only two outstanding candidates with a grade point average of 2.7 – 2.99 may be granted admission to the program on a contingency basis. The “second chance” students (only 2) must maintain a 3.0 grade point average at the end of the first semester. If either of the two “second chance” students fall below a 3.0 at the end of the first semester, they will be dismissed from the program.

Letters of Recommendation

Three letters of recommendation are required with the application. One must be from a professor who can vouch for your academic ability to matriculate successfully through a graduate professional program. One letter must be from a licensed occupational therapist who can provide information about your professional demeanor, communication skills, and understanding of occupational therapy. One letter must be from clergy or a member of the community (coach, mentor, former employer, etc.) that can provide information about your character, sincerity, and commitment to complete a graduate professional program.

Observation Hours

Applicants are required to complete a minimum of 40 clinical observation hours with an OTR or COTA. The observation hours must occur in a minimum of at least 2 different settings (pediatrics, mental health, home health, acute care, inpatient rehabilitation, outpatient clinic, etc.)

Essay

Applicants are required to submit an introductory essay introducing themselves and their desire to become occupational therapists.

Interview

Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials. Submission of all required application material does not guarantee an interview.

Supplemental Application

In addition to the OTCAS application, applicants must complete the Faulkner University Supplemental Graduate Application and submit a \$75.00 application fee directly to Faulkner University.

Background Check Policy

Graduation from the Doctor of Occupational Therapy Program at Faulkner University requires students to interact with others in a variety of settings both in and out of the classroom. One requirement of graduation is the successful completion of the fieldwork education component of the curriculum. Because many fieldwork education sites are required to perform background checks on all individuals who interact with patients, background checks are often required in order for students to be accepted in a fieldwork education experience. Therefore, a criminal background check is required of all students admitted in the Department of Occupational Therapy. Students

may be required to have additional background checks during matriculation depending on the requirements of the fieldwork education site they are assigned to for their full or part-time fieldwork education experiences.

Students are responsible for the cost of the background check. The completed background check reports are made available online only to the OT Program Director. Reports will be permanently archived online with Universal Background Screening Inc. Printed copies can be made available to the student upon request. If a fieldwork site requests a copy of the report, it is preferred that the student deliver the report. The academic program will only provide a copy of the report to a student's fieldwork education site if specifically requested by the site and student. Students acknowledged and agreed to the release of this information to the fieldwork education site when they signed the Student Agreement Form. The offer of admission will be revoked for failure to complete a background check within the defined timeframe or if the results are unsatisfactory.

In the event the institution receives an affirmative background check response, the student will be notified of the results and be provided an opportunity to clarify the items in his or her background prior to a final admission decision. In the event that any criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported in subsequent background checks, the student will be dismissed from the program. Students will not be allowed fieldwork placement or retention in the program if criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported.

Disclaimer: The Criminal Background Check Policy and process at Faulkner University does not guarantee the safety of students, faculty, patients or staff, nor is it able to predict the individual's future behavior in the program or the profession. An acceptable student background check, as determined by the institution, state or experiential site, does not guarantee the student will be eligible to complete the program, fieldwork affiliation, obtain an occupational therapy license or employment. Entities such as a state board or health care facility may interpret the results of the background check differently or discover different or new information not present in previous searches.

Essential Functions

The following skills are considered essential for any student that is completing the Doctor of Occupational Therapy program at Faulkner University. Occupational Therapy is a demanding profession that requires essential skills for success. The profession can be physically, mentally, and psychologically demanding. Therefore, basic essential skills that are required for all students are as follows:

1. General abilities: Students are expected to possess adequate endurance and alertness to participate in a highly rigorous doctoral program. Students are also expected to demonstrate general strength and equilibrium to participate in laboratory courses and clinical experiences.
2. Observational skills: Students are expected to demonstrate appropriate visual acuity and visual perceptual skills to observe clients from a distance and closely to form an accurate observation. Students are also expected to have functional use of the senses of vision, hearing, touch, taste and smell. These senses will interpret data from the external environment and allow accurate observation skills of not only clients, but also in lecture

and laboratory classes.

3. Communication skills: Students are expected to possess and demonstrate effective communication skills to interact appropriately and successfully with clients. These skills are necessary to discern accurate abilities of clients. Students are also expected to demonstrate sensitivity when addressing clients and their families. Students are expected to communicate appropriately in lecture and laboratory classes.
 - Motor skills: Students are expected to possess good fine and gross motor skills in order to accurately assess and treat clients. Students should possess and demonstrate adequate stamina and equilibrium to assess and treat clients, participate in laboratory classes, and operate necessary equipment pertaining to occupational therapy practice. Students should have the psychomotor skills needed to successfully complete occupational therapy evaluations to include manual muscle testing, goniometry, joint range of motion, etc. The motor skills of bending, stooping, lifting, turning, transferring, and transporting clients are necessary.
 - Interpersonal/Behavioral/Professional skills: Students must demonstrate good judgment, emotional health and stability, and therapeutic use of self in order to complete accurate assessments and develop personal, client-centered treatment plans. Students should have emotional maturity to develop good rapport, sensitivity, and respect with clients and their families. Students must demonstrate respectful professional behavior with clients, fellow students and faculty.
 - Critical Reasoning skills: Students must possess the ability to problem solve various situations through calculating and analyzing data. This skill is imperative in determining correct and effective client treatment. Students also need this skill when completing various work within the didactic and laboratory courses.
 - Technology skills: Students must have basic computer skills including Microsoft office, and the ability to learn other software programs quickly.

Health Insurance

All students are required to show proof of personal health insurance upon admission to the OTD program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident. Additionally, health insurance may be required for particular fieldwork placements. It is up to each student to verify whether or not their insurance is effective in the state of Alabama or state where their fieldwork occurs.

Immunization Requirements

Immunization records must be submitted upon being admitted to the program and prior to orientation. All vaccine/immunization records must include full dates i.e. month/day/year and health care providers' signatures. Health care provider initials may be considered sufficient if the document is on the letterhead (including the name and address of the practice) of a health care provider. School records which merely reflect dates of administration will NOT be accepted. Immunization records submitted without thorough documentation such as date received, lot #, expiration date, etc., may not be accepted at clinical sites, and student will be required to repeat vaccines or obtain titers in lieu of vaccines if applicable.

Proof of the following immunizations is required prior to any clinical participation:

- Tdap – Tetanus, Diphtheria, and Pertussis (must be renewed every 10 years)

- Tuberculin Skin Test (within the past year and again annually while participating in program)
- MMR – 2 doses or Positive Titer – Measles, Mumps, and Rubella (must submit lab report)
- Varicella – 2 doses or Positive Titer (Lab report required for Titters.)
- Hep B Series – 3 doses (dose 2 (30) days after dose 1, does 3 (5 months) after dose 2).
- Meningitis – complete primary dose/series or Positive Titer (Lab Report required for Titters).

The following immunizations are recommended by the college, but may be required by clinical sites:

- Flu – Due annually and must be current flu season (September – April). Receipts not accepted.
- COVID-19

*** Please note than any tit results that are negative may require a repeat of vaccine doses and additional titer screening.

Application Enhancements

Community service activities and leadership activities will be considered along with other factors as part of a holistic admission process.

Technology Requirements

Occupational Therapy program students are required to have a laptop with a camera, microphone, and WIFI capabilities. The laptop should also be compatible with the minimum system requirements for ExamSoft. <https://examsoft.com/resources/examplify-minimum-system-requirements/> Students are expected to maintain their own technology equipment throughout their time in the OTD program. The program is not responsible for students' personal equipment that is left unattended in the building.

Credit for Previous Courses/Work Experience (A.3.3.)

The program does not award credit to students for any previous course or work experience. The Department of Occupational Therapy does not accept transfer students. Students from other programs who wish to apply must do so through the OTCAS system and will be considered with the applicant pool for that academic year. Any student who has previously attended an Occupational Therapy program and was dismissed, must obtain a letter of support from the Chair/ Program Director of that program in order to be considered for admission. In extenuating circumstances, consideration may be made for students from programs in which accreditation has been denied or revoked. Students may be considered in this situation, if this occurs, and it will be on a case-by-case basis. If a student is considered for admission in this instance, there is no

guarantee of admission nor of any transfer of credit for coursework.

Student Employment

Due to the rigorous nature of the curriculum, students are not permitted to engage in off-campus employment. If a student is approved for federal work-study, the student may be permitted to work a limited number of hours per week on campus. Some students with exemplary knowledge of course work may function as a paid peer tutor. Matriculation through the OTD program at Faulkner University is a full-time responsibility. Students should expect OTD program activities to occur Monday through Friday between 7:30am and 5:30pm, as well as some nights and weekends.

Deferment of Admission

Extenuating circumstances may impact a students' ability to accept admission into the Doctor of Occupational Therapy Program, such as family emergencies, death in the family, catastrophic or life changing events, extreme financial hardship, or military service. In these situations, students may decide to defer acceptance into the program. Students who have accepted but would like to defer their admission must provide a written request for deferment which includes a detailed explanation of the reasons for the deferment. The written request must be submitted no later than July 1st. Any requests following the deadline will be made on a case- by-case basis. The OTD admissions committee will review the request to determine if it meets the program requirements and sufficient information have been provided. The admissions chair will contact the applicant directly for clarification, request additional information or supportive documentation (ie. letter from physician). Once a decision has been made, the admissions committee will notify the applicant in writing and a copy will be placed in the applicant's file. If granted, the deferment will be given for one year only. After one year, the student will forfeit the deferment but is not prohibited from applying again to the program at any time. If the applicant accepts deferment, all requirements for admission must still be met prior to matriculation. If a deferment is granted, the next applicant on the waitlist will be admitted to the program.

Tuition and Fees (A.4.4.)

*Tuition, fees, and costs are subject to change.

Year	1	2	3
Terms Enrolled	3	3	2
Months Enrolled	12	12	9
Credit Hours	48	39	23
Estimated Tuition	\$36,000	\$29,250	\$17,250
College Fees	\$1,050	\$1,050	\$750
Tuition and Fees*	\$37,050	\$30,300	\$17,950

Est. Cost for Books	\$1,000	\$1,000	\$1,000
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If some courses are offered online, there will be a \$75/credit hr. technology fee.

*There will be additional costs of the program not charged through Faulkner University, including background checks, clinical education expenses, vaccination, drug screens, health insurance etc.

It is estimated that students should plan for at least \$14,000 each year for living expenses and transportation. This estimate would vary based on choice of accommodations, lifestyle, etc.

Updating Admissions Information (A.4.1.)

All admissions and program information will be updated and the current publication of all required practices will be verified at the began of each admissions cycle which begins when the OTCAS opens.

ACADEMIC POLICIES

See CHS Student Handbook pgs. 27-30 for the program’s adopted Academic Integrity Policy. https://drive.google.com/file/d/1Vz8Z1jQFXRt2E6RzDjOkSv_ZcV4g_Sv2/view

Attendance Policy

Attendance to class sessions, laboratory sessions, and clinical rotations is mandatory. Attendance is defined as presence during the entire scheduled activity or event. Students are expected to arrive prior to the start of class and be prepared to engage in classroom activities. This expectation includes completing any pre-readings or other assignments given by faculty. Each student is responsible for reviewing the syllabus and keeping abreast of any material assigned by any/ all instructors in the course. Successful matriculation through each program requires all students to be present and participate in learning activities. Students should be aware that there may be times that students will be required to attend additional events and activities outside of regular class meetings. Every effort will be made to notify students well in advance of the meeting date/ time. If these events coincide with a course, the attendance policy will apply to that event. Each faculty member has absolute discretion to deem absent a student who arrives late for, or leaves early from, a class meeting. Any student whose absences exceed 15% of all meetings in a course, whether it is excused or unexcused, shall have his/her final grade in the course reduced by one step for every absence over the maximum. A step is defined as 5 points. The points will be deducted from the final course grade. Absences are counted from the first class meeting of the course.

This attendance policy applies to didactic courses. Students should refer to their program’s individual attendance policy concerning clinical courses. The maximum number of class meetings will be based on the number of days the course consistently meets each week for the entire semester. For each category of course, the maximum number shall conclusively be deemed as follows:

15 weeks of class per semester

Maximum Absences

Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	9
Courses regularly meeting 3 times a week all semester	7
Courses regularly meeting 2 times a week all semester	5
Courses regularly meeting 1 time a week all semester	2

14 weeks of class per semester

Maximum Absences

Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	8
Courses regularly meeting 3 times a week all semester	6
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

Remaining in class for the entire lecture

If a student leaves a lecture and is gone more than 20 minutes: that class period will be marked as an unexcused absence. (Unless the student is ill, etc.).

*A faculty member may, at his or her option, adopt a policy requiring a higher level of attendance. However, the professor may lower the student's final course grade by no more than one step per absence when the student's absences exceed those specified in the professor's policy. Any additional attendance policy must be in writing and communicated to students at the first class of the semester.

Late Arrival to Examinations

A student who, without prior notification and excuse, arrives late to a required assessment (examination, quiz or practical) will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and that prior notification and excuse could not reasonably be given under the circumstances.

Academic Fieldwork Policy

Students will complete three Level I Fieldwork experiences. These will be a combination of local facilities and Simucase experiences (interactive online experience). Each Level I Fieldwork experience will equal at least up to 40 hours experience combining Simucase and local facilities. Students will complete at least 24 weeks of Level II fieldwork experiences as well as an individual 14-week capstone experience.

The doctoral capstone experience will commence after completion of all didactic portions of the program, all coursework, and Level II fieldwork, as well as completion of preparatory

activities defined in 2018 ACOTE OTD Standard D.1.0.

Progress to Fieldwork Experience

Successful completion of all Fieldwork experience is required in the OTD program. In order to progress to the Fieldwork experience, students must pass all didactic courses by maintaining an overall 3.0 GPA or higher or a “pass” in a “pass/fail” course. Students who demonstrate significant deficiencies, red flags in safety, or unprofessional behavior will be given a Remediation Plan. The student will not be able to progress to the fieldwork portion of the program until the student passes the Remediation (which could result in lengthening of the student’s program).

Fieldwork Education

The fieldwork portion of the Faulkner University Doctor of Occupational Therapy Education program is to collaborate with community partners to provide the best fieldwork education experience that addresses the needs of the student, meets the requirements of the program, and prepares future occupational therapists for entry into the practice.

Purpose of Fieldwork Education

The purpose of the fieldwork education experience component of the Occupational Therapy curriculum is to provide for application of the didactic instruction in a real-life clinical setting. If, after didactic portions of the program have begun, a student is denied acceptance into a fieldwork placement due to an affirmative background check, the student will be removed from the program.

If a student has any questions or concerns about this policy, they should address the issue with the Program Director.

Advising (A.3.6., A.3.7.)

All students admitted to the Doctor of Occupational Therapy Program are randomly assigned an individual OT faculty advisor. Academic advising is an integral component of the successful educational experience, and therefore, students are required to meet with their assigned advisor at a minimum of once each semester. A student on academic probation or a remediation plan must meet with their advisor at least one time per month. At each regularly scheduled advising appointment, faculty will use the appended “Student Advising Guide” to ensure discussion and evaluation of student progress and academic standing, professional coursework, professional behaviors, and fieldwork education. Faculty meet prior to advising each semester to evaluate students' professional behaviors using the "Professional Behaviors Assessment Form". The completed form is presented to the student by their advisor and discussed during the student's meeting with their advisor. Once students enter the doctoral capstone portion of the program, the Capstone Coordinator will schedule additional advising appointments related specifically to the capstone. The Capstone Coordinator may require that meetings take place between students and their individual mentors.

There may be additional reasons the student may be required to meet with their advisor, including notification by the Program Director or Course Coordinator. In each instance, the student will be required to schedule a meeting within one (1) business day of being notified of the requirement. Failure to do so will result in a deduction in professionalism points for any/all of the respective courses, and for each day the meeting is not scheduled, additional deductions will apply. The Course Coordinator has the discretion to determine how many points are deducted from professionalism as a result of failure to schedule a required advising meeting.

The advisor should make every effort to be accessible and responsive to students and students are responsible for being prepared and knowledgeable of the university and department policies and procedures. The faculty advisor is available to discuss academic and non-academic issues and will assist the student with appropriate resources. Failure to meet this requirement may delay progression through the program. The advisor may serve as an advocate for the student when needed for academic or disciplinary issues. Additional advising may be required during matriculation, at the discretion of the Program Director. Scheduled appointments can be helpful and are encouraged to allow for adequate time to prepare for the appropriate response.

Issues and questions regarding courses should be directed to the course faculty first. Students may also seek advice from their assigned advisor for questions or concerns, especially regarding the appropriate procedures.

Lab Course Policy

A student is required to pass both the didactic and laboratory components of the course in order to proceed in the program, despite the grading rubric in the course. A student must pass all practical examinations. If the student fails the practical exam for any reason, they will be allowed to retake the practical after a period of remediation. The student must submit the remediation plan to the course coordinator. The student must pass the retake practical with a score of 70% and 100% on all defined safety criteria. The highest score that can be awarded for the retake is 70%. If the student does not pass the practical after the first retake, the student will fail the course and be removed from the program. In extenuating circumstances, the student may request a second retake, however, the student must make the request in writing to the faculty, detailing the reason the retake should be considered. The faculty will make the determination if a retake will be granted and the conditions for the retake. If the student does not pass the second retake, the student will earn an “F” for the course and will be dismissed from the program.

Lab Participation

Students are required to participate in all learning experiences within the OTD program as both a healthcare professional and as a subject/simulated patient. Lab skills practice may include but not limited to: observation, palpation of various body parts, therapeutic exercise, manual therapy techniques, bed mobility, transfers, gait training, application of therapeutic modalities, and joint mobilization. A list of specific activities in each course can be obtained from the Course Coordinator and course syllabi. Students are expected to become comfortable with palpation of others as well as their own body. If a student has an underlying medical condition or contraindication that would limit safe participation in a lab activity, it is the responsibility of each student to inform the faculty. If there are cultural or religious customs that interfere with participation in an activity or lab, the student must inform the course coordinator and/ or the Program Director. Students should be prepared, however, to work with multiple lab partners, faculty and instructors to gain the full benefit of learning experience. Each student will sign the Acknowledgment of Lab Participation Form each semester.

Academic Progression and Grading (A.4.6.)

The Doctor of Occupational Therapy Program at Faulkner University is designed as a 3-year curriculum over 8 consecutive semesters and requires full time matriculation during that time period. In order to progress in the program, students must complete all academic and

clinical

coursework successfully in the outlined sequence. Students will only be allowed to progress to the subsequent semester when they have successfully completed all academic and clinical coursework from the previous semester or approval of the Program Director. Students must maintain a cumulative GPA of 3.0 to remain in good academic standing. Evaluation of academic standing occurs each term. Pass/fail courses will not be used to compute GPA. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine academic probation and eligibility for degrees. A student must maintain a 70% average or better (C or better) to “pass” a course. The student cannot have an overall GPA below 80% to successfully matriculate through the program. The Department of Occupational Therapy will utilize the following grading scale for all courses, unless it is deemed a pass/fail course.

Letter Scale/Quality Points

A 90-100	Excellent	4
B 80-89	Satisfactory	3
C 70-79	Below average	2
D 60-69	Unsatisfactory	1
F 59-0	Failure	0
I	Incomplete	
W	Withdrawn	

An "I" indicates that some requirement of the course is not yet complete. It is only given for reasons which in the judgment of the instructor have been unavoidable, and with the approval of the dean of the respective school. It is the responsibility of the student to initiate steps with the instructor to have an "I" changed. An "I" which has not been changed to a permanent grade by the last day of classes of the following semester automatically becomes an "F." A grade of “W” is posted when a student drops a course before the deadline specified on the University’s Academic Calendar. A grade of “F” will be posted when a student drops a course after the specified date in the Academic Calendar. These standards apply whether the student withdraws from a course voluntarily or involuntarily

Pass/Fail Courses

A course classified as pass/fail will count toward the number of credits needed for degree requirements but will not be used in the GPA calculation. Any student who earns a “ F” Fail in a pass/fail course will automatically be entered in a remediation plan and have the opportunity to retake the course. If the student does not complete the remediation plan or fails the course after remediation, the student may be dismissed from the program.

Students must be willing to learn and adopt professional standards of conduct as well as the Code of Conduct for the University and for the Occupational Therapy profession. Students must

understand and demonstrate Faulkner University values of faith, learning, excellence, reconciliation, service, stewardship, and respect. Students will implement the Occupational Therapy Code of Ethics and Standards of Practice into their coursework and fieldworks. Students will also understand and apply the profession's Vision 2025 into their work. Students must abide by the occupational therapy core values of altruism, equality, freedom, justice, dignity, truth, and prudence. Students must also abide by the occupational therapy principles of beneficence, nonmaleficence, autonomy, justice, veracity, and fidelity. Students must understand the occupational therapy standards of conduct: professional integrity, responsibility, and accountability; therapeutic relationships; documentation, reimbursement and financial matters; service delivery; professional competence, education, supervision, and training; communication; and professional civility. Please refer to the AOTA website for policies referring to the Code of Ethics, the Standard of Practice, and Vision 2025: www.aota.org) Students must be able to engage in the care of all clients and in all settings.

Examination Policy

Students are required to take all examinations as scheduled in the curriculum. If a student is absent for an exam because of an illness, emergency or other circumstance beyond the student's control, the student will be allowed to make up the examination once a valid excuse is provided. Examples of valid excuses include a doctor's note or official documentation. Faulkner reserves the right to accept or deny any documentation provided to determine if the absence is excused or not. If no valid excuse is provided, the student will receive a "0" for the examination. The make-up exam, if allowed, should be taken within 48 hours if possible and must be approved and scheduled with the faculty of record. The Students will not be allowed to review the exam or the key until all students have taken the examination.

The examination policy is based on the testing procedures outlined by the licensure examination, which is a timed, computer-based examination. In order to practice Occupational Therapy, all students must pass the National Board of Certification Examination in Occupational Therapy (NBCOT). Not only will this process maintain the integrity of the examination but will assist in preparing students to take the examination. The student will not be allowed to leave the room once the examination has begun. Once the student leaves, they will not be allowed to return until all students have completed the examination and all of the students have left the room. Students will not be allowed to go to the restroom unless there is a documented medical condition or the student becomes ill.

No food or drink will be allowed during the examination unless there is a documented medical reason that requires it. No electronic devices (other than a laptop, if required) are allowed in the testing room. This includes watches, phones, etc. All eyeglasses will be inspected prior to starting the exam. No backpacks, books, purses, paper, pencils will be allowed in the testing room. The necessary items will be provided as indicated. No hats or bulky jackets may be worn. Shoes must remain on the feet during the entire examination. Any clothing worn during the exam, should remain on the student until the examination is complete. Students must not congregate near the testing room, discuss the exam with anyone after completing the exam and are expected to be quiet and respectful of others taking the exam. The examination will be given for a predetermined amount of time. Clocks will be available in the room. A proctoring service may be utilized during testing.

Class Cancellations

When the university closes, all classes taking place on the Faulkner campus are automatically canceled. Students in fieldwork education experiences will follow the clinic facility policy if a closing occurs. There may be times when faculty or the program may need to cancel a class meeting. The following procedures will be followed:

- If a faculty member needs to cancel a class meeting, they must obtain permission from the Program Director.
- The class will be notified as a whole through university email. Every effort will be made to ensure timely notification, ideally no less than 24 hours.
- The Course Coordinator will consult with the affected cohort and the Program Director to select alternative dates and time for class meetings.
- The final rescheduling of the course meeting must be approved by the Program Director and fall within the published dates of the course. Any deviation outside published dates must have approval of the Dean and VPAA. Once the date and time has been approved, the students will be notified as a whole via university email and added to the calendar. Any student who has a conflict should consult with the Course Coordinator.

Academic Probation (A.4.4.)

The first semester a student's cumulative GPA falls below a 3.0, he or she will be placed on probation (unless they are enrolled in the "second chance" program). The student will be notified in writing by the Program Director of their probationary status. The student will be required to meet with their advisor, Program Director, and the Student Success Committee in order to develop a Remediation Plan (RP) to facilitate success. Completion of the RP during the probationary semester is required to progress in the program. If the cumulative GPA remains below a 3.0 by the end of two additional consecutive semesters of probation, then the student will be dismissed from the program. If a student is on academic probation more than two times (inconsecutively) they may be dismissed from the program.

Academic Remediation Policy

Due to the complexity and volume of the knowledge, skills, and behaviors required of students in the OTD program, Faulkner is committed to facilitating the success of every individual in the program. In order to progress in the OTD program, students are required to pass every course in the OTD program with 70% or higher ("C" or better) and maintain a cumulative G.P.A. of 3.0 or higher. At the midterm of every semester, the Student Success Committee will identify any student who is at risk of not meeting these requirements. However, students are strongly encouraged to seek assistance from faculty and faculty should reach out any time a risk is identified. Formal notification will be sent to each student who is at risk. Students will be required to meet with their advisor within 1 week of receiving notification. Students should self-reflect and meet with the instructor in order to bring suggestions for an improvement plan. The student and advisor will determine the next course of action, if any, and submit the Advising Form and other required documents as needed to the Student Success Committee. Failure to meet this requirement, and any requirements outlined in the remediation plan may delay progression in the program or disciplinary action, up to and including dismissal from the program.

When students are struggling academically and fall below the 70% required grade at midterm,

they will be placed on a remediation plan. In the remediation plan, the Student Success Committee will:

- Meet with the student and determine what changes are needed to help the student improve academic performance
- Ask the student to help identify areas that need improving
- May assign tutoring sessions to focus specifically on the particular area that needs improving
- The student will then have the opportunity to achieve the required grade by completing the tasks on the remediation plan
- Upon successful completion of the remediation, the student may earn up to 70% on the remediated assignment(s)
- If the student fails to successfully complete the remediation plan, this will delay progression in the program and may lead to dismissal from the program.

Fieldwork Remediation Policy

Students are required to complete three level I Fieldworks and two-level II Fieldworks. If a student is failing their fieldwork at midterm as noted on the Fieldwork Performance Evaluation (FWPE), the student will be notified by the Academic Fieldwork Coordinator (AFWC). The AFWC will notify the student's faculty advisor. The AFWC and the faculty advisor will immediately meet with the student and the fieldwork clinical instructor (CI) at the fieldwork placement site to determine steps towards remediation. This will be handled on a case-by-case basis. The CI may offer additional assignments or activities for the student to complete to help improve their skills which will be considered when the CI is completing the FWPE. All reasonable efforts will be made to keep the student at the fieldwork placement site and all reasonable efforts will be made to support student success.

Non-Disclosure Agreement

By signing the handbook attestation, students affirm that under no circumstances will they disclose any information regarding the contents of a written or practical examination, case studies, case reports or graded assignments or reports for any of the courses of Faulkner University's Department of Occupational Therapy of which they are enrolled. Students must agree not to copy or reproduce any part of an examination, lab practical, case studies/reports nor give verbal descriptions to other students. This includes, but not limited to: photographs, scans, audio, videos, handwritten copies etc. that could benefit classmates or students in other classes in the program. If a student is not complicit in this matter, they will be brought to the Student Success Committee for disciplinary action up to and including dismissal from the program.

Student Records (A.4.B.)

Family Education Rights and Privacy Act (FERPA)

Faculty have access to student information used for grading, advisement, counseling, and monitoring progress toward graduation. Much of this information is confidential in nature and must be protected from nonconsensual disclosure to comply with the Family Educational Rights and Privacy Act of 1974. Faculty should be familiar with and follow the major components of the Family Educational Rights and Privacy Act (FERPA).

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

is a Federal law that protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S. Department of Education. FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. FERPA authorizes the disclosure of certain information about students in the absence of their consent. This information is known as "directory information" and includes the following: student's name, address, place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and weight and height of athletes on an intercollegiate team sponsored by the University.

Policy of Education Record Inspection

Students may inspect a copy of their educational record (transcript) by going to getmytranscript.org, or by visiting a Faulkner campus. In accordance with FERPA (Family Educational Rights and Privacy Act), Faulkner University will only send official transcripts, via the request process, to destinations authorized by the student. Procedure to Inspect Education Records. Students may inspect and review their education records upon request to the appropriate record custodian. Submit to the record custodian, or appropriate University staff personnel, a written request which identifies as precisely as possible the record(s) the student wishes to inspect. The record custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible. The student will be notified of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the documents which relate to his or her record.

Rights of the University to Refuse Access

Faulkner University reserves the right to refuse permission for a student to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Faulkner University if the application was denied.
4. Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Faulkner University reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

1. The student lives within commuting distance of Faulkner.
2. The student has an unpaid financial obligation to the University.
3. There is an unresolved disciplinary action against the student.

Custodian of Academic Records

The custodian of all academic transcripts for Faulkner University is the University Registrar. The University Registrar's office is located on the Montgomery campus. Any questions about access to your academic record or this policy should be directed to the University Registrar.

OTD Program Records

Student records concerning admission, enrollment, fieldwork, and doctoral capstone will be housed electronically in a secure Google Drive accessible only to the Program Director, Fieldwork Coordinator, Capstone Coordinator, Core Faculty, program administrative support, and the Office of the Dean of CHS. Additionally, hard-copy student records may be maintained in a locked filing cabinet located in the program office suite.

Leave of Absence (A.4.4.)

Students may need to take a one-time leave of absence from their respective program for various reasons such as personal medical or health issues, family emergencies, etc. A student may request a single leave of absence by submitting a written request and explanation to their Program Director. The Program Director should consult the Dean of the College of Health Sciences prior to granting a request for leave of absence. A student must re-enroll no later than twelve months after being granted a leave of absence. If a student fails to re-enroll within twelve months, the leave of absence will automatically convert to a voluntary withdrawal and the student will have to re-apply to the program.

Withdrawal and Reimbursement (A.4.4.)

Due to the nature of the program, withdrawal from one course in the curriculum is a withdrawal from the entire program. Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of the withdrawal, the withdrawal date is the date, as determined by the University, that the student began the withdrawal process or otherwise provided official notification to the Registrar's Office, in writing, of his/her intention to withdraw. No combination of awards, however, may result in a refund of more than 100% of the student's total charges. Refunds for housing and meal plans are made in accordance with their respective refund schedules. All other fees and charges are non-refundable. Any refunds for payments that have been made by check will not be processed until the check has cleared the bank. If financial aid has posted to the student's account, a refund will not be processed until any necessary adjustments have been made to financial aid. In addition, refunds are not processed until the conclusion of the published refund period as described in the Refund Schedule below:

Through the 14th calendar day from the start date of the term: 100% less \$200

From the 15th calendar day through the 21st calendar day from the start date of the term:
50%

After the 21st calendar day from the start of the term: 0%

Dismissal (A.4.4.)

Students who are dismissed from the program may reapply for admission. The OTD program offers academic probation and remediation plans. Students must include documentation of remediation or other activities that served to address the reasons for dismissal. If the student is unsuccessful in their second attempt to complete the degree, the student will not be considered for readmission to the program.

Criteria for Dismissal from the Program

A student in the Occupational Therapy Program at Faulkner University will be subject to dismissal for any of the following reasons:

- Inability to maintain a cumulative 3.0 GPA after one probationary semester.
- Earning lower than a “C” in any required academic or clinical course, after remediation.
- Earning a “fail” on any “pass/fail” course.
- Inability to earn a passing rate on the FWPE, after remediation.
- Students placed on probation more than two separate times for academic deficiencies or professional /conduct deficiencies
- Behavior outside the program that results in a felony conviction, which may deem a student ineligible for licensure.
- Students will attest to their ability to perform all of the criteria within the Program’s “Essential Functions” document with or without reasonable accommodations. If it becomes apparent to OTD faculty and staff that the student cannot perform these essential functions with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.
- Inability to use professional judgement and emotional maturity to seek help when needed to address personal issues that interfere with professional practice, act in a professional manner and ensure the safety of patients/ clients/ colleagues and faculty.
- Students may be dismissed for unprofessional behaviors
- Violations of the AOTA Code of Ethics, University Code of Conduct, or Academic Integrity Policy.

Academic Appeals/Grievances (A.4.4.)

If a student has reason to question the decision of an instructor regarding course content, a grade received, or penalties imposed for academic dishonesty, misconduct, or unacceptable classroom or instructional behavior, the student must follow the academic appeal procedure which begins with an appeal to the instructor if appropriate. Students should also follow this process if appealing a Notice of Dismissal and for all other academic grievances. It should be understood that an instructor’s decision as to any matter takes effect immediately and remains in place until the appeals process is complete. If an individual program maintains certain academic requirements (such as a 3.0 GPA), appeals regarding sanctions or dismissal regarding such requirements should be enforced using the procedure in this section.

Appeal to the Instructor

In all cases involving the decision of an instructor regarding course content, a grade received, or sanctions imposed for unacceptable classroom or instructional behavior, the student should attempt

to initially resolve the matter with the instructor. The student should complete the “Student Complaint Record: Academic” (Appendix C), and submit a copy to the respective Program Director. The Program Director will forward a copy of the complaint to the Office of the Dean so that a record of the complaint can be maintained. The student may request confidentiality upon submission, but confidentiality will only be granted in rare instances and on a case-by-case basis. The Program Director will then initiate the academic grievance process by emailing the “Student Complaint Record: Academic” (Appendix C) to the instructor and including/copying the student who submitted the form in the email. The form should include the student’s account of all pertinent facts, a statement listing all reasons as to why the instructor’s decision was inappropriate, and a statement of the relief sought by the student. Any issue not raised in the written complaint/appeal is deemed waived and forfeited. A student who fails to timely submit a written complaint/appeal complying with the requirements of this section waives and forfeits the right to pursue the issue. The student must make the complaint/appeal within seven (7) days of the date of the decision that forms the basis for the complaint/appeal. Failure by the student to make the complaint/appeal to the instructor within this time frame constitutes forfeiture of the right to appeal. Within three (3) days after receiving the student’s written appeal, the instructor must respond in writing to the Student Complaint Record and either grant or deny the relief sought. No discussion of the matter should take place between the instructor and the student once the Student Complaint Record has been initiated. The student has 48 hours after receiving the instructor’s response to inform the Program Director and Instructor (in an ongoing email thread) whether they believe a resolution has been reached. If a resolution has been reached at the instructor level, the completed “Student Complaint Record: Academic” detailing the resolution must be maintained by the Program Director. The Program Director will send a copy of the completed Student Complaint Record to the Office of the Dean and to the VPAA.

Appeal to the Program Director / Program Committee

If it is inappropriate for the student to initially submit the “Student Complaint Record: Academic” to the instructor, the student should still complete the “Student Complaint Record: Academic” (Appendix C), and submit a copy to the Program Director. The student may request confidentiality upon submission, but confidentiality will only be granted in rare instances and on a case-by-case basis. Additionally, if the student is dissatisfied with the instructor’s response in the first stage of the appeal, the student has 48 hours from the date of the instructor’s response to appeal in writing to the respective Program Director who may convene the program committee to review the complaint. Failure by the student to make this appeal within this time constitutes forfeiture of the right to appeal. Within four (4) days of the student’s appeal to the Program Director, the Program Director (with input from the program committee) shall rule on the appeal in writing and provide copies of the completed Student Complaint Record to the instructor, student, and Office of the Dean. The completed complaint record should be maintained by the Program Director. If the instructor whose decision is appealed is the Program Director, the student should appeal directly to the Office of the Dean for the College of Health Sciences. If the instructor whose decision is appealed is in the Office of the Dean, the student should appeal directly to the Vice-President for Academic Affairs. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Within seven (7) days of the student’s appeal in this instance (i.e., to either the Dean of the college or the Vice-President for Academic Affairs), the official to whom the appeal has been made shall rule on the appeal in writing and provide a copy to the instructor, the student the Assistant/Associate Dean

for the College of Health Sciences, and the Vice President of Academic Affairs.

Appeal to the Office of the Dean for the College of Health Sciences

If the student or the instructor whose decision is at issue is dissatisfied with the Program Director's response, either party has 48 hours from the date of the Program Director's response to appeal the matter to the Office of the Dean. Failure by either party to make this appeal within this time frame constitutes forfeiture of the right to appeal. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Within four (4) days of the appeal to the appropriate administrator, he or she shall make a determination in writing and provide a copy to the instructor, student, and program director. The decision of the Office of the Dean in such disputes is final unless there is a question of impropriety on the part of the instructor or some other University employee that bears directly on the issue appealed. Additionally, students may appeal a program dismissal directly to the Vice President for Academic Affairs. Even when there is an allegation of impropriety, there can be no appeal to the Vice-President for Academic Affairs until the Dean of the appropriate college or school has returned a decision.

Appeal to the Vice President of Academic Affairs

If the student or the instructor whose decision is at issue is dissatisfied with the response from the Office of the Dean, either party has 48 hours from the date of the Dean's response to appeal the matter to the Vice-President for Academic Affairs. Failure by either party to make this appeal within this time frame constitutes forfeiture of the right to appeal. Within four (4) days of this appeal, the Vice-President for Academic Affairs shall rule on the appeal in writing and provide a copy to both the instructor/program director/Dean and the student. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Only when there is a question of impropriety on the part of the instructor or some other University employee that bears directly on the issue appealed can there be an appeal to the Vice-President for Academic Affairs. Additionally, any decision that results in the dismissal of a student from a CHS program should be appealed to the Vice-President for Academic Affairs. The decision of the Vice-President for Academic Affairs in such cases is final.

*Resolutions/Decisions for all Academic Appeals should be recorded on the "Student Complaint Record: Academic" (Appendix C), and the final completed form should be sent to the Office of the Dean for filing in the Dean's suite. A copy of the completed complaint record should also be forwarded to the Vice President of Academic Affairs.

Standard of Review for Matters Appealed

In all matters appealed at whatever level, the standard of review is as follows: All issues of fact as initially determined by the instructor shall be presumed to be correct and the instructor's findings of fact will not be disturbed unless there is clear and convincing evidence to the contrary. All issues involving the exercise of the instructor's judgment (including but not limited to grades awarded, course content, and sanctions for academic dishonesty or unacceptable classroom or instructional behavior) shall be presumed to be correct and the instructor's decision on any such issue will not be reversed unless the instructor has committed a gross abuse of discretion.

Graduation Eligibility (A.3.4., A.4.6.)

In order to qualify for the Doctor of Occupational Therapy Degree, the following conditions must

be met:

- The student must complete all Institutional requirements for graduation, including meeting all financial obligations, and completing all required courses, including the Capstone, with requisite grades.
- The student must successfully complete all of the Occupational Therapy required courses in the curriculum with a grade of “C” or better and a cumulative 3.0 GPA or higher.
- The student must earn a passing rate on their fieldwork assessments (Fieldwork Performance Evaluation: FWPE) at the completion of their fieldwork experiences.
- Students should complete all program requirements according to the Degree-Plan Course Sequence guide. The program is aware that circumstances may arise that would require an extension of the time needed to complete the program course requirements. However, students must complete all Level II fieldwork and the doctoral capstone within 12 months following completion of the didactic portion of the program. (A.4.7.)

A commencement ceremony will be held at the end of the final academic semester. Only students who have met all requirements for graduation will be eligible to participate. Any student who has delayed fieldwork experience for any reason will not be able to participate in the ceremony. The traditional academic regalia will be worn and any addition not formally recognized by the University will not be permitted.

Certification and Credentialing (A.4.6.)

Once students have received their degree, they will become eligible to sit for the national board for certification in occupational therapy (NBCOT). The certification exam is given on specific dates during the year; therefore, students should review the requirements for testing and the scheduled dates. The certification exam is a computerized exam with criterion referenced scoring, which is the same for all states. After successful completion of the NBCOT exam, the graduate will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure of practice which is usually based on the results of the NBCOT. The Alabama State Board of Occupational Therapy regulates licensure in the state of Alabama. Requirements will vary among states; therefore, students should review requirements for each state by exploring the website for individual states. Since changes may occur at any time, it is important that students regularly review the website to obtain the most accurate information. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure

CONDUCT POLICIES

See CHS Student Handbook pages 18 – 25 for information on student conduct subject to sanctions, professionalism infractions, procedures for sanctioning a student, etc. https://drive.google.com/file/d/1Vz8Z1jQFXRt2E6RzDjOkSv_ZcV4g_Sv2/view

Netiquette Policy

Just as certain social norms exist for polite and courteous conduct when interacting with other people face-to-face, so there are similar norms for conduct online. In whatever venue for online courses at Faulkner University (e.g., discussion board, email, video or telephone conference), these norms include, but are not limited to:

- Maintaining kindness in all communication in whatever form. The operative principle in communication should always be treating others as you would want to be treated (Matt 7:12; Luke 6:31)
- Avoiding libelous, slanderous, defamatory, offensive, racist, sexist, or obscene remarks. If

you receive communication with such remarks, you should promptly notify your instructor, program director, department chair, or other appropriate supervisor (e.g., Dean of Students) according to the University's harassment policy.

- Sending communication only as yourself and not attempting to do so anonymously or to use or forge messages as from others' email, learning management system (LMS), or other University- managed communication or social media accounts.
- Respecting the potential confidentiality of others' communications. University email and LMS communication is not considered private, nor does it fall under individual users' right to privacy, but as a principle of courtesy, email should not be carelessly forwarded or otherwise further distributed.
- Responding to email promptly, at least within 24- 48 hours. When you do so, leave the thread of previous messages included below your reply for the recipient's ease of reference.
- Using standard, professional English with proper punctuation, spelling, and grammar. You should avoid text- messaging style abbreviations, other slang, and ALL CAPS text. Messages should be clear, to-the-point, and divided into logical paragraphs. For email, you should always include a "subject," avoid attaching unnecessary or questionable files, and avoid forwarding "chain" messages.
- Using delivery or read receipt requests only when absolutely necessary.
- Observing other, more specific netiquette requirements as deemed appropriate by your instructor, program, or department.

Social Media Policy

The purpose of these guidelines is to ensure the appropriate, responsible, and safe use of electronic communications and social media by students within the Department of Occupational Therapy.

Student Responsibilities – University provided electronic communication tools are the property of Faulkner University and are provided to facilitate the effective and efficient conduct of business. Students may be permitted to access and use social media and that which refers to any aspect of the teaching and learning environment, should be done in a responsible and professional manner. Students are required to adhere to their program-specific Professional Code of Conduct.

Posting Classroom Images on Social Media

Unauthorized posting of any instructional activities (i.e., classroom lectures, lab demonstrations, patient interactions) on the internet (i.e., YouTube, Facebook, other social media outlets) is strictly prohibited without consent of the faculty.

Violation of this policy may have serious consequences up to and including program dismissal. When using electronic communication tools and social media, students will:

- Use their accurate identities and state their affiliation when using electronic communications or social media as it pertains to Faulkner University or the Department of Occupational Therapy.
- Ensure the security of sensitive or confidential information when communicating electronically or posting the information on internal or external websites including social media platforms.
- Ensure information is accurate prior to posting on social media sites or other electronic

media sites. If it is discovered that information is inaccurate after posting, students should work to quickly correct the errors.

Student Requirements

When using electronic communication tools and social media, students will:

1. Use their accurate identities and state their affiliation when using electronic communications or social media as it pertains to Faulkner University or the Department of Occupational Therapy.
2. Ensure the security of sensitive or confidential information when communicating electronically or posting the information on internal or external websites including social media platforms.
3. Ensure information is accurate prior to posting on social media sites or other electronic media sites. If it is discovered that information is inaccurate after posting, students should work to quickly correct the errors.

Prohibited Activities

1. Any use that is in violation of applicable local, state, and federal law.
2. Personal use that creates a direct cost for the Faulkner University or Department of Occupational Therapy.
3. Accessing, uploading, downloading, transmitting, printing, communicating, or posting proprietary documents (i.e., tests, assignments, quizzes, research) or including the work of others in electronic communications, including copyright laws.
4. Accessing, uploading, downloading, transmitting, printing, posting, or storing information with sexually explicit content as prohibited by law.
5. Accessing, uploading, downloading, transmitting, printing, posting, or storing fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images.
6. Accessing, uploading, downloading, transmitting, printing, communicating, or posting access-restricted University information, proprietary University information, sensitive University data or records, or copyrighted materials in violation of University or state policy.
7. Unauthorized Spoofing - posting information or sending electronic communications such as email using another's identity.
8. Posting tests, assignments, laboratory or clinical experiences that are prohibited by the University, COHS faculty, or clinical site.
9. Taking or posting photos and videos of students, faculty or staff without written consent.
10. Taking or posting pictures and videos or audio recordings of actual patients or patient models without written consent.
11. Use of electronic communication tools in the class, laboratory, or clinical setting without consent of the professor of record or his or her designee or clinical supervisor or his or her designee.
12. Any other activities designated as prohibited by the University.

Recording and Photography

Students are required to obtain PRIOR permission to record (audio or visual) lectures by faculty or guest speakers, patients, or fellow students. Any recordings made either by faculty or students are for the use of enrolled students only. No photos should be taken that include individuals other than faculty or students unless those individuals have provided prior consent.

It is strictly prohibited to share recordings with anyone outside the Department of Occupational Therapy. Violation of this policy will be documented on the Professional Behavior Form and forwarded to the Student Success Committee.

Dress Code Policy

OTD students are expected to demonstrate a mature Christian attitude and the ability to discern propriety by their dress and appearance. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. OTD graduate students are held to a high standard due to the professional nature of the learning environment and the future career paths that they are being prepared for. OTD students are required to wear business casual attire while they are in the CHS building. Business casual can be described as dress pants/slacks, blouses, sweaters, dresses, and skirts. Clothing should be clean, neat, and in good repair. CHS official scrubs may also be worn as part of the dress code, provided that the student wears the scrub top with the official Faulkner CHS logo and the approved scrub bottoms. The scrub bottoms that are a part of the scrub uniform are the only ones approved to be worn. Scrub pants may not be worn with a t-shirt during the week, except on Fridays, at which time a t-shirt with your scrub pants may be worn, providing that it is Faulkner University related.

Other more detailed guidelines for dress code are listed below (this is not meant to be an exhaustive list):

1. Clothing must be clean and business like to present a professional appearance. Clothing will be deemed inappropriate if:
 - a. It appears stained, soiled, or excessively wrinkled.
 - b. It appears too tight or revealing. This includes bare midriffs or cleavage.
 - c. It calls attention to itself and is distracting.
 - d. It provokes, alarms, offends, or disparages other students, faculty, or staff.
 - e. It causes visitors, patients, co-workers, or those of the administration to question the competence, confidence, and professionalism of Faulkner University College of Health Sciences.
 - f. It exposes others to unnecessary safety or health risks.
2. Shoes shall be appropriate for the work environment and compliant with professional attire, safe and in good repair. Footwear shall not exceed three inches (3") in height. Flip flops are not appropriate for the classroom or the lab.
3. Skirt and dress length shall be no shorter than 2 inches (2") above the top of the knee.
4. Caps or head covering are not acceptable, unless they are for religious purposes.
5. Sunglasses shall not be worn unless they are required for medical purposes.
6. Jewelry should be discreet and not large or capable of interfering with classroom or patient related activities. Earrings are limited to (2) per ear and located on the earlobe. Minimal discreet jewelry. No facial jewelry.
7. Tattoos and body piercings should be limited and covered, especially if distracting to patients.
8. Hair length, style, and color are expected to be professional and appropriate.
 - a. Hair should be clean, neatly styled, and of a natural color.
 - b. Facial hair and nails must be neatly trimmed. Pertinent occupational safety and infection control standards in this regard while in the patient care setting for given job classifications and duties must be adhered to.

9. Cosmetics should be appropriate for the professional environment.

10. Appropriate daily hygiene is expected of all students.
11. Use of fragrances, colognes, or aftershave shall be limited and not overpowering.
12. Jeans are allowed to be worn on Friday and shall be free of holes, frays, and tears. If you wear jeans on Fridays, you must wear a Faulkner University shirt (t-shirt) or class t-shirt with your jeans.
13. You can wear your class t-shirt with your scrub bottoms on Fridays.
14. Logos, advertisements, slogans, or other messages representing other organizations other than Faulkner University programs promoting political, social, religious, or other causes should not be worn. Provocative, alarming, offensive, or disparaging messages are not permitted.
15. Students shall not participate in activities outside of school that do not align with Faulkner University's missional alignment while wearing a Faulkner University logo.

Business Casual Attire

Business casual means "you do not need to wear a suit." However, it does not call for casual attire such as jeans and T-shirts (except as previously explained). Women typically wear a collared shirt or sweater with dress pants and dress shoes or boots. Conservative dresses and skirts are acceptable attire. A man's option for business casual includes a polo shirt, collared shirt, or sweater. Khaki or dress pants along with dress shoes make up his business casual outfit.

Fieldwork Attire

Students should abide by the policies and procedures set forth by the Fieldwork site to which they are affiliated. Students are encouraged to contact the fieldwork site well in advance to prepare for the appropriate requirements. The student is responsible for obtaining the required attire. If no formal policy exists, students should use the following general policy: dress pants/slacks, dress shirts/modest blouses, and closed-toed dress shoes with low heels. All clothing should be cleaned and neatly pressed. The following are not appropriate: jeans, t-shirts, revealing clothing (either low cut or see through), high heels, flashy athletic shoes and sandals. Loosely fitted clothing that may be revealing in certain positions is not appropriate. Students should be able to move in all directions without showing skin (chest, back or abdomen) or undergarments. Underwear or any type of cleavage should never be visible. The Faulkner University OTD polo and khaki's, or Faulkner scrubs are also appropriate. Each student is required to wear a facility provided name badge or if one is not provided, the Faulkner University ID badge, during all fieldwork experiences. Name badges should clearly state the students name and identify them as a 'Student Occupational Therapist'.

Lab Attire

Students are required to wear lab attire during all laboratory sessions. Men should wear shorts and a t-shirt. Women are required to wear a t-shirt, sports bra, or halter type top and shorts. Athletic shoes/ sneakers are required. No open toed shoes are allowed in the lab. Long hair must be tied back and dangling or sharp jewelry must be removed for safety. This may include watches, rings etc. Nails must be short and trimmed. Lab attire is only to be worn during the lab. When going to other parts of the building or campus, university scrubs or business casual attire are required to be worn over lab attire. If students have labs scheduled during the same day as lecture, they will be allowed to wear their Faulkner University scrubs over their lab attire during class. Failure to abide by these policies may result in being dismissed from class until proper attire can be worn.

Continued violations could result in disciplinary action up to and including dismissal from the program.

The OTD program at Faulkner University requires all students to follow the dress code policy for lab attire. Students are required to wear solid colored shorts which can be blue, gray or black and be of adequate length to fall below their fingertips while standing with arms at the side of the body. The shorts must be free of designs or logos, with the exception of the Faulkner logo. Students must be able to bend over, squat and perform a straight leg raise while maintaining modesty. Students are encouraged to wear spandex shorts beneath these shorts if needed. Females must wear a sport bra that provides full coverage, including when leaning forward, and shirts should be a short-sleeved t-shirt or tank top (no V-neck cuts). The shirt must fall below the natural waist line and provide adequate coverage during all movements. The shirt can be blue, gray, black or white and must be free of designs and logos, with the exception of the Faulkner logo. Clothing must be clean and in good repair. Faculty have the right to ask student to leave lab until appropriate attire can be donned.

NONACADEMIC STUDENT GRIEVANCES (A.4.4.)

The College of Health Sciences has established formal policies and processes to handle submitted student complaints. Complaints should be registered formally when a Faulkner student has exhausted their efforts in resolving an issue with the University, its personnel, or any other current student. As with any complaint or grievance, the desire is for the party or parties to seek a resolution between the parties where both parties are heard and are able to come to some common understanding and agree to move forward in a mutually agreed upon arrangement. If resolution cannot be met or one party is unwilling to enter into an agreement then a student should use the “Non-Academic Complaint/Grievance Form” provided in Appendix D. Once completed, the form should be sent to the Office of the Dean who will respond to the student complainant with the process to be followed to appropriately address complaint. The student may request confidentiality upon submission to the Assistant/Associate Dean of Students. However, requests for confidentiality are granted on a case-by-case basis and rarely approved. Non-academic grievances should be submitted within two weeks of the date of issues/incident so that the situation can be addressed efficiently.

Below is the communication process that will be followed when a complaint/grievance/ incident is reported through completion of the form for non-academic complaints.

Standard communication process:

- A Non-Academic Complaint (including student to student complaints/incidents) regarding a specific department should be forwarded to the Office of the Dean who will consult with the appropriate Program Director.
- The Office of the Dean in collaboration with the VPAA will respond to the complainant with the process to be followed to appropriately address complaint. This may include a meeting with involved parties to gain better understanding and accomplish resolution.
- Documentation of final resolution will be recorded and shared with appropriate parties.

*For student complaints concerning academic issues such as problems with a professor, grades, or an associated issue with a course or course work, the Academic Appeals and Grievances Procedure in the CHS Student Handbook.

STUDENT SUPPORT SERVICES (A.3.6.)

Nondiscrimination Statement

Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. In connection with its educational policies, admissions, financial aid, educational programs, or activities, Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination on the basis of age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the Student Handbook and relevant program handbooks. Faulkner University is a church-affiliated liberal arts institution committed to employing a highly qualified and diverse administration, faculty and staff, who reflect the University's religious traditions, values, affiliation, and purpose. Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards faculty and staff on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. However, Faulkner University exercises a preference in employment for those qualified applicants who are members of the Churches of Christ, whose lifestyles are consistent with the mission of the University and with the beliefs and values of the Churches of Christ.

Based upon this commitment, Faulkner University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Faulkner is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices or educational programs except as required by religious tenets of the Churches of Christ.

Nondiscrimination Policy

Purpose: To preserve a learning environment that is free from unlawful discrimination Faulkner University's policy is to ensure that persons who apply for admission and persons who are enrolled are treated in a nondiscriminatory manner in matters of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, in accordance with applicable federal, state and local laws. **Scope:** This policy applies to all students of the university. This policy applies to all terms and conditions of enrollment, including, but not limited to, admission standards and processes, and the guidelines by which enrollment may be denied or terminated, based on the standards outlined in the Student Handbook.

Policy: Faulkner University complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era.

Faulkner University is affiliated with the fellowship of the Church of Christ. The university is

governed by a Board of Trustees, all of whom are members of the Church of Christ, and is operated within the Christian-oriented aims, ideals and religious tenets of the Church of Christ. As a religiously controlled institution of higher education, Faulkner University is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972.

1. It is the responsibility of each student to obtain, read and comprehend the purpose, policies and procedures of the Student Handbook, including the policy for non-discrimination.
2. As stated in the Application for Admission, the signing of the application constitutes acceptance of and an agreement to abide by the policies and regulations of Faulkner University.
3. The University reserves the right to make changes to the Student Handbook at any time. Such changes will be communicated with students by means of email and Chapel announcements and will be updated on the Dean of Students Website, which serves as the official Student Handbook.
4. The University reserves the right to deny the enrollment, or terminate the admission, of any student whose attitudes and actions do not represent the Christian mission of the university as set forth by the Student Handbook. Such decisions will be made according to the principles and guidelines described in the Student Handbook, with careful consideration of the fair and reasonable processes provided for appeal.
5. Faulkner University encourages students with disabilities to request any appropriate academic and other accommodations to the Center for Disability Services (located in the Rotunda Room 124). The Director of the Center for Disability Services (a service for students with disabilities) serves as the compliance coordinator for ADA/Section 504
6. Faulkner University encourages applicants for enrollment or enrolled students with a
7. complaint regarding discrimination to report the offense to the Dean of Students or the general counsel of the university. If a faculty or staff member should receive a complaint of discrimination, he or she shall first consult the Dean of Students or the general counsel of the university.
8. The Dean of Students and the general counsel of the university will investigate all complaints of discrimination and make recommendations to the President for appropriate action.

The College of Health Sciences Learning Resource Center (LRC) (A.2.14., A.3.6.)

The College of Health Sciences Learning Resource Center (LRC) is dedicated to assisting students in developing into independent, lifelong learners who achieve in both academic and professional settings. The LRC is dedicated to providing high-quality instruction, knowledge progress, and moral and spiritual values so that the community can benefit from these efforts. To this end, the CHS LRC aims to educate students with the tools they need to access and evaluate this constantly changing knowledge, which is essential for personal growth as well as professional competitiveness and sustainability. Additionally, students have access to a 60-computer lab for testing and research.

The goal of the CHS LRC is to:

- provide a well-organized and well-managed collection of print and non-print resources covering a broad spectrum of subjects for instructional and individual needs.
- encourage learning by providing easy access to information by developing user skills

required for accessing information.

- provide leadership in the utilization of multimedia educational resources and equipment.
- provide a facility and environment which encourages library utilization.
- provide a staff committed to meeting the information needs of students, faculty, and the community.
- remain flexible in meeting the changing and emerging needs of the College.
- The CHS LRC extends beyond its physical campus walls for staff ready to serve our students.

Library Services include:

- Charging Stations
- Computers
- Interlibrary Loans
- Monthly Information Literacy Sessions
- Online Library Catalog
- Online Resources
- Point-of-use instruction
- Printers/Photocopy Machines
- Study Corrals
- Tutoring Services
- Wireless Network

Disability Services (A.3.6.)

In conjunction with Faulkner's community principles and overall mission, the Center for Disability Services acknowledges disability as an integral part of the campus experience. We are committed to providing equal access and opportunity to all campus programs and services for individuals with disabilities. In order to establish equal access, documentation of disability by qualified professionals is necessary. Accommodations must be reviewed each semester and are not retroactive. If you are interested in obtaining accommodations please contact the Director of the Center for Disability Services (334-386- 7185) at your earliest convenience or visit the Center for Disability Services page on Faulkner's website for additional information. Reasonable Accommodations are academic adjustments that assist the individual with a disability to have equal access to the educational program.

Student Health Services (A.3.6.)

Student Health Center

The Health Center is located on the west side of the first floor of the Tine Davis Gym on the Montgomery campus and provides a Registered Nurse (RN) to assist students with basic health care needs. The University Health Center provides these services free to all students. Nursing care and patient counseling. The RN provides the following services (Pursuant to the Alabama Board of Nursing: Nursing Practice Act 610-X-6- .03):

- Health promotion and well-being services such as blood pressure checks and temperature checks.
- Basic treatment of minor cuts, minor sprains, flu, cold, and other minor illnesses.
- Referrals and assistance in making appointments with a physician, nurse practitioner, physician assistant or other healthcare providers for other treatments and care.

The University Health Center's operating hours are 20 hours a week, Monday through Friday

during fall and spring semesters. For specific hours please check the Faulkner Mobile App. During this time of COVID-19, students are requested to go to the Faulkner Mobile App and click on the Health Center tile and go to the appointment schedule 108 and sign up with your ID number for an appointment. Students are seen on a first-come basis unless more immediate care is needed. On the Montgomery campus, the nurse will make on-campus housing visits when necessary, but students should make an effort to go to the Health Center. Additionally, Faulkner University offers medical telehealth visits for all Faulkner students through Eagle's TimelyCare. Faulkner University students have access from their mobile devices or any web enabled device (Smart Phone, iPad or computer) to Eagle's TimelyCare, which provides 24/7 medical telehealth care (and counseling, too). To get started, visit Eagle's TimelyCare and get registered. Eagle's TimelyCare telehealth offers unlimited tele-visits for when students are not feeling well and may not be able to get to the Health Center or a local physician. Faulkner recommends all students identify, contact, and secure a local healthcare provider covered by the student's insurance prior to registration. For the Montgomery campus, several area healthcare providers have agreed to accept Faulkner students as patients if needed. For all campuses, referrals to area emergency rooms will be made if the need arises.

University Counseling Center/Eagle's Timelycare

The University Counseling Center is located on the second floor of the V.P. Black College of Biblical Studies (Harris-Parker Building) on the Montgomery Campus. The University Counseling Center provides confidential counseling services for personal, emotional, social, and mental health concerns students may experience while attending Faulkner. Services are available by appointment for all Faulkner students by emailing counselingcenter@faulkner.edu. Additionally, Faulkner University offers mental telehealth visits for all Faulkner students (included in student fees) through Eagle's TimelyCare. Faulkner University students have access right from their mobile device to Eagle's TimelyCare, which provides 24/7 mental telehealth care. To get started, visit Eagle's TimelyCare and get registered. Eagle's TimelyCare telehealth offers either scheduled counseling tele-visits or TalkNow which puts you in touch with a professional immediately. TalkNow service provides a safe space to talk about anything at any time (anxiety surrounding COVID-19, relationships, depression). Students have unlimited access to TalkNow and are allowed 12 visits per semester to the Eagle's TimelyCare scheduled counseling appointments. The Counseling Center also provides referrals to community mental health providers when the needs of the student cannot be met by the Counseling Center or through Eagle's TimelyCare. (Note: All fees associated with community providers or services are the sole responsibility of the student). The University Counseling Center employs four masters-level counselors and two licensed professional counselors. The counselors may be reached at 334-386-7295, 7275, 7896 or 7983.

Counseling Center Resources

The University Counseling Center has joined a mental health resource network, Ulifeline (<http://www.ulifeline.org/faulkner>) that provides students access to online resources to assist students struggling with various thoughts, feelings or behaviors. Ulifeline allows students to complete a self-evaluation tool which identifies common mental health issues, learn more about mental health issues and the warning signs of emotional distress and suicide, and access Counseling Center information, emergency contact information and on and off-campus resources. Ulifeline provides a free 24/7 line to text or call to talk to someone right away: Text "START" to 741-741 or call 1-800-273- TALK (8255).

The University Counseling Center provides counseling from a Christian perspective in a confidential and caring environment. The counselors utilize multiple theoretical approaches and methods to meet the needs of students, and their services are consistent with professional standards. Counseling is available for a wide range of issues, such as listed below:

- Personal Issues: individual concerns, such as relationship issues, anxiety, and depression.
- Academic Skills: time management, study skills, test-taking and test anxiety education.

The counselors maintain confidentiality in accordance with standards, regulations and laws mandated by the State of Alabama and the Federal government, such as HIPAA, 42 USC 290dd-3, 42 USC 290ee-3, and mandate disclosure in child abuse cases. An explanation of confidentiality is provided when a student initiates service.

PROFESSIONAL DEVELOPMENT

AOTA Student Membership

The American Occupational Therapy Association (AOTA) is the national organization dedicated to serving the occupational therapy profession and the Alabama Occupational Therapy Association is the state organization dedicated to serving the occupational therapy association. All OTD students are required to become student members of AOTA and ALOTA and remain a member of the associations until graduation. There are many benefits to membership including access to databases and resources that will be used throughout the program. Students with special interests may also choose to join one of more specialty areas within AOTA. There are also opportunities for students to get involved and engage with other students. For more information go to: <https://www.aota.org> and <https://www.alota.org>

Student Occupational Therapy Association (SOTA)

Each cohort of students in the Faulkner University OTD program will elect class officers who can represent their class, organize events and activities and communicate with faculty. The Student Occupational Therapy Association (SOTA) has elected officers from the OTD class. Service as a SOTA officer is a privilege and officers can be removed from office in the event that he/she has been placed on academic probation or inadequate professional behavior. The SOTA handbook can be found in the administrative assistant's office.

Professional Conference Participation

Faulkner University strongly encourages students to get involved in leadership and professional activities. This includes attending professional conferences and meetings, as well as for presenting an abstract or poster. There is no guarantee that classes will be cancelled for professional meetings, nor that students will be able to attend the meeting of their choice. In the event that classes are cancelled for a professional meeting in the nearby geographical area, all students will be strongly encouraged to attend. There may be instances when course instructors require attendance at professional conferences.

Any student who would like to attend a conference/ professional meeting that is not mandated by the OTD program, must submit a request in writing to the Program Director at least 2 months in advance of the scheduled meeting. This request is required to evaluate the request and outline an individualized plan if approved. If this requirement is not met, the student will

not be allowed to

attend unless their absence will not interfere with classroom and/or clinical education courses. In rare circumstances, exceptions may be made on a case by case basis.

The Program Director will meet with the Student Success Committee and faculty to discuss the request and render a decision. Considerations will include: academic status, clinical obligations, prior attendance at a meeting, and justification for request. The first priority of the OTD program is always the students' successful completion of program requirements.

Students should be aware that permission granted by the Program Director to submit an abstract does not guarantee attendance at the conference, especially for abstracts with multiple authors. Students must also be aware that the program has the right to revoke the approval to attend a conference if new concerns arise. (e.g., Professional, academic or clinical performance issues). For example, if a student's academic performance has demonstrated a decrease in academic performance and the faculty determines that additional time is necessary to gain the requisite knowledge, the student will not be allowed to attend the scheduled meeting. Students should be aware of refund and transfer policies for travel expenses.

Professional Relationships

Students will have opportunities to engage with faculty and staff in a variety of situations on and off campus. Students are strongly encouraged to use appropriate designations when addressing faculty and staff in order to maintain the professional relationship. These may include: Doctor, Instructor, or Professor. If unsure, students should consult the individual directly.

Students should avoid giving gifts to a faculty member while the student is being evaluated by them. The faculty member has the responsibility prior to accepting the gift, to consider the reason for the gift and its value. Students and faculty are encouraged to consult AOTA's Code of Ethics for appropriate behavior.

EMERGENCY SERVICES AND SAFETY PROCEDURES

Standard Precautions Policy

All faculty and students will observe standard precautions when performing any tasks which may result in exposure to blood or other potentially infectious body fluids. Standard Precautions are the practices that are designed to prevent the spread of infection. These practices are implemented regardless of suspected or confirmed infection status of the individual, and are required in any health care setting.

Standard precautions apply to blood, semen, vaginal secretions, cerebrospinal fluids, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, and amniotic fluid, saliva in dental procedures, any bodily fluid that is visibly contaminated, with blood, and all body fluids where it is difficult to differentiate between body fluids. Standard precautions also apply to exposure to unfixed tissues or organs other than intact skin from living humans. Standard precautions include:

- Wash hands frequently.
- Wear gloves if there is a possibility of contact with another person's body fluids.
- After the removal of gloves or after exposure to blood or other potentially infectious materials, wash hands with antibacterial soap.
- Wear gloves once and discard; do not attempt to wash and reuse.

- Clothing or supplies contaminated with body fluids should be placed in doubled plastic bags, tied and discarded. Used needles and sharp/instruments must be discarded in a

Biohazard Infectious Waste Sharps Container.

- Equipment and devices that touch intact mucous membranes but do not penetrate a patient's body surface should be sterilized when possible or undergo high-level disinfection if they cannot be sterilized before being used for each patient.
- Instruments and other reusable equipment used in performing invasive procedures must be appropriately disinfected and sterilized.
- Training on proper expected behaviors for finger testing and required equipment is mandatory. Recapping of needles or lancets should not be attempted.
- If a safety lancet is not available, the OT student should ask the source individual to conduct the test on themselves, if possible.
- Sharps or lancets must not be passed to others or accepted from others.
- Hand washing is the most effective means of preventing the spread of infections. Students and faculty shall wash their hands and other skin surfaces with soap and water as soon as possible after contact with blood or other potentially infectious body fluids. Hands will be washed immediately after removing gloves and other personal protective equipment. If hand washing facilities are not readily available, an antiseptic hand cleaner and clean towels or antiseptic towelettes will be used. If these alternatives are used, hands shall be washed as soon as feasible with soap and running water. Students and faculty shall flush mucous membranes with copious amounts of water as soon as possible following contact with blood or other potentially infectious body fluid. During Occupational Therapy lab sessions, students will be required to wash their hands or use hand sanitizer before and after practicing techniques on another individual and will be required to sanitize mats in between use.
- Eating, drinking, gum chewing, smoking, applying cosmetics, or handling contact lenses are prohibited in areas of potential exposure to blood borne pathogens such as laboratories or in public physical therapy treatment areas. Food or drinks will not be stored in areas where blood or other potentially infectious materials are present.
- Mouth pipetting/suctioning of blood or other potentially infectious materials is strictly prohibited. Specimens of blood or other potentially infectious materials will be placed in a container or appropriate "red hazard bag" that prevents leakage during collection, handling, disposal, processing, storage, transport, or shipping. The container shall be labeled or color- coded and closed prior to being stored or shipped.

Personal Protective Equipment

When engineering controls and work practices are insufficient to control occupational exposure, appropriate personal protective equipment is required. This equipment may be utilized within university labs and classrooms including gloves, gowns, or face masks. Personal protective equipment is required when doing procedures in which exposure to the skin, eyes, mouth, or other mucous membranes is anticipated. All personal protective equipment will be removed prior to leaving the building and placed in an appropriately designated area or container. Areas where students and employees store contaminated items will be determined by the department and labeled appropriately per O.S.H.A. regulations. Students, faculty and staff will wear gloves when it can be reasonably anticipated that hand contact with blood, other potentially infectious body fluids, mucous membranes, or non- intact skin is possible. Disposable (single use) gloves such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible when torn or punctured. Single use gloves will not be washed or decontaminated

for re-use. Gloves will be changed between patient contact and disposed in appropriate containers as contaminated waste. Gowns, aprons, and other protective body clothing will be worn in occupational situations in which exposure is reasonably anticipated. Gowns should be made of, or lined with fluid resistant material. If a garment is penetrated by blood or other potentially infectious fluid, the garment shall be removed immediately or as soon as feasible.

Suitable ventilation devices such as mouthpieces and resuscitation bags that minimize contact with saliva will be provided in strategic locations or to key personnel where the need for resuscitation is likely. Annual training on safety precautions and post-exposure expected behaviors will be conducted. All students (new and returning) are required to participate in this training. OTD students are required to show proof of personal health insurance upon admission to the OTD program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident.

Incident Report Policy

In the event that an unforeseen or unusual event occurs during department- related classes or events, it is imperative that the incident, and its outcome, be documented and witnessed. If a faculty or staff member witnesses the incident, then he/she is responsible for documenting a description of the incident, any actions taken, and the outcome of the incident. If a faculty or staff member does not directly witness the event, then the first employee to respond should get a detailed description of the incident from one or more individuals who were present. The description of the incident, the actions taken, and the outcome should be documented on the departmental Incident Report Form (found at the end of this handbook and in the administrative assistant's office). This form must be signed by all those directly involved in the incident, witnessed by a third party (if one was present), and the faculty member/staff present. All parties should agree with the statements documented prior to signing. Once the incident report is signed and dated, it is placed in the involved individual's file, and a copy is placed in a file maintained by the Program Director. In the event of an injury, students are advised to seek follow-up medical care at their expense.

Procedures for Infectious Exposures

1. Students are required to attend training on safety precautions and post- exposure expected behaviors prior to beginning their clinical year.
2. Students are asked to sign an attestation of completion of the training.
3. OT students are required to show proof of personal health insurance upon admission to the OTD program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident.
4. If an exposure incident occurs while performing duties related to the OT program requirements, please follow the CDC guidelines.
5. If you experience a contaminated needle stick or sharps cut, or are exposed to the blood or other body fluid of a patient during the course of your work, immediately follow these steps:
6. Wash needle sticks and cuts with soap and water
7. Flush splashes to the nose, mouth, or skin with water
8. Irrigate eyes with clean water, saline, or sterile irrigates
9. Report the incident to the Director of Clinical Education and clinical supervisor and

immediately seek medical evaluation and treatment by a medical professional

10. Source testing of blood to determine infectious disease status is preferred whenever possible where consent has been obtained. When an exposure occurs at a clinical facility, you should follow that facility's policy as they will handle notice and consent with the source. When an exposure occurs at Faulkner University, the faculty member should advise the source following an incident and ask if the source will consent to testing at a medical provider of his or her choosing.

Review these suggested resources:

- Exposure to Blood: What Healthcare Personnel Need to Know (CDC): https://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf
- Emergency Needle Stick Information (CDC): <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>
- Post-Exposure Prophylaxis (PEP) Resources: <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide-for-occupational-exposures/>

All medical costs will be filed to the students' personal health insurance. Students will be granted excused absences from the clinical experience in order to complete infectious exposure protocol. The involved individual should follow-up with recommended care. The involved individual should inform the OTD Program Director and the Dean of the College of Health Sciences in the event and inform him/her of the recommended treatment plan and any treatment that has been provided since the exposure. Document the incident on the Exposure Incident Report form.

University Safety

The Faulkner Police Department serves the Faulkner community by providing professional law enforcement and emergency response services around the clock, every day of the year. In close cooperation with the Montgomery Department of Public Safety, our professionally trained officers are continuously available to answer calls for service and to respond to any emergency on campus. Department Phone: 334-386-7415 Email: police@faulkner.edu The on-duty officer can always be contacted at: 334-239- 5496 in an effort to provide the best possible emergency services to Faulkner's community, the Faulkner Police Department maintains a close working relationship with the Montgomery Police Department. Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Faulkner Police Department monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions. The department maintains records of incidents that have occurred on campus and such statistical data is available in public safety's annual report. The ultimate responsibility for personal safety rests with each individual. Individuals should be aware of their surroundings and potential risks to personal safety, exercise caution and take reasonable actions to protect themselves, walk with friends in lighted areas at night, keep residence halls secure, lock room doors, do not prop open outer doors, know building evacuation procedures, know how to contact proper authorities, how to drive defensively, and report suspicious activities. A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either

foot or vehicular patrol.

The College of Health Sciences has a security guard/officer on campus Monday-Thursday from 7:30-11:30pm. After 5:00pm, the front doors are locked. If entering the building after 5:00pm, students should use their identification badge to swipe into the building, using the side front door. When exiting the building after 5:00pm, students should use the same door to leave. Students should feel safe staying late to study, etc. knowing that a Police Officer is on the premises. On Fridays, an officer will be on campus from 7:00am-5:00pm. On the weekends, the College of Health Sciences is open on Saturday and Sunday from 9:00am-8:00pm. A Police Officer will be on the premises on the weekends for student's safety. Identification badges will work to enter the building Monday-Thursday from 7am-11:30pm, Friday 7am-5pm, and Saturday & Sunday 9am- 8pm

Mental Health Emergency

In the event that a mental health emergency occurs on a Faulkner campus, the following procedures should be followed:

- If an individual is an immediate threat to his/her own safety or to the safety of someone else, then call 911 for assistance.
- If an individual is exhibiting signs of mental or emotional distress but isn't in immediate danger, then contact the University Counseling Center at 334-386-7295, 334-386-7275 or 334-386-7896 during regular office hours (Monday - Friday, 8 a.m. - 5 p.m.), and tell the person answering the phone that this is an emergency.

In the event that no one is available, or if the situation occurs after regular office hours, please contact Faulkner Campus Safety and Police Department at (334)-239-5496.

University Emergency Notification System: Eagle Alert

Faulkner University provides an emergency communications system to safeguard students, faculty, and staff. The emergency communications system, known as Eagle Alert, allows students, faculty, and staff to receive time sensitive information about emergency or critical situations affecting the University. Eagle Alert is a mass notification system of email and text messages designed to send critical messages to thousands of individuals in minutes. Eagle Alert supplements the University's other means of emergency notification, including outdoor warning sirens, severe weather alert radios, the Faulkner website, University email and University media. Eagle Alert is designed to augment but not replace local emergency notification systems such as outdoor warning sirens and severe weather radios. Eagle Alert provides the flexibility for students, faculty, and staff to receive emergency notifications anywhere and anytime. Eagle Alert enables the University to broadcast both general critical notifications for the entire institution and more specific critical notifications for each campus.

Eagle Alert gives students, faculty, and staff the opportunity to provide a primary cellular telephone number for the receipt of text messages. Eagle Alert provides students the opportunity to provide a cellular telephone contact number for parents, guardians, spouses, children, etc. to receive the emergency text messages as well. Eagle Alert emergency messages will be sent via a system provided by RAVE Mobile Safety. To add or change your current information, go to <https://www.getrave.com/login/faulkner>.

Anyone who has a valid Faulkner University email address will receive Eagle Alert messages to

his/her campus email address. In order to also receive the Eagle Alert text messages, members of the campus community and other interested individuals must provide the telephone contact information. All students with a valid Faulkner Student Identification Number will be signed up or renewed each semester during registration. Students will pay a \$10.00 Eagle Alert fee per semester to help defray the cost of the system. The contact information provided for 105 the Eagle Alert system is considered confidential and will not be shared or used for any other purpose. The contact information will only be utilized by Eagle Alert in the event of a critical incident or emergency.

The Eagle Alert system will only be used to distribute emergency or critical information that requires notification or action by students, faculty, or staff. The Eagle Alert email system will be utilized to distribute urgent messages such as notification of campus or site closings due to forecasted weather threats/dangers and other nonemergency incidents requiring planned action by students, faculty or staff. The Eagle Alert email message will describe the nature of the critical incident, sources for further information, and actions to be taken. The Eagle Alert text messaging system will be utilized to distribute critical messages such as severe weather alerts, emergency building evacuations, threats or dangers requiring the immediate lock-down, shelter-in-place or shutdown of a campus or facility or other emergencies requiring immediate action by students, faculty or staff. The Eagle Alert message will describe the nature of the critical incident, sources for further information, and actions to be taken. Following an Eagle Alert, the system may be used to provide additional updates on the incident or an “all-clear” announcement. Eagle Alert will also be tested on a routine basis. An email with login information will be sent upon initial enrollment. As stated previously, to add or change your current information, go to <https://www.getrave.com/login/faulkner>. For additional information please contact the Faulkner Campus Safety and Police Department office manager, Rachael Bulger at rbulger@faulkner.edu.



FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

OTD Advisement Guide

Date: _____

Student: _____ Advisor: _____

1. Check on whether any student information needs to be updated (local address, cell phone number). Share office/cell phone number. Review how student can contact advisor, and how to reach student in an emergency.

2. What are current areas of interest of practice for the student?

3. Is there any particular facility or state where student be interested in completing Fieldwork II Experiences?

4. What is the student's current Capstone interest?

5. Review students grades and performance. Discuss student's progression and academic standing. Student is currently:
 in good standing on a remediation plan on academic probation
6. Review and discuss student's professional behavior. Does the student have any questions regarding professionalism either in practice or in the classroom?
7. Does the student face any barriers to studying or issues that could affect student performance this semester or during the OTD program?
8. Remind student of resources: Tutoring, Disability Services, counseling via main campus and TimelyCare, etc.
9. Provide the student with opportunities to ask questions and share struggles he/she is having in the program.

Notes/Comments:



FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

PROFESSIONAL BEHAVIOR ASSESSMENT

Student _____ Semester _____

The purpose of this assessment is to provide feedback to the student regarding his/her professional development towards becoming an Occupational Therapist. The following rating scale will be used by faculty to assess performance each semester and will be presented to the student by their advisor at the student's advising meeting that semester.

Satisfactory - The student demonstrates the required level of professional skill.

Unsatisfactory - The student does not demonstrate the required level of professional skill.

**An unsatisfactory rating in any category requires the student to be placed on a remediation plan.*

PROFESSIONAL BEHAVIOR		RATING	COMMENTS
1.	Respects faculty and classmates by arriving punctually to class and other academic events.	S / U	
2.	Demonstrates respectful in-class behavior (e.g., storing electronic devices, staying seated until breaks, participating in group activities).	S / U	
3.	Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed assignments	S / U	
4.	Recognizes and productively utilizes knowledge of own strengths and weaknesses	S / U	
5.	Demonstrates the ability to problem solve by logically evaluating evidence	S / U	
6.	Asks appropriate questions when in doubt	S / U	
7.	Communicates professionally and effectively in scholarly writing	S / U	
8.	Communicates professionally and effectively in clinical writing	S / U	
9.	Demonstrates the ability to work collaboratively with faculty, clinical supervisor, other health professionals as well as peers	S / U	
10.	Deals maturely with personal emotions	S / U	
11.	Assumes responsibility for own actions	S / U	
12.	Demonstrates the ability to modify behavior in response to feedback	S / U	
13.	Projects professional image	S / U	
14.	Demonstrates an overall ability to be a cooperative and contributing member of the class and profession.	S / U	