

THE UNIVERSITY OF TEXAS AT EL PASO

Student Handbook

College of Health Sciences – Department of Occupational
Therapy Occupational Therapy Doctoral (OTD) Program

Revised August 2023

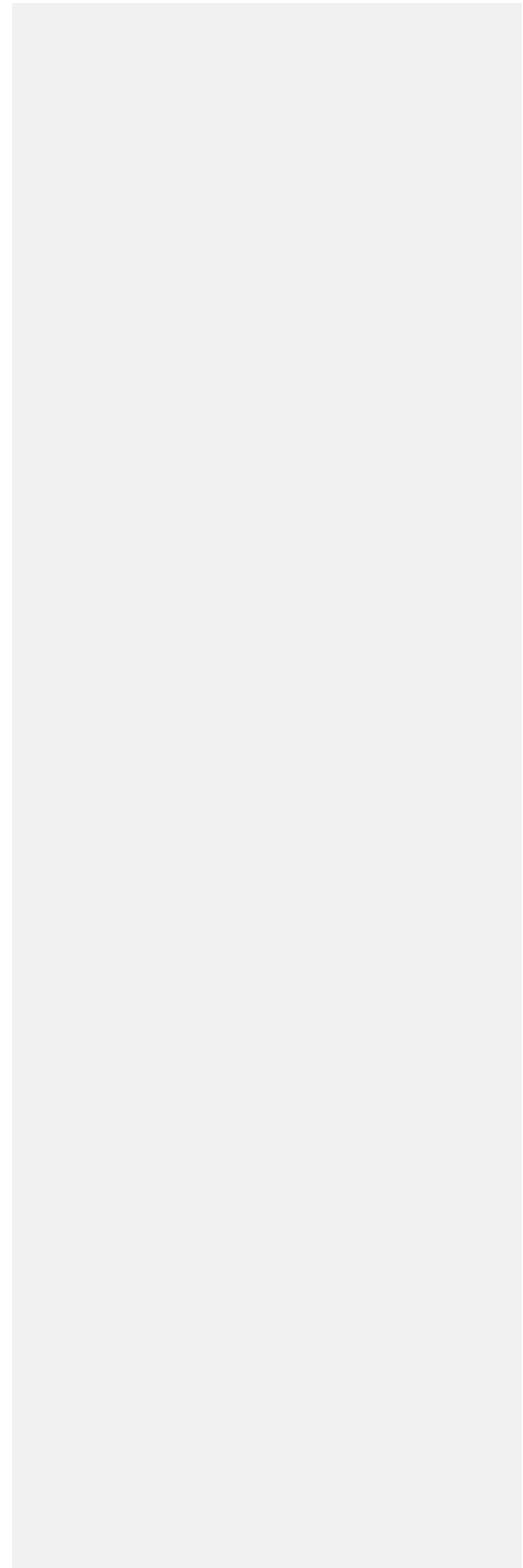


Table of Contents

The University of Texas at El Paso Mission Statement	1
UTEP College of Health Sciences Mission and Vision	2
UTEP OTD Program Mission and Vision	2
Philosophy of the UTEP Occupational Therapy Program	3
Program Foundation and Scope	5
Program Curriculum Design	5
Curriculum Threads	7
Content and Sequence of the Curriculum	8
Graduate Outcomes	11
Prerequisite Course Work	12
OTD Curriculum & Course Sequence	13
Academic Standing – Policies & Procedures	15
Faculty & Staff Directory	17
The University of Texas at El Paso Directory	18
Student Information	19
Student Administrative Information—From the Program Administrative Assistant	20
Student Contact Information	20
Registration	20
Holds, Dept. Approvals, Error Messages	20
Financial Aid	20
“Walks” in classes/labs	21
Items to Faculty via the Program Administrative Assistant	21
Final Exam Schedule	21
Liability Insurance	21

Community-Wide Orientation _____	22
Graduation Process & Procedures _____	22
Summer Candidates who want to walk in the May Commencement _____	22
FERPA and Commencement Publications _____	22
Regalia _____	23
NBCOT EXAM _____	24
Transcript Requests _____	24
TBOTE – Texas Licensure _____	25
Professional/Regulatory Organizations of Occupational Therapy _____	27
Student Occupational Therapy Association (SOTA) _____	29
Pi Theta Epsilon – Alpha Chi Chapter _____	30
UTEP Email Accounts Policy _____	31
Student Services _____	32
Students with Disabilities _____	40
Counseling and Psychological Services _____	41
Scholastic Standards & Academic Policies & Procedures _____	42
Classroom Expectations and Policies _____	43
The Americans with Disability Act (ADA) of 1990 Public Law 101-336 _____	45
Student Faculty Advisor Policy _____	46
Faculty Advisors _____	46
Policy on OT Service and Professional Development Hours _____	47
Service to the UTEP OTD Program _____	47
Service to the Profession and/or Professional Development _____	47
Service to the Community _____	48
Procedure for Documentation: _____	49
Student Counseling Policy _____	50

Scholastic Integrity and Grading Scale	52
Examinations and Quizzes Policy	53
Test Appeals Policy and Procedures	54
Guidelines for Preparing Successful Appeals:	54
Student Welfare and Grievance Committee Procedures for Grade Challenges and Student Grievance	55
Attendance Policy	56
Policy on Timely Completion of Degree Program	57
Policy on Readmission to the Program Due to Failure for Academic Reasons	58
Equal Opportunity/Affirmative Action/Non-Discrimination Policy	59
Sexual Harassment Policy	60
Safe and Effective Practice Policy	62
Dress Code: Classroom	64
Dress Code: Fieldwork, Service Learning, & Fieldtrips	65
Accumulated Knowledge Policy	67
Electronic Device Policy	68
Notice Regarding Accessibility to Labs	69
Classroom Use	70
Locker Policy	71
Media Lab/Wood Shop Safety Instructions	71
Conduct and Safety in the Cadaver Laboratory	72
Fire Alarm Evacuation Procedure	75
Concealed Carry Policy on Campus	77
CLINICAL EDUCATION	78
Student Consent	79

Memorandum of Understanding _____	79
Fieldwork/Preceptorship Level I _____	79
Fieldwork Objectives _____	79
Fieldwork/Preceptorship Level II _____	81
Fieldwork Objectives _____	81
Fieldwork Education Policies & Procedures _____	85
Regulations Relating to Fieldwork Experiences _____	86
Capstone _____	89
Capstone Project and Doctoral Experience _____	90
Guidelines _____	90
Capstone Project Objectives _____	90
Doctoral Capstone Experience Objectives _____	91
DCE Site Placement Process _____	91
Student Health and Compliance _____	92
Policy on Social Networking _____	95
Counseling of Students Experiencing Difficulty on Fieldwork _____	96
Position Statement and Disclaimer on Student use of Non-Traditional Procedures and Modalities During the Level II Fieldwork _____	97
Official Documents _____	98
ACOTE Standards _____	99
Occupational Therapy Code of Ethics (2020) _____	99
A Patient’s Bill of Rights _____	100
Appendix _____	103
Appendix A: Contact Information Form _____	104
Appendix B: Student Consent _____	105

Memorandum of understanding _____	105
Appendix C: Signature of Understanding and Agreement _____	106
Appendix D: Photographic Consent and Release Form / Formato de Consentimiento y Liberacion _____	107
Appendix E: Notice of Potential Ineligibility for License _____	108
Appendix F: Professional Development – Report Form _____	109
Appendix G: Documentation of Service and Professional Development Form _____	112
Appendix H: Master Record of Service and Professional Development Hours _____	113
Appendix I: Level I Fieldwork Competency Evaluation for OT and OTA Students ____	114
Appendix J: Student Evaluation in the Fieldwork Experience (SEFWE) _____	120
Appendix K: Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student _____	129

The University of Texas at El Paso Mission Statement

The University of Texas at El Paso Mission

UTEP is a comprehensive public research university that is increasing access to excellent higher education. We advance discovery of public value and positively impact the health, culture, education, and economy of the community we serve.

Goals:

Teaching, Learning and Student Experience (OTD specific)

1. Provide students an excellent and engaged education in an inclusive university that builds on student strengths and demonstrates a culture of care
 - 1.1 Implement a comprehensive enrollment strategy that broadens access.
 - 1.2 Redesign key core curriculum courses to provide high-impact, engaged-learning experiences.
 - 1.3 Transform the student experience through increased engagement that fosters success from the first day on campus through graduation and job placement.**

Advance Discovery

2. Advance research, scholarship and artistic expression with emphasis on areas of current and emerging strength
 - 2.1 Deepen the culture of scholarly activity for faculty in every discipline.**
 - 2.2 Grow research in areas of current and emerging strength to expand the University research enterprise.
 - 2.3 Expand PhD programs, support for PhD students, and increase research experiences and productivity of all students in areas of significant strength and need.

Community Impact and Public Service

3. Foster well-being in our community so that we live healthier, more prosperous, and culturally enriched lives.
 - 3.1 Increase cultural and educational activities that enrich community life.**
 - 3.2 Establish the UTEP Business Engagement Center
 - 3.3 Deepen our partnerships with health care providers to meet the needs for talent and advance collaborative research.

Shape the Future of Higher Education

4. Positively impact American higher education as the exemplary Hispanic-serving research university
 - 4.1 Advance the development and application of knowledge to improve higher education for underrepresented students and under-resourced regions.**
 - 4.2 Expand leadership roles in the state, regional, and national efforts to improve education for underrepresented and minority students.
 - 4.3 Become the national leader in teaching and research in bilingualism, bilingual education, and second language learning.

The University does this through Community Engagement with an emphasis on Inclusive Excellence and a strong Culture of Care.

UTEP College of Health Sciences Mission and Vision

Mission: The UTEP College of Health Sciences provides high-impact, interprofessional, and transformative education, research and community engagement.

Vision: The UTEP College of Health Sciences leads the preparation of health and human service professionals to improve quality of life and eliminate health disparities in the Paso del Norte region and beyond.

Our core values: As a College, we believe in...

Transformative Learning, Teaching, and Research
Equity, Diversity, and Social Accountability
Commitment, Perseverance, and Integrity
Civic and Global Engagement
Asset-Based Approach and Sustainability

UTEP OTD Program Mission and Vision

Mission: The UTEP Occupational Therapy Doctoral program educates future professionals to become occupation-centered evidence-based practitioners that are culturally and contextually responsive.

We fulfill the mission through the following core values:

- Demonstrating compassion, empathy and respect towards every individual
- Advocating for equity, justice, integrity and diversity through community engagement
- Advancing occupation-based learning and practice
- Engaging in evidence-based practice and scholarly activities
- Enhancing Critical thinking and problem solving through transformative learning

Vision: The UTEP Occupational Therapy program improves the quality of life of communities served through preparation of locally and globally responsible professionals.

We do this through:

1. Developmental Curriculum Design Blooms Taxonomy at each stage:
Year 1: Remembering and Understanding
Year 2: Applying and Analyzing
Year 3: Evaluating and Creating
2. Curricular Threads: with Community Engagement embedded as the unifying (super thread) thread that is included in every portion of the curriculum:
Evidence-Based Practice
Occupation-Centered Care
Cultural and Contextual Responsiveness
3. Instructional Design: Active Learning

Philosophy of the UTEP Occupational Therapy Program

Consistent with the Philosophical Base of Occupational Therapy (AOTA, 2006), the following statements were derived from faculty discussions related to our beliefs about humans, occupation, occupational therapy, how people learn, and occupational therapy education. These statements reflect the program's vision, mission and curriculum design and guide the implementation of program objectives.

Beliefs About Humans

We believe humans are active beings who are capable of adaptation and change necessary for self-actualization and successful participation in life activities. Human beings are shaped by their environments. Life experiences and social and environmental contexts can support or impede one's ability to participate fully in life. Humans are diverse beings with unique experiences and backgrounds that have shaped them into the people they have become.

Beliefs about Occupation

We believe that humans are occupational beings who have a natural tendency to engage in occupations, which are purposeful, meaningful, and influence health and wellness. Occupation refers to the "[A]ctivities...of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves, including looking after themselves...enjoying life...and contributing to the social and economic fabric of their communities..." (Law, Polatajko, Baptiste, & Townsend, 1997, p. 32). Occupation is what drives us to be human.

We believe that humans possess strengths and challenges that impact their ability to participate fully in occupational activities. Participation in occupation is also impacted by the contexts in which humans live (physical, social, cultural, personal, spiritual, temporal, and virtual). Engagement in occupational activities can be used as both a means and an end to promote, establish, restore or maintain health, modify a context, and prevent the secondary and tertiary effects of disease or disability.

Beliefs About Occupational Therapy

At the root of occupational therapy (OT) is the science of understanding how occupation affects well-being and wellness in the presence or absence of disease. Occupational therapy is a health profession that facilitates finding meaning, satisfaction and independence in individuals, groups and populations to adapt to life change in response to illness, disease, trauma or disaster. We believe that the occupational therapy process should be client-centered, focusing on the needs, desires and priorities of the client in the evaluation and intervention process, whether the client is an individual, a group of individuals or population. We believe that when clients participate in occupational activities, which are individually defined and intrinsically motivating, the client becomes an active participant in the occupational therapy process.

UTEP Occupational Therapy Education

In order to meet the occupational needs of an increasingly complex and diverse society, the need for highly qualified, competent, ethical occupational therapy practitioners is crucial. To that end, the UTEP Occupational Therapy Program is committed to access and excellence in educating the 21st Century demographic by providing students with an education rooted in occupation and driven by evidence-based values. We strive to develop progressive professionals who are critical thinkers, scholars, and leaders in the field to meet the unique needs of the border region.

The UTEP occupational therapy program is also designed to create students that are culturally and contextually responsive and prepared to meet the needs of diverse clients in diverse environments.

Beliefs about Teaching and Learning

As we view the occupational therapy process as client-centered, so do we also view the occupational therapy educational process as student learning-centered. Furthermore, we see the pursuit of an occupational therapy education as engagement in meaningful, purposeful, inherently motivated activities. We believe that students (as humans) are active beings capable of growth and change. We believe that all humans are multisensory beings who learn through all of the senses (visual, gustatory, olfactory, auditory, tactile, vestibular and kinesthetic). Teaching with multi-sensory strategies taps into various ways of learning, so material is learned efficiently, thoroughly, and retained for later application.

Further, we believe that students should be actively involved in the learning process. Active learning strategies employed in courses include discussion, groups, questioning, case studies, service learning and observational experiences embedded within the context of clinical courses. These strategies have been effective in making the learning experiences relevant and motivating to the students, while encouraging professional growth through reflection and critical thinking.

Additionally, students learn best in an environment that fosters mutual trust and respect between professors and students. Such an environment allows for the development of the student-faculty partnership in the teaching-learning process, creating opportunities for self-reflection, collaboration, and constructive feedback, which allow students to grow into autonomous, self-directed, life-long learners. We recognize that educational process is in a constant state of flux as new technologies emerge and new generations of students enter into the process. In order to continue to produce quality entry-level practitioners, our methods, strategies and tools will change as the times change.

Learning is a developmental process and occurs because of interaction with the environment and the people within that environment. Based on the theory of constructivism, learning is an ongoing process that occurs when learners, together, use previous knowledge to build understanding of the new content at hand. The learner plays an active role in the personal creation of knowledge based on experiences and interaction with the environment. Learning, then, becomes a process of development through the cognitive, affective and psychomotor experiences.

The outcome of the educational process in occupational therapy is an entry-level practitioner who applies professional knowledge and human understanding of the value of occupation in ever-changing, diverse, and multi-cultural society.

Program Foundation and Scope

The foundation of the program is the belief that humans are complex beings engaged in a dynamic process of transaction with their physical, social, psychosocial, cultural, temporal, and spiritual environment. Through active engagement within these environments, humans evolve, adapt, and change. The scope of the curriculum is to achieve competence through academic knowledge, interactive learning, direct application, hands-on experience, didactic communication, critical thinking, clinical reasoning, and creative problem-solving. The process of development of occupational therapy tenets, processes, and practices starts with remembering and understanding basic concepts, followed by application and analysis of those concepts, and finally evaluation and creation of programs that leads to in-depth knowledge.

The program scope provides preparation for practice as a generalist including current practice settings (e.g. public schools, acute care hospitals, inpatient rehabilitation units, etc.) and emerging practice areas (e.g. technology and assistive device development and consultation, wellness promotion and consulting, etc.). The curriculum prepares students to work in diverse, multicultural settings with a variety of populations (e.g. children, adolescents, adults & elderly persons) in areas of physical and mental health. Content is selected based on review of community needs and mission of the program.

Program Curriculum Design

The curriculum design of the doctorate in occupational therapy at the University of Texas at El Paso reflects the mission of the University and the philosophical foundations of the profession. The program consists of 105 credit hours in nine semesters of professional education courses and field experiences. The curriculum relies on the integration of a strong foundation of physical sciences, natural sciences, behavioral sciences, liberal arts, and humanities. As students progress through the curriculum, they are expected to increase their capacity to gain knowledge of the human body and function; comprehend and understand relevant occupational theories; demonstrate principles of theory application; analyze and synthesize fundamental skills for clinical and community practice; and develop in-depth knowledge of advanced concepts of occupational therapy through the integration of cognitive, affective, and psychomotor experiences through evaluation and creation of unique programming.

The UTEP OTD program is analogous to an orchard in which students start as seedlings and through thoughtful tending, nutrients, and support grow into mature trees, occupation-centered, evidence-based, and culturally and contextually responsive entry-level practitioners. These mature trees bear the fruit of critical thinking skills and using those thinking skills to evaluate practice, program situations, and create innovative occupation-centered, evidence-based programs that are culturally and contextually responsive.

The student is represented as a seedling who begins their life in the orchard in a rich soil. The soil represents context and lived experiences that give each tree its unique character. Soil is made up of the nutrients and minerals such as the physical, social, psychological, cultural, temporal, and spiritual contexts that influence individual values and beliefs and through which growth, change, and adaptation are possible. Embedded in the soil, the roots of the tree, representing influence of context and previous learning, obtain nourishment from prerequisite coursework such as the natural sciences, physical sciences, behavioral sciences, liberal arts, and humanities, which is situated in the physical, social, cultural, and temporal environment of the soil.

While the seedling is complete as it is, it is not yet able to produce fruit. Sun, water, and oxygen nourish the seedlings as they begin to grow and mature. These critical elements represent pedagogy, content, and faculty instruction. The unique quality of these elements will determine that these trees will mature to be entry-level occupational therapists. The defining element used in this orchard is the fertilizer representing the three threads of occupation-centered practice that is evidence-based and leads to future practitioners that are culturally and contextually responsive. The fertilizer enhances the growth of seedling and determines the distinctive nature of the tree and the fruit it will bear. The UTEP OTD orchard will produce vibrant, mature trees, that produce occupation-centered, evidence-based, and culturally and contextually responsive entry-level practitioners.

Seedlings mature into fruit-bearing trees in a developmental progression. When the trees are seedlings, the nutrients provided consist of instructional strategies that focus on remembering and understanding. As the seedlings grow into young saplings, the nutrients, water and sun are managed to meet their needs. Application and analyzing knowledge and content is added to the nutrients of the saplings as they mature. As each student receives adequate nourishment, they grow through cognitive, affective, and psychomotor experiences that emphasize critical thinking, clinical reasoning, creative problem-solving, reflection, and evidence-based research. The young trees are continually drawing nourishment from the soil which affects the characteristics of their learning and the ultimate flavor of the fruit they will bear. A student is further able to compare and contrast methodology and intervention from guided experiences within the community. Learning occurs at a higher level, allowing for critical thinking, integration, application of knowledge to new scenarios and further synthesis.

Student assessment includes added dimensions of demonstration of techniques and providing verbal rationale for concepts learned to ascertain the student's ability to analyze their own clinical reasoning processes. Each course builds on the next and fortifies growth in all areas to become a proficient entry-level therapist. Throughout the application and analysis phases of learning, each student is further challenged to consider their individual course of study by exploring areas of interest whereby they gain increased knowledge by later evaluating and creating program within their areas of interest.

As the trees reach maturity, pedagogical nutrients focus on evaluation and creation. The fertilizing triad of occupation-centered, evidence-based, and culturally and contextually responsive future occupational therapist continually characterizes the nature of the content and instructional methods used. Nutrients are tailored to meet the needs of the maturing tree as students are challenged to create programs and evaluate those programs during the capstone experience. Students have opportunities to participate in areas focused on physical health, mental health, developmental health, and/or community health. The outcome of the program is the development of students who are occupation-centered evidence-based practitioners responsive to culture and context of every person. Students are prepared to serve clients in clinical and community practice areas in a safe, effective, ethical, and competent entry-level manner. OTD Students will have the tools necessary to value and embrace life-long learning, take on leadership roles, and participate in their communities and professional organizations.

Each seedling (*student*), will grow to become a new specimen tree (*occupational therapist*). The new tree inherits characteristics of its parents (*faculty members*), *but becomes a unique specimen, demonstrating a* combination of characteristics unique to itself. This aspect is desirable because it produces novel combinations and varieties of fruit trees (*unique and individual practitioners*) from the richness of the gene pool of the parent trees (*highly qualified and experienced academic and clinical educators*). This concept of propagation is related to the concept that human beings are shaped by their environments and life experiences, and that social and environmental contexts can support or impede one's ability to participate fully in life, and in this case, in the UTEP Occupational Therapy Program.

Curriculum Threads

Considering the program's mission, vision, philosophy and curriculum design, the program identifies the following three themes threaded throughout the curriculum with community engagement as the unifying thread that ties each concept together:

- Occupation-centered
- Evidence-based
- Culturally and Contextually Responsive

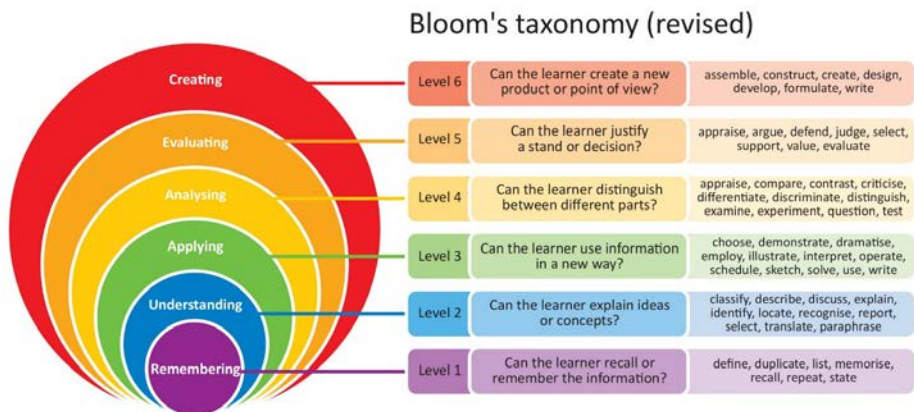
Occupation-centered: As the profession moves towards a more client-centered, occupation-based model, the program helps students first understand what occupation is and how humans are occupational beings. Through progression in the program and as understanding increases, a student develops clinical reasoning skills that allow them to further apply occupation-centered principles to the occupational therapy process. They begin to complete analysis of applications and formulate individual assessments of techniques while providing an appropriate rationale for clinical reasoning processes. This then leads them to evaluation and creation of those occupation-centered practices as entry-level therapists who are skilled to support health and participation in meaningful activity through engagement in occupation.

Evidence Based: In an environment that demands quality care by third-party payers, and consumers alike, it is vital that new graduates choose intervention strategies that have been scientifically proven to be safe and effective. Students and new graduates must not only be effective consumers of evidence-based research, but also be equipped with the ability to conduct research in the clinical setting to make sound clinical decisions to add to the body of knowledge of evidence-based intervention strategies. From the first semester, students are exposed to the importance of evidence at every point in the occupational therapy process. Through the progression in the program, students begin to use evidence to gain further understanding through application of evidence as they begin to practice analysis of concepts in order to evaluate and create their own approach to the occupational therapy process. This prepares students to become critical thinkers and problem solvers who engage in scholarly activity for every client and population served.

Culturally and Contextually Responsive: The local El Paso community is made up of a largely Hispanic population. In addition, our nation and state are becoming more diverse. To become culturally and contextually responsive practitioners, students are continually challenged to explore varying contexts and cultures to build understanding and allow for students to apply culturally competent behaviors and to analyze how culture and context impact occupational participation and health. This adds to a later expectation to evaluate and create unique occupational therapy programs. The UTEP OT program embraces a culturally and contextually responsive stance to education and practice. Culturally responsive teaching and practice recognizes the role that ethnicity, socioeconomic status, and first-language have on education and health and affirms cultural differences. Culture and context are considered within each course through various pedagogical means including academically-based community engagement and team-based learning. This allows for beginning cultural application within the context of a clinic during the Level 1 field work experience and continues throughout academic coursework and is infused into capstone projects and experiences wherein occupation-centered evidence-based practice is expected to assist the student to gain in-depth knowledge. This prepares students for practice that continually considers advocacy for equity, justice, integrity, and diversity that is compassionate, empathetic, and respectful towards all individuals.

Content and Sequence of the Curriculum

Following a developmental curriculum design, the content and sequence of coursework incorporates occupational therapy concepts through scaffolding and spiraling new and recurring concepts utilizing Bloom's Taxonomy. Each individual course includes more than one element of remembering, understanding, applying, analyzing, evaluating, and creating.



Professional courses during the first year prepare students to understand the human body and function (DRSC 5495: Anatomy for Health Sciences; DRSC 5490: Neuroscience for Health Sciences; OT 6305: Medical Kinesiology and Biomechanics; OT 6101: Surface Anatomy; OT 6304 Conditions in Occupation). As students examine the principles underlying occupation and how humans (occupational beings) function, coursework is presented involving basic principles in occupational therapy theory, occupation-centered activity analysis, and evidence-based practice (OT 6302: Foundations in OT Practice; OT 6303 Clinical Reasoning in OT and 6402: Activity Analysis and Advanced Clinical Reasoning; OT 6307 Assessment in Occupations). Building on the foundation of theory and further enhancing the concept of humans as occupational beings, the application of practice is introduced in two courses, (OT 6430: Mental Health Evaluation and Intervention; and OT 6431: General Medical Evaluation and Intervention). These concepts are further enhanced in the third semester with OT 6250 Field Work I and OT 6103: Introduction to Documentation.

Foundational experiences in research and evidence-based practice are introduced in the first semester (OT 6220 Evidence-Based Practice and Research Methods) with further understanding developed in semester two (OT 6221: Research Proposal) and then application during semester three (OT 6222: Research Implementation). These courses also prepare students for their Capstone 1 and 2 courses wherein they will complete an individual capstone project. In addition, each OT course has embedded within it evidence-based practice as well as review of potential topics for capstones explored.

The achievement of cultural and contextual responsiveness is a developmental process that is addressed throughout the curriculum and embedded in most courses. From the first semester, students are guided to develop and understanding of their own individual cultural and contextual responsiveness through self-awareness, ethnocentricity, and exploration of a variety of diverse perspectives. The first

year ends with a basic Spanish course (DRSC 6201) wherein students begin to value communication as a tool for developing understanding of the importance of cultural and contextual awareness.

The sequence and content of the second-year provides students with better understanding through application and analysis of basic OT theories and foundational principles. By relating occupation-centered and evidence-based practice related to disability, health, wellness, and population health across practice settings and the developmental continuum student prepare for future practice. Multiple courses (OT 5331 and OT 5332: Pediatric OT 1 and 2, respectively; OT 6432 Orthopedic Evaluation and Intervention; OT 6433: Neurological Evaluation and Intervention; OT 6333: Productive Aging; and OT 6306 Community Engagement in Occupations), establish the foundation of activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation throughout the lifespan with respect to the client's underlying "client factors" including his/her values, beliefs and spirituality, body functions, and body structures. During OT 6202: Assistive Technology in OT, students apply and analyze assistive devices for any situation or client need.

Students at this point focus on application and analysis with higher-level communication, problem solving, clinical reasoning, evaluation, evidence-based interventions, critical thinking, and documentation across the lifespan and across multiple clinical environments. Additionally, students are required to take courses (OT: 6301 Healthcare Policy and Global Perspectives and OT 6308 Leadership and Management in OT) that prepare them for leadership roles within their communities and practice settings. The development of cultural competence is further developed throughout every course in the second year as students have more opportunities to apply the concepts learned in the first year, particularly in OT 6306: Community Engagement in Occupations and OT DRSC 6202: Spanish for the OT.

Pediatric courses, give students the opportunity to observe typical and atypical development by engaging in active learning experiences. Students also have the opportunity to engage in multi-sensory and active learning by participating in learning activities such as a "play" lab at a park, during which the students simulate certain disabilities while attempting to play alone and/or with other "children" with and without disabilities. The Orthopedic and Neurological Evaluation and Intervention courses use simulation and standardized patients for student practice, which allows students to get hands on practice. It provides faculty with opportunities to use real-life scenarios that students have witnessed firsthand as a basis for learning experiences aimed at improving understanding of occupation, critical thinking skills, cultural competence, clinical reasoning and developing evidence-based practice.

These experiences support the University's and College's mission and goals of community engagement, and helps students make connections and network within the community where many remain for work. Many of the sites chosen for academically based community engagement activities have become community partners with our program and others in the College and University, providing opportunities for collaborative research, teaching and service. Many of these same entities will become the sites where students will have opportunities to complete Doctoral Capstone Experiences.

Research skills are further developed with a focus on analysis during OT 6223 Research Dissemination. Students are required to complete a minimum of one dissemination product at the end of semester four. This experience further prepares them for the individual capstone project that will be individually planned during semester six (OT 6320 Capstone 1). Additionally, all coursework in year two includes further exploration of topics for capstone projects and students are expected to select a topic and with a faculty mentor assigned prior to beginning semester six.

Cultural and contextual responsiveness is further developed through community-engaged service learning with application and analysis of occupation-centered and evidence-based concepts within an occupational therapy and/or community environment. Students are encouraged to embrace their discomfort in varying real and simulated learning experiences to explore diverse transactions with application of concepts and analysis of those experiences from a cultural and contextual perspective.

The third year is highlighted by students practicing evaluation and creation of programs. Students are prepared for and participate in their Level II Fieldwork experiences during semesters seven and eight. Synthesis of their didactic experiences and preparation for the fieldwork rotations in year three is achieved through various means during the first two years of study including interprofessional educational experiences, simulation hospital days, and team-based learning through cases. During the final year, students are expected to be active, independent learners as they participate in their Level II Fieldwork experiences (OT 6651: Field Work II A and OT 6652: Field Work II B) wherein they have the opportunity to evaluate the application of therapy on clients in a clinic setting. Students perform 24 weeks of field work to further advance their mastery of and ability to evaluate theory, evaluation, occupation-centered intervention, critical inquiry, documentation, clinical reasoning, didactic communication, cultural and contextual responsiveness, and creative problem solving to provide safe and effective evidence-based interventions to clients with whom they work. Students could select preferences prior to being assigned Level II Fieldwork experiences from over 100 contracted Fieldwork Sites across the states of Texas, New Mexico, Nevada, Arizona, and throughout the US. Fieldwork areas offered include Physical Health, Mental Health, Developmental Health, and Community Health. Students also have options to participate in international Fieldwork opportunities as outlined in ACOTE's Fieldwork Guidelines.

The ninth and final semester includes a culmination of their occupational therapy education (OT 6321 Capstone 2 and 6750 Doctoral Experience). In these courses students will have an in-depth experience in one or more of the following areas: clinical practice skills. Students will complete 14 weeks in a pre-selected location appropriate for their project in which they will implement their project. This culminating experience will challenge each student to adapt and modify their pre-planned course of study as they simultaneously evaluate and create their programs. Upon completion of the UTEP OTD program, students will graduate with entry-level occupational therapy clinical skills that are culturally and contextually responsive with a foundation of evidence based and occupation-centered practices.

In summary, the design and content of the curriculum, using the analogy of a tree, emphasizes a dynamic approach to occupational therapy theory and practice, firmly grounded in occupation and meaningful activity. Cognitive, affective, and psychomotor experiences are infused into the coursework to promote optimal professional growth at each stage of development. The sequence of the courses is organized to provide scaffolding of knowledge from simple to more complex with increasing complexity as the student remembers, understands, applies, analyzes, evaluates, and creates OT practice. The ultimate goal of the program is to prepare students for entry-level practice in a variety of traditional and non-traditional settings both safely and effectively.

Graduate Outcomes

Upon completion of the Occupational Therapy Doctorate, students will:

1. Demonstrate and apply knowledge of evidence-based and occupation-centered practices across the lifespan based on a **broad foundation** of biological, physical, social, and behavioral sciences analysis of foundational concepts of occupational therapy that is culturally and contextually responsive to communities served.
2. Demonstrate and apply knowledge of current and relevant interprofessional perspectives regarding scientific evidence, **theories and theory development**, models of practice, and frames of reference. Students will apply theory using evidence-based and occupation-centered in a culturally and contextually responsive manner
3. Demonstrate understanding and application of the **basic tenets** of occupational therapy practice based on evidence that is occupation-centered and culturally and contextually responsive to the community served and includes history, philosophical base, theory, socioeconomics, and interaction of distinct nature and balance of occupations, the effects of the disease process, activity analysis and safety.
4. Demonstrate the occupation-centered and evidence-based clinical reasoning process within **referral, screening, evaluation, & diagnosis** related to occupational performance and participation that is client-centered, culturally responsive, contextually responsive and based on basic OT Tenets & theories
5. Be able to formulate and implement occupation-centered and evidence-based therapeutic **intervention plans** that includes intra-professional collaboration, interprofessional team dynamics in community and primary care programs that facilitate occupational performance that is client-centered, culturally responsive, reflective of current and emerging OT practice, contextually responsive, as well as based on available evidence, theories and theoretical perspectives, models of practice and frames of reference
6. Demonstrate **management and leadership** skills within the context of occupational therapy service delivery including professional, social, culturally responsive, economic, ecological, global health, and advocacy demonstrating occupation-centered and evidence-based practice.
7. Demonstrate participation and promotion of **scholarly endeavors** including describing and interpreting the scope of the profession, building research capacity, establishing new knowledge, and interpreting and applying the new knowledge to practice that is culturally and contextually responsive, occupation-centered and evidence-based.
8. Demonstrate an understanding and application of **professional ethics, values and responsibilities** in all aspects of occupational therapy including addressing social determinants of health, engaging in lifelong learning, and judicious healthcare utilization and population health that is culturally and contextually responsive, occupation-centered and evidence-based.
9. Upon successful completion of all didactic and field portions of the program, students will successfully pass the NBCOT exam and become Eligible for state occupational therapy licensure.
10. Upon successful completion of an individual Doctoral Capstone Project and Capstone Experience that incorporates culturally and contextually responsive, occupation-centered, and evidence-based concepts, student will demonstrate synthesis and application of in-depth knowledge learned through dissemination of results in a structured format.

Prerequisite Course Work

Prerequisite Courses	Credits
2 semesters of human anatomy and physiology with labs (can be 2 separate semester courses of A&P-I and A&P-II; or one semester course of human anatomy and one semester course of human physiology. In either scenario, the courses should have lab portions. The course credits can be two 3-credit courses plus 1-credit labs, or two 4-credit courses (lecture and lab combined).	8
Introductory Psychology	3
Human Growth and Development across the Lifespan, Developmental Psychology, or multiple courses that address human growth and development (e.g., Psychology addressing infancy, early childhood, school-age, adolescent, adulthood, ageing, etc.)	3
Abnormal Psychology	3
Statistics (preferably a behavioral sciences statistics course)	3
Behavioral Sciences elective (suggested course in psychology, sociology, anthropology or health promotion)	3
Medical Terminology (online course or certificate accepted)	1
Total Credits	24

OTD Curriculum & Course Sequence

Semester	Course	Title	Type	SCH
Fall 1	DRSC 5495	Anatomy for Health Sciences	Lecture/Lab	4
Fall 1	OT 6303	Clinical Reasoning in OT	Lecture	3
Fall 1	OT 6304	Conditions in Occupation	Lecture	3
Fall 1	OT 6220	Evidence-Based Practice and Research Methods	Lecture	2
Fall 1	OT 6302	Foundations in OT Practice	Lecture	3
Fall 1	OT 6101	Surface Anatomy	Lab	1
Total: 16				
Spring 1	OT 6402	Activity Analysis & Advanced Clinical Reasoning	Lecture/Lab	4
Spring 1	OT 6307	Assessment in Occupations	Lecture/Lab	3
Spring 1	OT 6305	Biomechanics	Lecture/Lab	3
Spring 1	OT 6430	Mental Health Evaluation & Intervention in OT	Lecture/Lab	4
Spring 1	DRSC 5390	Neurosciences for Health Sciences	Lecture/Lab	3
Spring 1	OT 6221	Research Proposal	Lecture/Lab	2
Total: 19				
Summer 1	OT 6103	Introduction to Documentation	Lecture	1
Summer 1	OT 6222	Research Implementation	Lecture	2
Summer 1	OT 6250	Fieldwork Level 1	Practicum	2
Summer 1	DRSC 6201	Spanish for Health Professionals 1	Lecture	2
Summer 1	OT 6431	General Medical Evaluation & Intervention in OT	Lecture/Lab	4
Total: 11				
Fall 2	OT 6306	Community Engagement & Occupations	Lecture/Lab	3
Fall 2	OT 6301	Healthcare Policy & Global Health Perspective in OT	Lecture	3
Fall 2	OT 6432	Orthopedic Evaluation & intervention in OT	Lecture/Lab	4
Fall 2	OT 6331	Pediatric OT 1	Lecture/Lab	3
Fall 2	OT 6223	Research Dissemination	Lecture/Lab	2
Total: 15				

Semester	Course	Title	Type	SCH
Spring 2	OT 6308	Leadership & Management in OT	Lecture	3
Spring 2	OT 6433	Neurological Evaluation & Intervention in OT	Lecture/Lab	4
Spring 2	OT 6332	Pediatric OT 2	Lecture/Lab	3
Spring 2	OT 6333	Productive Aging	Lecture/Lab	3
Spring 2	OT 6204	Ethical Considerations in OT	Lecture	2
Total: 15				
Summer 2	DRSC 6202	Spanish for Health professionals 2	Lecture/Lab	2
Summer 2	OT 6202	Assistive Technology in OT	Lecture/Lab	2
Summer 2	OT 6320	Capstone 1	Lecture/Lab	3
Total: 7				
Fall 3	OT 6651	Fieldwork II-A	Practicum	6
Total: 6				
Spring 3	OT 6652	Fieldwork II-B	Practicum	6
Total: 6				
Summer 3	OT 6321	Capstone 2	Lecture/Lab	3
Summer 3	OT 6750	Doctoral Experience	Practicum	7
Total: 10				
Total Curriculum Semester Credit Hours: 105				

Academic Standing – Policies & Procedures

As stated in the Graduate School rules and regulations, all graduate students are required to maintain overall GPA of 3.0 for the duration of the program. They are also required to adhere to a code of professional behaviors and ethics set forth by the OTD program and the OT profession.

In this handbook, we sometimes report university policies so you have all the information in one place. It is important to know that University policies can change and that published university policies take precedent over what we say in this handbook, if there are differences. The Occupational Therapy Doctoral (OTD) Program has therefore set the following directives for our students:

- Students in the UTEP OTD Program must maintain a 3.0 or higher grade point average in the OTD Program.
- Should a student's GPA fall below the required 3.0, conditional probation is a one semester reprieve whereby students can attend classes on the condition they bring their overall GPA back up to a 3.0.
- Students who are on probation and fail to raise the overall GPA to 3.0 by the subsequent semester will be dismissed from the program.
- All students must be enrolled in the OTD program on a full-time basis. Part-time enrollment is not permitted. A student may be granted a leave of absence or a medical leave of absence from the program for extenuating circumstances with approval from the program director. A leave of absence requires complete withdrawal from the program until the student is able to return on a full-time basis. A leave will be granted for no longer than a one-year period, at which time the student must return on a full-time basis or withdraw from the program entirely.
- Students are requested to meet with their faculty advisor at least once during each long semester to review their academic and professional performance. It is the student's responsibility to initiate this meeting and students. Students with no advising for a duration of six months or longer will be subject to review by the Program Director and will be counseled appropriately.
- Students who do not demonstrate strong professional behaviors will be counseled and given an action plan for improvement. If the student is not successful in remediating professional behavior issues by the following semester, the student may be: (1) dismissed from the Program; or (2) prohibited from enrolling in a future coursework until behaviors are remediated. Decisions are made based upon the student's past performance and faculty evaluation of student's potential to demonstrate professionalism in the clinic. All decisions are final.
- Once all didactic instruction has been successfully completed, students are eligible to complete the required 24 weeks (or equivalent on a part--time basis) of clinical fieldwork education.
- Upon successful completion of two 12 week clinical experiences, student will become eligible to complete the doctoral capstone experience.
- Once the didactic, clinical education and doctoral capstone experience have been completed successfully, students are eligible for graduation.

- Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Faculty & Staff Directory

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Hector Gonzalez

Administrative
Assistant Campbell
Building Room 304
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hagonzalez@utep.edu

The University of Texas at El Paso Directory

Helpful Numbers

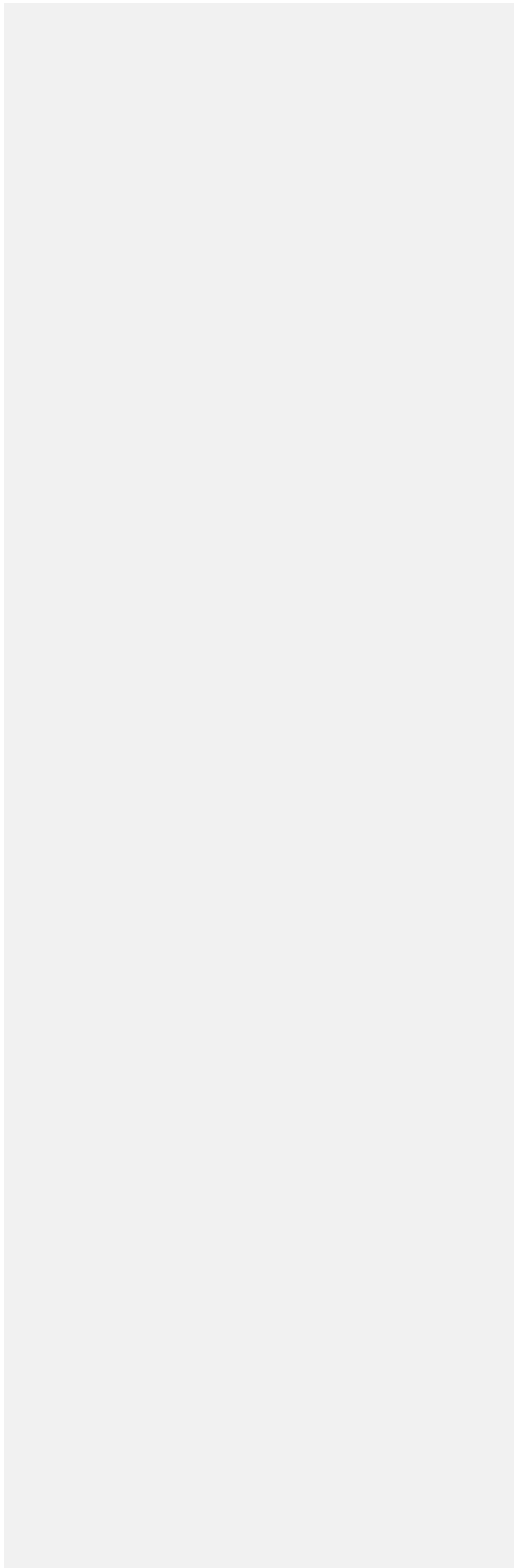
University Bookstore	(915) 747-5594
Library	(915) 747-5683
Student Engagement of Leadership Center	(915) 747-5670
Student Health Center	(915) 747-5624
Student Counseling Services	(915) 747-5302

Emergency Numbers

All emergencies On-Campus – Call University Police	(915) 747-5611
Fire / Police (City)	911

Useful Numbers

Dean's Office	(915) 747-7201
Assistant Dean for Students Affairs – CHS	(915) 747-7266
Dean of Students – UTEP	(915) 747-5648
Main Switchboard	(915) 747-7280
Tech Support	(915) 747-4357



Student Information

Student Administrative Information—From the Program Administrative Assistant

Student Contact Information

It is critical for the program Administrative Assistant to be able to contact you by phone (home and/or cellular), address, and email for the entire time you are an OTD student. This includes during your fieldwork. ***Please keep your information up to date!*** At the end of this handbook is a blank “Contact Information” form. Please fill one out as soon as any change takes place— even if temporary—and turn it in to the OT office. Please do not assume that the contact information we have is current and correct.

Registration

On or about the first day of registration, for each semester, you will be provided with the program’s schedule for that semester with assigned lab groups and call (CRN) numbers. Please follow this schedule to register for your classes. The program Administrative Assistant will also remove the program holds and give department approvals and/or overrides, if needed, for your classes and sections through Goldmine. Because holds can reappear after a time, if you must register late, please let the program Administrative Assistant know so s/he can check your status before you attempt to register.

If a student has holds from financial aid or other departments, an email is sent explaining who they must contact and will be reminded of the timeline, etc. for registration. It is the student’s responsibility to let the program Administrative Assistant know when they have resolved the issue, so that they can be registered.

Holds, Dept. Approvals, Error Messages

Approximately one month before registration begins for a semester, a Major Advising Hold is automatically placed on every OT student by Goldmine. This hold is the only hold that is related to the OT program and the one that is removed by the Administrative Assistant after semester individual student advising is completed. There are many other holds that are possible. While the program Administrative Assistant can identify those holds for you and direct you to the department responsible for them, they cannot remove those holds. It is the student’s responsibility to address any holds that can be viewed in Goldmine accessed at myutep.edu.

If there is any problem with your registration, you will inform the program Administrative Assistant what the problem is, if it is not immediately apparent, to provide a possible solution.

If you encounter any problems while registering, please contact the department office as soon as you can so that the problem can be resolved before your registration deadline. For this reason, please register as early as possible. The department cannot help you with any late registration fees due to registration problems if you wait until the last minute to register. If you run into problems after the office is closed, call and leave a detailed message on the office voice mail. Please include your name, identification number, the call number(s) (CRN) of the course that you had problems with, and any error message that you received. This will give the office time to correct it before your next registration period.

Financial Aid

For each semester, tuition payments from Financial Aid are made on the date that payments are due for all students at the University. You can find this date listed on the Academic Calendar on the UTEP website or in the class schedule for that semester. Typically, it is about 1 week before the start of the semester.

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“Walks” in classes/labs

The tradition of “walks” in classes (being free to leave without penalty if the faculty member does not appear within 15 minutes from the start of class) is not an official university policy. Therefore, it is not honored in the OT program. If the faculty for your class or lab does not show up within 10 minutes, please contact the department office for information unless prior arrangements have been made between the class and the faculty. The program Administrative Assistant will contact the program director or the faculty member in charge for instruction before any permission will be given to leave without penalty.

Items to Faculty via the Program Administrative Assistant

If a faculty member is not in their office when you need to drop off an item, book, or assignment, you may leave them with the program Administrative Assistant by following these instructions:

1. ONLY leave anything or put anything into the faculty member’s box after telling the program Administrative Assistant that you are doing so. Otherwise, it is easily overlooked and may not be noticed for some time.
2. All assignments or anything that will be graded MUST be dated, timed, and initialed by a staff member (or in an emergency, another faculty member). This will be the date and time that you hand the item over to be turned in. If this is not done, there is a risk that it could be counted late since there is no documentation of when it was turned in.
3. Please make efforts to drop off non-graded items when the faculty member is in their office. The program office does not have extra space to store items—extra items can be hazardous to step around. The office will accept these items if you cannot or do not connect with the faculty in their offices. Please leave a note attached to the item with your name and the faculty member’s name on it.

Final Exam Schedule

The program does not follow the University’s final exam schedule. The schedule will be determined by faculty based on room scheduling and faculty needs. Students are advised to check with individual instructors prior to making end of semester travel arrangements.

Liability Insurance

All OT students are required to have liability insurance while they are in the program.

Students are required to have professional liability insurance through the group plan offered at UTEP for their entire duration in the UTEP OTD Program. Liability Insurance coverage is based on an academic year; and is tied to academic classes. It does not cover periods in which students are not taking class such as semester breaks. Students are responsible for making sure their liability practice insurance is renewed appropriately.

Under this insurance policy students are not covered for any claims relating to the operation of their personal motor vehicles. Since the University has ruled that students cannot provide services for which they are at risk without liability coverage, students may not transport clients within the field as part of their fieldwork rotation.

AGENCIES SHOULD NOT ASK OR ALLOW STUDENTS TO TRANSPORT CLIENTS USING THEIR PERSONAL VEHICLES WHILE IN FIELD PLACEMENT.

Community-Wide Orientation

All OTD students are required to complete the online Community-wide orientation training and remain current. The module and information can be found on the following webpage:
<https://www.epcc.edu/Admissions/Orientation/community-wide-orientation>

Graduation Process & Procedures

You must apply for graduation before the degree application submission deadline which is in the calendar of each semester's Schedule of Classes. If you submit your application after the early application deadline, you will be charged a late application fee in addition to the stated graduation fee – and you run the risk of your name not appearing in the Commencement program.

Summer Candidates who want to walk in the May Commencement

You must submit your application during the Spring semester to be sure you receive all notifications regarding the ceremony. Please note that your name will not appear in the May Commencement Program. All summer graduates will be listed in the December Commencement Program. A copy of the December Commencement Program will be given to all summer graduates who did not participate in the December Commencement.

FERPA and Commencement Publications

Because the Family Educational Rights and Privacy Act (FERPA) limits what can be released IF you have requested confidentiality of your educational records, we will not be able to print your name in the Commencement Program and your college and department will not be able to include your picture and/or name in any pre-Commencement publications and/or web sites.

If you want to have your picture and/or name included in these publications, please come to the Registration and Records Office and sign and submit the form to have the confidentiality indicator removed from your records. (As an aside, if you are applying to a program at another institution or seeking employment, we will not be able to release any information to those who inquire if the confidential indicator is on your records.)

Graduate and Doctoral degree candidates apply with your academic advisor, and then take your application to the Graduate Student Services Office for approval; check with your advisor and Graduate Student Services for clearance dates. Please be aware of your additional deadlines for submission of theses, dissertations, and research papers as well as for certification of master's degree final examinations to the Graduate Student Services Office. Submit your graduate advisor approved application form to the Graduate Student Services Office two weeks prior to the published date for the early application deadline to allow sufficient time for a complete review of your academic record. Forms received after that date are not guaranteed to be approved prior to the start of the late fee assessment.

Take your approved application to the Cashiers in the Academic Services Building and pay the appropriate fee. For more information, read [Graduation Fees](#).

NOTE: To have your name appear in the printed Commencement Program, your application must be submitted by the official submission deadline to the Registration and Records Office.

After final grades are submitted, the deans will begin the final audit of your records to ensure you have met the requirements for your degree. The Registration and Records Office will receive confirmation of graduates from the deans in approximately six weeks. Immediately thereafter, diplomas will be ordered for those who are on the official list. Please allow approximately six more weeks for your diploma to be received in the Registration and Records Office. A complimentary transcript (with your degree(s) posted) will be given to you when you pick up your diploma. You will receive a postcard when the

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diploma is available. All diplomas will be held for pick-up at the Registration and Records Office, unless previous arrangements have been made.

If you want your diploma and complimentary transcript mailed, please ask for a diploma shipping form. This form can be emailed to you and either mailed or faxed back. Instructions and fees are on the face of the diploma shipping form. If you want to authorize someone else to receive your diploma by mail, you may designate that person on the form. Diplomas are sent certified mail to U.S. addresses. For foreign addresses, we recommend that you select the UPS option so that you can track your shipment. We cannot guarantee delivery of diplomas and transcripts to foreign addresses if we mail your diploma with the U.S. Postal Service because the package will be turned over to another country's postal service once it leaves the U.S. borders.

If you want to authorize someone else to pick up your diploma and complementary transcript, please provide that person with a letter of authorization specifying what is to be picked up (diploma only, transcript only, or diploma and transcript) that identifies your designee by the name that will be on his/her picture ID. Please include your UTEP ID number, be sure to sign the letter, and also include a clear copy of a valid, signed picture ID (such as your driver's license).

If you have any outstanding financial debts with the university, you will need to clear them before a diploma or official transcript can be released. To check on your balance, please contact the Student Business Services Office at 747-5116/5105

If you want to order additional transcripts, you may do so by visiting this web site <https://www.utep.edu/student-affairs/registrar/transcripts/order-transcript>.

For further information about the degree conferral process, diplomas, or commencement ceremonies, please contact the Registration and Records Office, located in the Academic Services Building. The office telephone is (915) 747-5544, or email records@utep.edu Additional commencement information is provided by the University Relations Office at the following web site: <https://www.utep.edu/student-affairs/registrar/graduation/index.html>

Regalia

All participants dress for commencement according to traditions stemming from the world's oldest universities. The regalia worn by graduates and faculty members signifies the various degrees, disciplines, and institutions of the members of the academic procession and is an outward sign of membership in the university community.

Regalia requirements differ for degrees and schools. Candidates can visit the UTEP Bookstore to purchase regalia and announcements.

Regalia (caps, gowns, tassels, etc.) will be available for purchase online or in-person at the UTEP Bookstore up to the day of commencement. Hours of operation are Monday - Friday, 10 a.m. - 5 p.m., and Saturday 10 a.m. - 2 p.m.

Your graduation regalia can be purchased at the UTEP Bookstore during Grad Fair week and up until commencement day.

Address:
2201 Sun Bowl Dr
El Paso, TX US 79902
<https://www.utep.edu/commencement/students/caps-gowns-hoods.html>

Are you located out of town?

Regalia items are available to order online via the UTEP Bookstore.
[ORDER HERE](#)

Honor cords: Pi Theta Epsilon Honor Society

If you will be graduating with honors, the Phi Theta Epsilon Alpha Chi Chapter will order and purchase honor cords for those individuals who meet criteria and are inducted as members. Cords will be provided during the induction ceremony. **NOTE: To have your name appear in the printed Commencement Program, your application must be submitted by the official submission deadline to the Registration and Records Office.**

NBCOT EXAM

The NBCOT website: <https://www.nbcot.org/en/Students/get-certified> NBCOT is responsible for the certification examination at the end of academic and fieldwork experiences from an accredited program to become a nationally registered OTR. Students are encouraged to register by the end of the first year.

Start preparing for your certification now by creating a MyNBCOT account. **Create Account Now** Access the website in order to register for the NBCOT exam. All exams are administered by computer on-demand. After registration for the exam is complete each individual will arrange for testing within 90 days. After 90 days, the applicant will have to pay an extra fee to reactivate testing eligibility. Another requirement is an official transcript. **Order the UTEP transcript that includes the conferred degree, typically a few weeks after final grades are posted.**

NBCOT also recommends the following: "...many states require official notification of eligibility (Confirmation of Eligibility Letter) for limited or temporary licenses and a score report for permanent licenses. Please encourage students to request these services at the time of application. This will reduce their waiting time for the temporary or permanent license."

Transcript Requests

NBCOT will need to receive an official transcript with your degree posted. However, **do not send a transcript until after you have registered for the exam and paid the exam fee.** Otherwise, the transcript will be discarded. Transcript Request Forms are available on the NBCOT website. Please pay attention to the dates after graduation when the degree will be conferred to avoid ordering more than one transcript.

Phone: 301-990-7979
Email: info@nbcot.org
Address: One Bank Street
Suite 300
Gaithersburg, MD 20878
**Mailing a Transcript? Just add
Attn: Transcripts to the address
above.

Business Hours

Monday - Thursday: 9 a.m. - 5 p.m. EST
Friday: 9 a.m. - 4 p.m. EST

NOTE: The program is not responsible for specific information pertaining to the NBCOT exam nor licensure in the sections following. The information presented here is general in nature and is included for the sole purpose of providing a surface view of what is involved. You must contact the NBCOT and the licensing board for specific and more detailed information.

TBOTE – Texas Licensure www.ecptote.state.tx.us

The Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE) carries out the administrative, licensing, and investigative functions of the Texas Board of Occupational Therapy Examiners (TBOTE) (ECPTOTE, 2020). For more information on the Texas OT state license application, visit the website: <https://ptot.texas.gov/ot-application/>

One must hold a current license to practice occupational therapy in most states and in order to represent oneself as an occupational therapist or consult as an occupational therapist, One must obtain a license in the state where they plan to practice. The Texas Board of Occupational Therapy Examiners (TBOTE) administers the licensing program. TBOTE also investigates complaints and regulates the practice of occupational therapy in Texas.

Note that in addition to completing the online application for a license, one must also submit to them the Confirmation of Examination Registration and Eligibility to Examine Notice from NBCOT. A passing score on an “open text” jurisprudence exam must be presented to the board before a temporary license will be issued. This exam is obtained through the licensing board. There are other additional requirements. Again, check the website and know that the earliest you would likely have your temporary license in hand will not be for a month or two after graduation.

ECPTOTE. (2020). *General Application Information*. Executive Council of Physical Therapy and Occupational Therapy Examiners Retrieved May 14, 2020 from <https://www.ptot.texas.gov/page/ot-application>

Questions regarding the NBCOT exam should be directed to NBCOT at their website or the following number: 1-301-990-7979. NBCOT: NBCOT, Inc. One Bank Street, Suite 300 Gaithersburg, MD 20878 <http://www.nbcot.org>

Questions regarding Texas licensure should be directed to the Texas Board of Licensure at their website or at the following number: 1-512-305-6900. <http://www.ecptote.state.tx.us/ot/>

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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The Accreditation Council for Occupational Therapy Education (ACOTE)

The UTEP Doctor of Occupational Therapy (OTD) Program has candidacy status from the Accreditation Council for Occupational Therapy Education (ACOTE): <https://acoteonline.org/>

You can contact ACOTE at: Accreditation Council for Occupational Therapy Education C/O American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929 (301)
652-AOTA (2682)

Professional/Regulatory Organizations of Occupational Therapy

ACOTE	<p>The Accreditation Council for Occupational Therapy Education (ACOTE®) is an Associated Advisory Council of the Executive Board of the American Occupational Therapy Association (AOTA®). ACOTE® is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). ACOTE is also an active member of the Association of Specialized and Professional Accreditors (ASPA). ACOTE currently accredits or is in the process of accrediting nearly 600 occupational therapy and occupational therapy assistant educational programs in the United States and its territories as well as programs in the United Kingdom.</p>
AOTA	<p>The American Occupational Therapy Association is the national professional organization. This organization has several special interest sections, an education accreditation department, and a political committee, which monitors legislation pertinent to the profession. This organization additionally provides continuing education courses, self- study courses and specialty certification in pediatrics and the neurologically impaired patient. They also sponsor an annual conference, which is traditionally held in April of each year. Some advantages to belonging to AOTA include: Reduced fees to conference, continuing education, AOTA books and other products, networking with other OT's. Literature and information regarding the profession is available from the national library. There is an annual fee for membership. Student members are eligible for AOTF scholarships. Membership may be obtained online from AOTA, (students are required to have membership for the duration of the program).</p>
NBCOT	<p>The National Board for Certification in Occupational Therapy, Inc., is the board which writes and administers the national registration examination and confers the designation "Registered" to the OT upon passing the examination. This board is a private board at the present time. The Board also requires the practicing therapists to renew their certificate of registration every five years. There is a fee for the certification examination and a fee for the renewal of the certification.</p>
TBOTE	<p>Texas Board of Occupational Therapy Examiners is the licensing board of the State of Texas. It is this organization to which your certification examination grade will be sent and to whom you will pay your fees for State of Texas licensure. Licenses are renewed every two years.</p>
TOTA	<p>The Texas Occupational Therapy Association is the professional organization of the State of Texas. This is the organization that is the state level counterpart of the American Occupational Therapy Association. The group keeps track of state legislation regarding the OT profession and health care, provides support for continuing education and sponsors an annual regional annual conference. There is an annual membership fee. Student members are eligible for scholarships and student loans. Membership may be obtained online from TOTA, (students are required to have membership for the duration of the program).</p>

TOTA Rio Grande District	This organization is the regional group of the Texas Occupational Therapy Association. Since Texas is so large, it is more manageable to divide the state into six districts to provide more effective information gathering and service delivery within the state as a whole.
Student Occupational Therapy Association (SOTA)	SOTA is the student organization affiliated with the American Occupational Therapy Association. This is your organization. There is a membership fee.
PI THETA EPSILON	This is the national honor society for our profession. Membership is based on GPA, scholarly activity, and is by invitation. The local UTEP chapter is the Alpha Chi Chapter (currently inactive.) There is a membership fee.

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association is a campus student organization whose mission is to promote occupational therapy through involvement with the community, at the university, local and state levels. This mission is pursued through the following goals:

1. Campus and community public education activities, such as health fairs;
2. Community service activities, such as therapeutic horsemanship and volunteer programs;
3. Cooperative activities with the Rio Grande District of the Texas Occupational Therapy Association and with Alpha Chi Chapter of Pi Theta Epsilon, the National Honor Society for occupational therapy (when active);
4. Fundraising activities to support the objectives and activities of the club; and
5. Social and educational activities to enhance the learning and professionalization experience of the occupational therapy students of UTEP's Occupational Therapy Program.

Any student enrolled in the professional Occupational Therapy Program may join the Student Occupational Therapy Association by paying the annual dues, as established by the membership.

Pi Theta Epsilon – Alpha Chi Chapter

HISTORY

Pi Theta Epsilon (PTE) was developed as a specialized honor society for occupational therapy students and alumni. The society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited schools across the United States. Pi Theta Epsilon is sponsored by the American Occupational Therapy Foundation (AOTF).

The objective of the society is to contribute to the advancement of occupational therapy through special projects of its members; to provide a basis for relationship among the accredited schools of occupational therapy; and to work in cooperation with the aims and ideals of the occupational therapy club (known as the Student Occupational Therapy Association or SOTA).

The mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.

MEMBERSHIP ELIGIBILITY

1. Selection of new members shall include those who have demonstrated superior scholarship, those who are eligible shall rank not lower than the highest 35% of their class in scholarship and have a GPA of at least 3.5 on a scale of 4.0 since entering the occupational therapy program, and shall have attained second semester junior status in the occupational therapy program.
2. Lapsed members may rejoin the local PTE Chapter (Alpha Chi) by paying only the current year's membership fee. Membership in a local Chapter automatically bestows membership in the national society.

UTEP Email Accounts Policy

1. All occupational therapy students, without exception, are required to get a UTEP email account.
2. Students are responsible for checking their UTEP email account daily.
3. All email communication between faculty and students, and between students and clinical sites, will be through UTEP email accounts regardless of any personal email accounts that might exist.

Procedure for getting an email account:

1. The University provides all currently registered students at the University of Texas at El Paso a free email account.
2. You may access a networked computer from the ILC on the first floor of the College of Health Sciences, in the UTEP library, in the Student Union building, and various other locations on the Main Campus.
3. You may access your UTEP email from home by going to the UTEP website (<http://www.utep.edu>) and clicking on the link to webmail.
4. For assistance with your UTEP email account, contact the UTEP Help Desk at 4357 from any University phone or (915) 747-4357 from off campus.

Student Services

<https://www.utep.edu/student-affairs/>

INDEPENDENT LEARNING CENTER (ILC)

There is a computer laboratory available to occupational therapy students on the first floor of the College of Health Sciences building. This laboratory is for the students to access computers for word processing, E-mail and any other computer needs. There is access to the AOTA website, MedLine, the Internet and Eric Library System from this laboratory. A software program for anatomy and physiology called Body Works is available. Operation hours are posted on the door of the ILC.

LIBRARY AND OTHER RESOURCES

The University of Texas at El Paso offers a wide array of services for students to ensure that student needs, concerns, and interests are addressed.

The library is located on the main campus on Wiggins Road. (Refer to the Undergraduate Student Catalog for more information). There are journals, books, video tapes, films and audio cassettes which are available to the student with a proper current ID card. The faculty will place selected items on reserve for specific classes or assignments. Faculty will allow students to review articles and books from their own personal libraries upon request, and at the convenience of the individual faculty member. There is a temporary library parking permit available from Alice Garcia, College Receptionist, at the front desk in the College of Health Sciences building. It may be checked out for 24 hours for the purpose of studying/performing research at the UTEP library. It is on a first come/first serve basis. Abuse of this privilege in any way will result in ineligibility to use the parking pass for the remainder of your time as a student at the College.

YWCA Early Learning Academy

Number: (915) 747-6000

Website: <https://www.utep.edu/student-affairs/early-learning-academy/>

Childcare is available for children of all students, staff, and faculty of the University. The YWCA Early Learning Academy (ELA) is a warm, friendly place that fosters exploration, problem solving, creativity and growth. Each site is staffed with highly trained, nurturing caregivers who appreciate each and every child, as they are now, and for the amazing person they will grow up to be! With more than 35 years of experience in childcare, the YWCA is your best choice for childcare in El Paso.

Campus Cultural Programs

Website: <http://catalog.utep.edu/student-services/>

Each year departments across campus sponsor hundreds of cultural events including concerts, music theatre productions, plays, art exhibits, ballet and dance performances, films, and lectures. Theatre and dance productions are performed in the Wise Family Theatre, the Studio Theatre in the Fox Fine Arts Center, and the Magoffin Auditorium. University Dinner Theatre productions are presented in the Student Union West Building. Music activities such as the University's Symphony Orchestra, Symphonic Band, Opera, Jazz Bands, Pandemonium Steel Drums, Choral and Chorus, Jazz Singers, and chamber groups are held in the Fox Fine Arts Center's Recital Hall or the Magoffin Auditorium. Faculty, student, and touring art shows are exhibited in the Stanlee and Gerald Rubin Center for Contemporary Art, the Glass Gallery in the Fox Fine Arts Center, and the Student Union Gallery in the Union East Building. A film series is also presented annually in the Student Union East Building.

Lectures and a variety of other public programs are part of the yearly schedules of all UTEP Colleges, Academic Departments and Centers as well as the University Centennial Museum and Chihuahuan Desert Gardens. The Student Development Center provides a wide variety of student programming ranging from lectures to artistic performances.

University Career Center

Phone Number: (915) 747-5640

Website: <https://www.utep.edu/student-affairs/careers/>

The University Career Center, as part of the Division of Student Affairs, provides programs and services designed to foster the career development of UTEP students and alumni from all academic disciplines. Toward this end, the Department provides the following services:

1. Career Advising
2. Resource Center (career development literature, employer information, and on-line resources)
3. Career Development Activities and Workshops (resume writing, interviewing, job search correspondence, etc.)
4. Resume Reviews
5. Job Listings and Referrals (part-time student employment, cooperative education and internship opportunities, and professional employment)
6. Cooperative Education/Internship Program (career-related experience for college students)
7. On-Campus Interviews
8. Career Fairs

Students are encouraged to visit the University Career Center early in their university career to develop a personalized career-development action plan. Career counseling services are offered by the University Counseling Center.

Center for Accommodations and Support Services (CASS)

Phone Number: (915) 747-5148 Voice/TTY

Website: <https://www.utep.edu/student-affairs/cass/>

The Center for Accommodations and Support Services (CASS) provides a program of support to students with physical, or mental impairments, as well as those who become temporarily disabled due to an injury or recent surgery, and to women with "at risk" pregnancies. CASS provides the following services as accommodations: note taking, sign language interpreters, reader services, priority registration, use of adaptive technology, alternative test formats, testing accommodations and advocacy.

Students requiring accommodations must schedule an intake interview with CASS and provide medical and/or diagnostic documentation verifying a disability. The documentation must clearly state symptoms and limitations that adversely affect academic performance. All information provided to CASS is treated as confidential. Students should be aware that faculty members are not obligated to provide accommodations without proper notification from CASS.

If a student has, or suspects they have, a disability that is adversely affecting academic performance, he/she should contact the Center for Accommodations and Support Services Office immediately to discuss available options.

El Paso Centennial Museum/Chihuahuan Desert Gardens

Phone Number: (915) 747-5565

Website: <https://www.utep.edu/centennial-museum/>

The El Paso Centennial Museum was built in 1936 with funds allocated by the Commission for the Texas Centennial Celebration. As the University's museum, it serves students and the El Paso/Juarez communities. The mission of this natural and cultural history museum is to preserve, document, exhibit, and educate about the Southwest and Mexico. Noteworthy collections pertaining to Geology, Anthropology, Archaeology, Paleontology, Ornithology, and Mammalogy include rocks, crystals, minerals, pottery, stone tools, shell jewelry, and baskets. The Chihuahuan Desert Gardens, dedicated in 1999, are located on the west side of the museum. They contain plants of the region in settings that can be adapted for area businesses and homes. Basic museum and special project classes are offered to UTEP students.

Temporary exhibits, lectures, gallery talks, youth classes, adult workshops, and volunteer activities are educational offerings. The Museum is free and open to the public.

Food Services

Phone Number: (915) 747-5628

Website: <https://utepdining.sodexomyway.com/>

UTEP Food Services strives to provide the best quality food at the most convenient locations. Students, staff, and faculty members are encouraged to visit one of the many food venues located throughout campus. Here are a few:

UTEP Union East Building 2nd Floor (Food Court)

Pick 'N' Shovel
Chick-fil-A (deli)
El Sazon Express
Hissho Sushi
Jamba Juice//Starbucks (Starbucks coffees, smoothies, frozen yogurt, grab and go)
Mein Bowl
Pizza Hut Express (pizza and wings)

The El Paso Natural Gas Conference Center

Chick-fil-A
El Sazón Minero
Sandella's

Others throughout campus

Einstein Bros. Bagels
Jazzman's
Starbucks

Miner Meals are dollars placed on the Miner Gold card that are held in reserve exclusively for food purchases. With Miner Meals, students, faculty, and staff can receive an automatic 10% discount on all food purchases. Miner Meals can be purchased in \$50 increments at Student Business Services, located on the first floor of the Academic Services Building.

UTEP Catering Services offers a full range of services for banquets, receptions, meetings, conferences, and private functions. A dynamic menu is designed to meet the diverse needs of any group and

function. UTEP Concessions provides a variety of tasty options at sporting and special events. From traditional hot dogs to local favorites, your cravings are sure to be satisfied.

Intercollegiate Athletics

Phone Number: (915) 747-5347

Website: <https://utepminers.com/>

UTEP is an NCAA Division IA school and is a member of Conference USA. Sponsored sports are football, men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's indoor track and field, men's and women's outdoor track and field, women's tennis, women's rifle, women's soccer, women's softball, and women's volleyball.

Football is played in the 52,247-seat Sun Bowl Stadium, which is located on campus and nestled in the southern tip of the Rocky Mountains; men's and women's basketball plays in the 11,767-seat Don Haskins Center; and women's volleyball plays at Memorial Gymnasium, which seats 3,000 people. Soccer plays at the University Soccer Field with the Rocky Mountains as a backdrop. The track program runs at Kidd Field, which seats 15,000 people. Teams nationally ranked in recent years include men's basketball, football, men's golf, cross country, indoor and outdoor track and field and women's rifle.

Office of International Programs and Study Abroad

Phone Number: (915) 747-5664

Website: <https://www.utep.edu/student-affairs/oipsa/>

The Office of International Programs (OIP) is the primary source of information and assistance for the international community at UTEP. Services include:

- Advising for international students and scholars, on immigration, financial cross-cultural and personal issues;
- PASE (Programa de Asistencia Estudiantil) program administration: a Texas initiative for a waiver of out-of-state tuition for Mexican nationals who can prove financial need;
- International and multicultural activities on campus, highlighting the multicultural nature of El Paso and UTEP through cultural events, and presentations, involving the University's diverse nationalities;
- Administration of the Good Neighbor Scholarship, and the Frank and Polly Ann Morrow Awards for Outstanding International Students.

The Office is located at 203 Union East, and can be contacted at (915) 747-5664 (fax: 915-747- 5794), at oip@utep.edu, or at <http://studentaffairs.utep.edu/oip>.

KTEP Public Radio

Phone Number: (915) 747-5152

Website: www.ktep.org

KTEP 88.5 FM broadcasts news, information, and cultural programming 24 hours per day for the University as well as El Paso, Southern New Mexico, and Juarez. KTEP is a member of National Public Radio and Public Radio International. The station trains UTEP students in broadcasting, and students can work at the station either as interns or volunteers. KTEP is equipped with the latest in digital broadcast technology. KTEP began broadcasting in 1950 and was the first FM station in El Paso and one of the first in the Southwest. A quarterly programming guide is available by calling (915) 747-5152.

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Housing and Residence Life

Phone Number: (915) 747-5352

Website: <https://www.utep.edu/student-affairs/housing/>

The Department of Housing and Residence Life provides apartment-style residence halls with several floor plans, from cozy efficiencies to two- and four-bedroom units. There are also community spaces with room for studying, recreation, private mailboxes and administrative offices. All residence halls at UTEP are co-educational and ADA compliant rooms are available.

Students who live on campus are more likely to graduate on time, have a higher GPA and be more satisfied with their college experience than students who live off campus. The close proximity to both classes and campus resources makes it easier to balance studies, recreation and socializing.

Professional and Public Programs

Phone Number: (915) 747-5142

Website: <https://www.utep.edu/extendeduniversity/professional-and-public-programs/>

Whether you are looking to further your career, get in shape, learn a new language, dive into a new hobby or find a kid's camp for your child, UTEP's Professional and Public Programs (P3) is the place for you. P3 has a vast selection of continuing education classes to further your personal enrichment, professional development and academic growth, regardless of your age.

1. **Advanced Placement Summer Institute:** In cooperation with the College Board®, we invite both new and experienced teachers to our Advanced Placement Summer Institute (APSI).
2. **Community Enrichment-Adults:** Noncredit courses for adults for personal growth and community participation.
3. **Corporate & Business Training:** A variety of established courses that focus on career assessment, management, and leadership development.
4. **Corporate Customized Training:** Customized solutions and key learning objectives designed to develop employee skills aligned with business goals.
5. **English Language Institute**
6. **Language & Cultural Studies**
7. **MyCAA:** Scholarships for military spouse education
8. **Online Noncredit courses:** Self-paced, independent study online courses that can be taken any time, any place.
9. **UTEP Youth Programs and Campus**

For more information contact P(3) at (915) 747-5142 or visit the office at Memorial Gym, Suite 111

Recreational Sports

Phone Number: (915) 747-5103

Website: <https://www.utep.edu/student-affairs/rsd/>

The Recreational Sports department provides an opportunity for each member of the University community to voluntarily participate in a wide variety of sports and leisure activities.

- **Intramural Sports Program** offers approximately 40 activities for men and women with a valid UTEP ID
- **Outdoor Adventure Program** offers equipment rental and outdoor trips to UTEP students, staff and faculty
- **Challenge Course** is a half day or full day team development program
- **Fitness Programs** are non-credit exercise classes offered to UTEP students, staff and faculty at a minimal fee
- **Sports Clubs** are available for registered UTEP students who may want to participate in extramural competition

- **Open Recreation** provides the use of sport facilities for leisure play. Equipment is provided with a valid UTEP ID
- **Swimming and Fitness Center** consists of an exercise room with cardio machines, weight machines, free weights and two swimming pools.

Special Events

Phone Number: (915) 747-5481

Website: <https://www.utep.edu/student-affairs/careers/events/suit-up-utep.html>

There's no business like show business! The Office of Special Events is dedicated to providing quality entertainment for UTEP and the El Paso/Juarez/Las Cruces communities. We handle everything from stadium blowouts to arena shows to intimate theatre productions.

Student Development Center

Phone Number: (915) 747-5670

Website: <https://www.utep.edu/student-affairs/housing/resident-handbook/student-development.html>

The Student Development Center (SDC) is a one-stop clearinghouse of information and resources for UTEP students involved, or who want to become involved, in campus life. The SDC provides students with opportunities to get involved in leadership activities, campus activities, health awareness, diversity initiatives, student organizations and/or Greek Life.

The Student Development Center works with over 180 student organizations on campus. These organizations are categorized as follows: Academic/Professional, Advocacy, Graduate, Greek, Governing, Honorary, International, Professional, Recreational, Religious/Spiritual, Service, Special Interest, Social, and School/Community Spirit. The SDC provides a variety of programs to enhance student organizations through personal consultations, publications and workshops. Please visit the SDC website for more information on how to start an organization and view helpful links for student organizations.

Student Government Association

Phone Number: (915) 747-5584

Website: <https://www.utep.edu/student-affairs/sga/>

The Student Government Association (SGA) is the official voice of the student body. The SGA maintains an open channel of communication between the student(s) and university administration by voicing to the University administration the concerns of the student body and informing students about changes in policy that will affect campus life and student activities. SGA's goal is to make every student's college experience a complete one – developing them both academically and personally.

SGA takes pride in the diversity of the student body and is dedicated to providing assistance to and support for all student organizations and campus activities whenever possible. Recognizing the campus' unique diversity, SGA works to assure that every student or group of students is treated with respect and dignity in order to maintain an atmosphere of tolerance and understanding among all members of the campus community.

Student Health and Wellness Center

Phone Number: (915) 747-5624

Website: <https://www.utep.edu/chs/shc/>

UTEP Student Health and Wellness Center is here to meet the health care needs of our students so they can focus on their studies. As a student you have paid a medical service fee that allows you to be seen at the clinic as often as needed. Office visits are low cost as well as medications, supplies and any needed lab tests.

The Student Health and Wellness Center offers the same types of services you can get from your family doctor. Our services include general medical care as well as specialty in Women's and Men's wellness exams, Nutrition Services, Travel Medicine, and STD screening. We also provide routine immunizations and TB testing required by many educational programs at UTEP.

Student Publications

Phone Number: (915) 747-5161

Website: <https://www.utep.edu/student-affairs/student-publications/>

Student Publications offers motivated students the opportunity to gain hands-on, professional experience in a variety of facets of publishing through *The Prospector*, a semi-weekly student newspaper, and *Minero Magazine*, a bilingual, bicultural publication produced once each fall and spring semester.

Students who work within the department receive training to become reporters, photographers, graphic designers, editors or advertising sales representatives in a professional environment using the latest computer-based publishing technology. Students must maintain a GPA of at least 2.0 and be enrolled for at least 9 undergraduate hours or 6 graduate level hours.

To ensure freedom of expression, a Student Publications Committee, composed of UTEP faculty, staff and students, oversees the student-produced publications. Student Publications' mission is to produce talented, ethical and well-qualified journalists, photographers, designers and advertising professionals through experiential training that will lead them to successfully pursue and thrive in their chosen careers.

Student Support Services Program (SSSP)

Phone Number: (915) 747-5349 / 8602

Website: <https://www.utep.edu/student-affairs/student-support-services-program/>

Student Support Services Program (SSSP) is part of the Federal TRIO programs sponsored by the U.S. Department of Education to serve 200 students annually. SSSP is designed to assist and encourage students to improve their academic performance and enhance their college experience ultimately to pursue their education regardless of socioeconomic, cultural or ethnic background. SSSP provides services to students throughout their college career up until graduation. The program is open to any freshmen, sophomore or juniors that meet eligibility criteria.

Union

Phone Number: (915) 747-5711

Website: <https://www.utep.edu/student-affairs/union/>

The Union Building strives to complement the University's educational mission by creating a positive environment that is inclusive, welcoming, challenging, and responsive to students, faculty, staff, and the El Paso community. We aim to be an epicenter of campus life by providing innovative, high-quality facilities and services while serving as a unifying force that honors each individual and values diversity.

University Bookstore

Phone Number: (915) 747-5594

Website: <https://www.bkstr.com/texaselpasostore/home>

The University Bookstore is responsible for having required academic textbooks and supplies for students. The Bookstore also provides the University community a large variety of reference books, school and office supplies, computer software and accessories, calculators, UTEP apparel and gift items, commencement apparel and invitations, magazines, book buy backs, special book and software orders, specialty plaques, and computer hardware orders. The University Bookstore is managed and operated by Follett Higher Education Group.

Counseling and Psychological Services**Phone Number: (915) 747-5302****Website: <https://www.utep.edu/student-affairs/counsel/>**

The Counseling and Psychological services provides free and confidential services in Spanish and English to currently enrolled UTEP students. Services include career counseling to help students clarify their academic or career goals and overcome obstacles to learning and decision making. The Center also provides personal counseling to address issues that can affect a student's ability to perform optimally in his or her academic and professional endeavors. Lastly, the Counseling and Psychological services provides educational workshops, outreach programs, and self-help resources on everything from stress and time management to self-esteem and relationship issues.

Students with Disabilities

Individuals with disabilities have the right to equal access and opportunity. In support of this endeavor, **The Center for Accommodations and Support Services (CASS)** maintains that when given appropriate support services and accommodations, students with disabilities can participate in higher education, and complete their desired degree program.

We welcome the opportunity to provide needed accommodation to those who believe or suspect a disability and need assistance in their pursuit of higher education including the opportunity to participate and benefit from all University sponsored programs, social activities and events.

CASS ensures that reasonable accommodations and services are afforded to students with disabilities such that they have equal opportunities to achieve their academic and professional goals. However, the program will not provide accommodations and support services unless a student has registered with CASS and appropriate documentation has been received.

CASS Staff serves as liaisons between students and faculty, administrators, and outside agencies.

Disability Law

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with disabilities in the United States....Shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.”

Section 508 of Rehabilitation Act

On August 7, 1998, Congress amended Section 508 of the Rehabilitation Act to include proper access to electronic and information technology. This requires agencies that develop, procure, maintain, or use electronic and information technology to ensure that the material are accessible. Therefore, the university must make university-maintained Web site and video materials accessible (i.e. Web sites should allow for the use of speech output systems for individuals who are blind or visually impaired, and videos must be captioned for individuals who are Deaf/Hard of Hearing and audio described for individuals who are blind/low vision).

ADA Amendments Act of 2008:

This new law, which clarifies the intent of the ADA, was signed September 25, 2008 and went into effect on January 1, 2009. This law expands the definition of major life activities, and specifies that one should not consider mitigating measures (i.e. medication, prosthetics, assistive technology, etc.) when determining eligibility for accommodations.

Counseling and Psychological Services <https://www.utep.edu/student-affairs/counsel/>

The university's Counseling and Psychological Services (CPS) offers a variety of psychological services to the UTEP community. Our staff of professionals helps students address individual and relationship concerns, manage stress, explore career directions, and enhance their overall personal and academic success. The Counseling and Psychological Services offers personal, career, and crisis counseling to currently enrolled UTEP students and outreach and consultation to faculty, staff, and students.

College students encounter many new and challenging experiences, and they often face difficult personal problems and life decisions. Students come to us with a variety of concerns, including family conflicts, relationship problems, and academic pressure. You may want to talk with us about such issues as...

- Stress and anxiety
- Depression
- Suicidal thoughts
- Self-esteem
- Assertiveness
- Family pressures
- Loneliness and isolation
- Childhood experiences
- Eating disorders
- Sexual orientation
- Relationship abuse
- Sexual assault
- Anger
- Grief and loss

In addition to helping students with personal and relationship problems, we can provide help with academic problems such as:

- Test anxiety
- Time management
- Perfectionism
- Fear of failure

The Counseling and Psychological Services provides a safe and confidential place for you to talk about problems that might interfere with your personal growth or academic achievement.

Couples' counseling is available to assist students with relationship or marital problems. Our staff can also suggest various referral options in the El Paso area if you need extended or specialized services.

The Counseling and Psychological Services are free to UTEP students, and all contact is confidential. Visit their offices Monday through Friday, in the West Union Building, Room 202, to make an appointment. You may email them at caps@utep.edu or call 915-747-5302

No appointment is needed for crisis counseling. Students in crisis are seen immediately by an available counselor during regular business hours.

For more information and services offered, you can stop by or call them at (915) 747-5302.

Scholastic Standards & Academic Policies & Procedures

Classroom Expectations and Policies

1. Come prepared. Complete the assigned readings before the scheduled lecture. Additional reading materials may be provided in class for the following week. Reading assignments are subject to spontaneous evaluation. Questions over the reading assignments will be used to facilitate discussion during class and labs. Attendance policies are noted in each course syllabus.
2. Students are expected to be active members of the learning experience and to contribute to the stimulation of other students through participation in the active learning process. *The lab participation grade is also based on student's professional behavior in and out of the classroom. Students are expected to comport themselves in a professional manner at all times whether in class, in clinics, or in the community. If necessary, a Professional Development Incident Report will be developed with the student and the instructor. Students who do not adhere to this plan or to constructive feedback will be referred to the Dean of Students for further disciplinary action.*
3. Submit assignments on time. You need to **contact the instructor prior to an exam or an assignment** due-date if there are circumstances that limit your ability to participate in the exam or to turn an assignment in on time. Consult individual course syllabi for specific penalties for late or absent assignments.
4. Seek help from the instructor if you are having difficulties, **do not wait until it is too late to remedy the situation.**
5. Take exams/quizzes as scheduled. Exceptions will be made only for verifiable emergencies. Notify instructor **in advance** if unable to take an examination. Reasonable excuses for missing an exam include: an acute medical problem, an extreme personal emergency or official University business. Documentation is required. An unexcused absence from an exam or quiz will result in a "0" for that exam or quiz. Authorized make-up exams will be given at the discretion of the instructor.

Attendance:

All students are expected to arrive promptly for class and to attend every class unless prior notification is given to the instructor by phone or e-mail. Consult individual course syllabi for specific penalties for tardiness and absences.

Electronic Devices:

1. All cell phones, pagers, laptops and other electronic devices will be off during class except in certain situations pre-approved by the instructor.
2. The program Administrative Assistant will take urgent messages and deliver them to you. You may give family or other appropriate people (schools or day care, etc.) the department phone number: 747-7268 for this purpose. If the program Administrative Assistant will not be in the office for a day or more, the Administrative Assistant will give an alternate number on her voice mail.
3. If you are expecting an urgent message, either ask for pre-approval from your class instructors or alert the program Administrative Assistant.
4. Cell phones and laptops are NOT to be on during exams.

Disruptive Behavior:

Behaviors which detract from students learning will not be tolerated. These behaviors include but are not limited to: talking during class when an instructor or other student has the floor, attire that distracts from students' learning, entering and exiting during instruction, and receiving incoming messages on electronic devices. Students engaging in disruptive behavior will be asked to leave the classroom.

Notice of Policy on Cheating:

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations. Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

The Americans with Disability Act (ADA) of 1990 | Public Law 101-336

This memorandum outlines the Occupational Therapy Program's position related to implementing the opportunity afforded to students with disabilities by The Americans with Disabilities Act of 1990. Further, it serves both potential students and enrolled students as a guideline for action that may facilitate successful achievement in the occupational therapy program. The Occupational Therapy Program actively supports the opportunities derived from the ADA legislation and encourages potential students to explore their interests and the match between their abilities and the job requirements for a career in occupational therapy.

After acceptance into the program, students with disabilities requiring accommodations for successful achievement in the program are encouraged to identify their needs as soon as possible to enable the department and course instructors to provide reasonable accommodations. The student should first contact the Center for Accommodations and Support Services (CASS), Rm. 106 East Union Bldg., 747-5148, to establish that she/he has a disability that requires accommodation under the ADA. Supporting documentation, such as a letter from a physician indicating functional limitations that affect mobility and/or academic performance, must be supplied. The Director of Disabled Student Services will assist the student in identifying modifications that will be required. This process may take several weeks, so students are encouraged to begin well before the first day of class. To arrange for modifications specific to a particular course, the student should then contact the primary instructor. Students are encouraged to meet also with the Fieldwork instructor prior to the first semester of enrollment to identify needs for the clinical segment of the program. Planning in this manner enables timely and appropriate clinical placements.

An individual is not obligated to disclose a disability unless he or she desires accommodation. If a student chooses not to disclose this information, neither the academic nor fieldwork sites is obligated to make accommodations. If a student chooses to delay disclosure, the accommodations cannot be made retroactively, i.e. grades received before that time will not be changed.

Acceptance into the program and successful completion of the program do not guarantee any student employment following graduation. The same reality is true for an individual with a disability. The job search for any student involves seeking a position wherein there is a good match between the individual's interest, expertise, and ability and the requirements of the position.

Student Faculty Advisor Policy

Each student is assigned to an advisor from the occupational therapy faculty upon entering the program. The faculty advisor continues to advise the student throughout his or her academic work a minimum of one time per long semester and additionally as requested and/or as needed. It is the individual student responsibility to schedule the semester advising each long semester with their assigned advisor.

The objectives of the faculty advisor are as follows:

- Provide consistent, readily available faculty contact with whom the student can communicate.
- Provide an opportunity for immediate OT faculty contact upon the student's arrival on campus.
- Provide reinforcement to student on continuity of curriculum.
- Serve as a resource person and answer questions about the program regarding: academic work, learning experiences, professional concerns.
- Facilitate the student's individual development in academic course work and fieldwork.
- Facilitate the student's understanding of his/her assets and limitations, and assist in putting these into perspective relative to the profession.
- Serve as a resource person for obtaining assistance in dealing with problems unrelated to school, but which may be affecting school performance.
- Facilitate preliminary planning for electives and fieldwork based on understanding of the individual student.
- Provide information about academic reinforcement programs and make referral when appropriate.
- Provide information on available counseling services when necessary.

Faculty Advisors

Advisor assignments are made during orientation to the program. Occasionally, a student may be reassigned a different advisor. **The Professional Development Report Form that will be used in student advising to document and track professional behaviors can be found in the Appendix.** Students are expected to adhere to the professional descriptors below during all interactions in the classroom, clinic, or other setting associated with any program participation.

Please See Professional Development Report Form (Appendix F)

Policy on OT Service and Professional Development Hours

UTEP OTD students are expected to demonstrate the occupational therapy profession's core professional values (including social responsibility and professional duty). As part of this, each student is required to complete a minimum of 24 hours of service and professional development during their 9 semesters in the Program. The purpose of this requirement is to instill a spirit of service and expose every OTD student to a variety of cultures and contexts.

See below for examples of eligible and ineligible activities. Every student must complete these hours and related documentation with his/her academic advisor PRIOR to starting his/her level II Fieldwork.

Every student must complete these hours and related documentation with his/her academic advisor PRIOR to starting his/her level II Fieldwork. Failure to complete these hours may require placing a hold on registering for Fieldwork II OT 6651.

- ii. 8 hours must be related to service to the UTEP OTD Program (including its related activities with the College of Health Sciences and the University)
- iii. 8 hours must be related to professional development and/or service to the profession
- iv. 8 hours must be related to service to the local El Paso community

Service to the UTEP OTD Program

(including its related activities with the College of Health Sciences and the University)

1. Examples of **eligible** activities
 - a. Assisting with UTEP Rehab Sciences Campus Visit (or Open Houses) activities
 - b. Assisting with the new cohort's Orientation Day
 - c. Volunteering at the UTEP OTD Program's booth at the Graduate Fair, Orange & Blue Day, San Alizarin Health Fair, etc.
 - d. Presenting to other UTEP department about our program (e.g., introducing OT program to the course taught in Kinesiology)
 - e. Presenting to a local school on Career Day
 - f. Assisting with OTD Family Night
2. Example of **non-eligible** activities:
 - a. Volunteering for the College of Business
 - b. Volunteer hours related to fund raising for a student organization
 - c. Simply participating in an event like a run or walk, or simply attending a health fair, but not actually volunteering for the event

Service to the Profession and/or Professional Development

1. Service to the Occupational Therapy Profession:
 - a. Examples of **eligible** activities:
 - i. Volunteering for activities of the Rio Grande District of the Texas Occupational Therapy Association
 - b. Example of **non-eligible** activity:
 - i. Volunteer hours related to fund raising for a student organization

- ii. Simply participating in a run or walk, but not actually volunteering for the event
2. Professional Development
 - a. Examples of **eligible** activities
 - i. Attendance at a meeting of the Rio Grande District of the Texas Occupational Therapy Association
 - ii. Attendance at a state meeting of the Texas Occupational Therapy Association
 1. Students may earn a **MAXIMUM** of 8 hours credit for this activity
 - iii. Attendance at a national meeting of the American Occupational Therapy Association
 1. Students may earn a **MAXIMUM** of 8 hours credit for this activity
 - iv. Attendance at a Healthy Exchange lecture or graduate defense at UTEP
 - b. Example of **non-eligible** activity:
 - i. In-services attended while on clinical education rotations

Service to the Community
(Local El Paso Region):

Service to the local community that is deemed at least loosely relevant to the occupational therapy profession by the individual student's academic advisor

3. Examples of **eligible** activities:
 - a. Volunteering to assist with a fun run booth or related activity that promotes health and fitness
 - b. Volunteering at the student's church to build a ramp for a person with a physical disability
 - c. Volunteering at traditional or non-traditional facilities where OT services could potentially be provided such as homeless shelter, senior centers, day care centers (consult with your academic advisor prior)
4. Example of **non-eligible** activities:
 - a. Volunteering to run religious education classes at church
 - b. Volunteering to do childcare
 - c. Simply participating in a run or walk, but not actually volunteering for the event
 - d. Volunteering outside of the El Paso Region

Other activities that are NOT eligible for credit include (but are not limited to) the following:

5. Any activity already required in a course (e.g., service-learning hours in OT 6431, OT 6333, etc.) or for which a student received extra credit in a course (e.g., extra credit for attending a special event asked by the professor)
6. Any activity that is part of student's employment/paid work
7. Any activity not approved by the student's academic advisor, and/or for which the student lacks documentation of attendance. It is recommended that students obtain pre-approval from their academic advisors to clarify eligible activities

NOTE:

8. The SOTA/PTE President will receive credit for 1.5 hours of service for each semester the student holds the position.
 - a. These hours may be applied to requirements for Service to the UTEP OTD Program, Service to the Profession, or Professional Development
9. The Vice President, Treasurer, and Secretary(s) will receive credit for 1 hour of service for each semester the student holds the position.
 - a. These hours may be applied to requirements for Service to the UTEP OTD Program, Service to the Profession, or Professional Development

Procedure for Documentation:

10. Each student is responsible for completing the **Documentation of Service and Professional Development Form**, and for obtaining a signature from a UTEP faculty member in attendance at the activity (or representative of the organization if the activity is outside of UTEP) at which the student volunteers or participates in professional development
 - a. These original forms must be submitted to the academic advisor in person or during the academic advising meeting, and will be placed in the student's folder in the academic advisor's office
 - b. It is not acceptable to simply place in the advisor's mailbox or attempt to submit outside of a regularly scheduled meeting
 - c. Students should maintain an electronic or hard copy of this documentation for their own records
11. Each student is responsible for documenting service hours during regular advising meetings with the student's Academic Advisor on the **Master Record of Service and Professional Development Hours (See Appendix I)**
 - a. This form will be maintained in the student's folder in the academic advisor's office
 - b. Hours should be documented on the Master Record at least once per semester

The OT Professional Development Hours that should be used to track your hours can be found in the Appendix J.

*NOTE: Must meet a minimum of **24 hours** by May 1st, during the final semester of didactic coursework to enroll into OT 6651 and OT 6652 Fieldwork II rotation 1 and 2

Student Counseling Policy

Faculty will counsel students who, based upon faculty evaluations (for example, examinations, quizzes, oral presentations, papers, reports, professional development evaluations, and the like), do not meet the program requirements or engage in acts that obstruct or disrupt any teaching or other authorized Occupational Therapy Program activity.

Student Academic Counseling Procedures:

1. Any student who receives a grade of less than 70% on any major assignment or exam is expected to meet with his or her faculty advisor within one week of being informed of the grade.
2. Instructors will inform the student's faculty advisor in a written note of the grade, the course in which the grade was received, and other any relevant data such as current course standing within one working day after completing the grading of the assignment/exam.
3. The program director will also be informed in writing whenever any student has a course average of less than 80%.
4. The student, upon being informed of an assignment/exam grade of "C" or less, will meet with the faculty advisor during the advisor's office hours, or by special appointment if necessary. The purpose of academic counseling is to assist the student in identifying specific study patterns, test-taking skills, content areas or other problems, which contribute to the student's poor performance on the assignment, and to implement steps to improve the performance.
5. The faculty advisor will document the academic counseling meetings and kept in the advisor's student files and signed by both student and advisor.
6. The advisor may recommend that the student also meet with the instructor in whose course the low grade was received, to review the work and identify methods for improvement. Students who receive poor grades on an exam should promptly review the exam with the course instructor. Program faculty members communicate closely with each other regarding the progress of students at risk.
7. Faculty advisors may also recommend additional steps to the student, such as reviewing study skills, more frequent meetings with the advisor and/or instructor, or personal counseling at the university Counseling and Psychological Services, if an interpersonal or intrapersonal problem is interfering with academic performance.

Student Behavior Counseling Procedures:

8. Behaviors, which generally interfere with class process, or which in the faculty's opinion may put the student at risk for interpersonal difficulties or impaired performance in fieldwork or clinical practice are addressed through the Professional Development Report process. All faculty members document professional behavior and deficits using the PDR Form, which is a counseling tool.

9. More serious behaviors, which obstruct or disrupt any teaching, fieldwork, or other authorized Occupational Therapy Program activity, or infringe on other's rights, may be addressed through immediate intervention, counseling and/or referral to the Office of Student Conduct and Conflict Resolution (OSCCR). Faculty, upon observing a student engaging in such acts, may deny the student access to participate in class activity.
10. In addition, faculty will refer the student to his or her faculty advisor for counseling to assist the student in identifying the problems, which contribute to the student's obstructive or disruptive behavior and to implement steps to improve the behavior.

When Grades/Behavior/Performance Are Not Improving:

11. If after two class sessions, the student's obstructive or disruptive behavior are not improving, the Program Director will refer student to the Office of the Dean of Students for additional disciplinary intervention including withdrawal from the course or courses.
12. If, after the following examination or assignment, grades are not improving, the student and advisor will document the problem during an advising meeting. The student and advisor will document specific remedial steps the student will be expected to take in the Academic Section of the Professional Development Report (PDR) which will be signed by both the advisor and student and placed in the student's permanent record in the Program Office. The student may request and receive a copy of this form. All completed student consultations forms will be filed promptly in the office and will remain a part of the student's permanent record. Advisors will also document and file in the permanent record any failure on the student's part to follow up on the remediation plan. Should a student not adhere to the remediation plans, the student will be referred to the program director who will conduct a full review for possible student dismissal from the program.
13. Students failing to maintain a GPA of 3.0 in the major curriculum are placed on academic probation in accordance with the policy in the UTEP Graduate Catalog.

Scholastic Integrity and Grading Scale

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures (HOP)* and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

THE FOLLOWING GRADING SCALE IS USED OCCUPATIONAL THERAPY PROGRAM COURSES:

Letter Grade Equivalents:

A	=	90-100
B	=	80-89
F	=	0-79

Examinations and Quizzes Policy

When exams are administered, students are to place book bags, papers, purses, and other personal items at the front of the room. Students will spread out around the exam room when seating themselves. No hats, caps or bulky clothing may be worn. Students will turn exam papers into the exam monitor before leaving the room for any reason; once a student has left the exam room, he/she may not continue with the examination. Many exams and quizzes are administered on-line. Students must adhere to all requirements for utmost integrity during all exams.

There will be no talking, of any kind, during an exam or quiz. Such behavior may result in a "0" on the exam or quiz, and referrals to the Dean of Students and Academic Affairs.

Instructors will identify additional conditions in course syllabi to include specific restrictions about make-up exams, or other exam restrictions. All decisions related to a make-up quiz or exam are at the discretion of the individual instructor. (i.e. if a student misses an exam, a make-up exam may be taken only if the student has informed the instructor of the absence prior to the beginning of the examination, and only if the absence is due to a significant emergency approved by the instructor, OR make-up exams may be taken if a student is absent from the scheduled exam time, but an automatic deduction of 10 points will result).

Test Appeals Policy and Procedures

Procedure:

1. To give additional recognition and credit when “missing” a question was caused by:
 - Ambiguity in the reading material
 - Disagreement between the reading material and our choice of the “correct” answer
 - Ambiguity in the wording of the question

Appeals are granted when you can demonstrate:

1. That you understood the concept(s) but missed the question anyway or
2. That your confusion was due to ambiguity in the reading material.

Guidelines for Preparing Successful

Appeals: **If the appeal is based on ambiguity in the question, you**

1. Identify the source of the ambiguity in the question and,

should: Offer an alternative wording that would have helped you avoid the problem.

If the appeal is based on either inadequacies in the reading material or disagreement with our answer, you should:

1. State the reason for disagreeing with our answer and,
2. Provide specific references from the reading material to support your point of view.

***** Acceptance of an appeal is up to the discretion of the instructor of record for any course.**

Impact of appeals on test scores:

When an appeal is accepted on a question that was missed:

- The points will be added to that person’s score
- Only the person who appeals will be given credit.
- Students who originally had the correct answer will continue to receive credit on the question that was appealed.

All appeals must be in writing and must be the student’s individual work. One person cannot appeal for the *whole* class.

Student Welfare and Grievance Committee Procedures for Grade Challenges and Student Grievance

Formal grade appeals must be officially filed with the Student Grievance Committee of the Faculty Senate no later than one year after the official grade has been released to the student; for a student who has graduated, the filing deadline is three months following the semester in which the degree was awarded. Student shall:

- Meet directly with the faculty member who issued the grade and discuss your concern.
- If student is unable to resolve the difference, the student should then meet with the chair of the department or faculty member's administrative supervisor.
- Please note that some colleges and/or departments have a unique set of procedures for grade appeal. You are responsible for following college and/or departmental procedures prior to filing a complaint with the Student Welfare and Grievance Committee.

If a student has a grievance with a member of the faculty or staff, the student shall:

- First approach the faculty or staff member directly to address concern.
- If student is unable to resolve the concern or feels that safety is compromised or at risk, the student can request an additional faculty member be present or the student should then meet with the chair of the department or faculty member's administrative supervisor.

Student Welfare Committee

- <https://www.utep.edu/faculty-senate/committees/student-welfare.html>

Title IX Committee

- <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

Attendance Policy

Policy:

On-time student attendance at all class and learning sessions is expected. Mastery of course content and professional competencies require that students be on time for all class or learning sessions and attend and actively participate in all class or learning sessions. On rare occasions it may be necessary for a student to be late or absent from class. Except in a case of emergency, **you must notify your instructor that you will be late or absent, 15 minutes BEFORE the start of the class time. Failing to notify the instructor of being late or absent or consistent tardiness may impact your overall grade.**

Students are expected to attend all scheduled classroom, laboratory, and learning sessions as noted on individual course syllabi. If a student receives an unexcused absence for 3 or more hours of any single course, the student can be considered for failure of the course and possible dismissal from the program. Instructors reserve the right to determine whether an absence is excused or unexcused.

Students are expected to arrive to class or learning session on time including arriving on time after a break in class or learning session. Students missing more than 30 minutes of class time will be considered absent from the class. After one late arrival, the instructor will contact the student if the student did not communicate ahead of time regarding the late arrival. Upon the second late arrival, whether excused or unexcused, the student's faculty advisor will be notified for the development of an action plan to prevent further occurrences. The student is responsible for any missed material and assignments resulting from tardiness.

Procedure:

This policy is in accordance with the policy stated in the UTEP Catalog: "When, ...in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline.

<http://catalog.utep.edu/policies-regulations/attendance-grading/>

Policy on Timely Completion of Degree Program

Policy:

Students in the UTEP Occupational Therapy Program will complete the curriculum in a timely manner to ensure that skills and theoretical knowledge learned is current and relevant to practice demands the student must meet at the time of graduation.

All students must be enrolled in the OTD program on a full-time basis. Part-time enrollment is not permitted. A student may be granted a leave of absence or a medical leave of absence from the program for extenuating circumstances with approval from the program director. A leave of absence requires complete withdrawal from the program until the student is able to return on a full-time basis. A leave will be granted for no longer than a one-year period, at which time the student must return on a full-time basis or withdraw from the program entirely.

All students are expected to complete the entire curriculum, including 24 weeks of full-time, or no more than 48 weeks of part-time fieldwork, within four calendar years from admission to the program. This includes a maximum of 9 semesters for the didactic instruction and one year for Level II Fieldwork.

Policy on Readmission to the Program Due to Failure for Academic Reasons

Readmission into the program after a student has been withdrawn for academic reasons, is not permitted.

Equal Opportunity/Affirmative Action/Non-Discrimination Policy

The University of Texas at El Paso is an Equal Opportunity/ Affirmative Action Employer. The University is committed to providing equal opportunity to all employees and individuals seeking employment or access to its programs, facilities or services, and will not discriminate against these persons on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran's status or sexual orientation. In addition to this commitment, the University will take affirmative steps to ensure that applicants are employed, and employees are treated, during all aspects of employment, in a non-discriminatory manner. The University shall maintain and annually update its Affirmative Action Plan and will make good faith efforts to achieve established goals, to the extent permitted by applicable law.

An institutional commitment to these policies provides for selection procedures based upon objective, defensible qualifications like promotions based upon documented performance, merit, and potential achievement as well as evaluations which are accurate and unbiased. In addition, the University commits itself to increased recruitment efforts to assure that qualified minorities, women, veterans, and individuals with a disability are represented in the applicant pool and are evaluated equitably by search committees and administrative personnel.

The Equal Opportunity Policy and Affirmative Action Plan shall be implemented throughout the University.

All regulations, programs, and documents required by these regulations are available for inspection by employees, applicants for employment, and the general public in the University Equal Opportunity/Affirmative Action Office on any workday.

Any member of the University community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the University.

Sexual Harassment Policy

Given the nature of the occupational therapy curriculum, there are courses and learning experiences where students will complete cadaver dissection and palpation activities to learn muscle origin, insertion, and activity. Students enrolled in the OTD program are always expected to maintain strong professional behaviors, AT ALL TIMES, when treating the cadavers, and the human body (his/her own and those of other classmates) with the utmost respect and dignity. To that degree, the OTD program strongly enforces the UTEP Sexual Harassment policy outlined below. Any violation of this policy will be addressed swiftly and with serious consequences, including immediate dismissal from the program.

The University condemns sexual harassment of or by its students, staff, and faculty and is committed to the principle that the learning and working environment of its students, employees, and guests should be free from sexual harassment and inappropriate conduct of a sexual nature. Sexual harassment is a form of sex discrimination, is illegal, and is actionable under civil and criminal law. Sexual misconduct and sexual harassment are unprofessional behaviors. Such conduct is prohibited as a matter of institutional policy and will be subject to disciplinary action.

This policy applies to all University administrators, faculty, staff, students, visitors, and applicants for employment or admission, and beneficiaries of University programs, services, and activities. It applies not only to unwelcome conduct that violates state and federal laws concerning sexual harassment, but also to inappropriate conduct of a sexual nature. It is also applicable regardless of the gender of the complainant or the alleged harasser.

"Incidents of sex discrimination, sexual harassment, sexual assault, dating violence, or stalking may be reported, or a Formal Complaint filed, online through the **Title IX Incident Reporting Form**. A report may be made anonymously, though it may affect the ability of UTEP's Title IX program to offer assistance or investigate an incident. Reports or complaints may also be sent to **TitleIX@utep.edu**, which is received by UTEP's Title IX Coordinator and Deputy Title IX Coordinators. Complaints or allegations of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct will be handled by the Title IX Coordinator or Deputy Title IX Coordinator and will use the preponderance of the evidence (more likely than not) standard to determine violations of the Policy. Finally, reports or Formal Complaints may also be made directly to the Title IX Coordinator and Deputy Title IX Coordinators. Contact information for the Title IX Coordinators can be found by clicking on the Title IX Coordinators **tile**." (<https://www.utep.edu/titleix/Filing-a-Complaint.html>)

For more information please visit:

- <https://www.utep.edu/titleix/>
- <https://www.utep.edu/titleix/On-and-Off-Campus-Resources.html>

Definitions

- **Sexual Misconduct**

Sexual misconduct includes unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature directed towards another individual and is unprofessional and inappropriate for the workplace or classroom.

- **Sexual Harassment**

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of employment or student status, either explicitly or implicitly;
2. Submission to or rejection of such conduct is used as a basis for evaluation in making personnel or academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance as an administrator, faculty member, staff, or student, or creating an intimidating, hostile, or offensive environment.

- **Examples**

Examples of behavior that could be considered sexual misconduct or sexual harassment include, but are not limited to:

- Physical contact of a sexual nature, including touching, patting, hugging, or brushing against a person's body;
- Explicit or implicit propositions of offers to engage in sexual activity;
- Comments of a sexual nature, including sexually explicit statements, questions, jokes, or anecdotes;
- Remarks of a sexual nature about a person's clothing or body;
- Remarks about sexual activity;
- Speculation about sexual experience; exposure to sexually-oriented graffiti, pictures, posters, or materials; and/or
- Physical interference with or restriction of an individual's movements.

Safe and Effective Practice Policy

This policy must be adhered to for a student to succeed in clinical health care courses. This policy identifies the essentials of health care practice and is complementary and supplementary to the objectives of all clinical health care courses. More specific criteria for performance may be required by individual programs within the department and will be provided to those program's students.

All overt and covert acts which comprise the health care process must be directed toward quality care and promotion of health for the patient/client/family.

The Student Demonstrates Safe and Effective Health Care Practice When He/She:

- Demonstrate appropriate infection control measures during all aspects of the program.
- Demonstrates knowledge about patient's/client's health status within the knowledge and practice base of the student's discipline of study;
- Accurately interprets, reports and records all patient information, changes in patient's condition, and/or accurately performs, interprets, reports and records results of clinical laboratory tests and/or patient evaluations, within the parameters of the student's discipline of study;
- Demonstrates through overt and covert acts assurance of the delivery of quality health care;
- Sets priorities and carries through with appropriate health care interventions related to the student's discipline of study;
- Demonstrates the ability to evaluate and make substantive judgments relative to the quality of health care specific to his/her discipline of study;
- Plans and administers care procedures safely, and documents such procedures correctly;
- Demonstrates knowledge of all Quality Control/Quality Assurance for Continuous Quality Improvement in the practice setting (hospital, clinic, laboratory, etc.);
- Demonstrates responsibility for safeguarding the patient's/client's right to privacy by judiciously protecting information of a confidential nature.

As health care professionals with a commitment to the welfare of patients/clients, the faculty of the College of Health Sciences reserves the right to refuse the opportunity to a student to care for patients or perform evaluation/testing procedures if the student's health interferes with performance or if the student gives evidence of unsafe and/or ineffective health care practice, **including use of personal protective equipment in the classroom and clinical sites**. A student may not render care, tests or evaluations when under the influence of prescribed or over-the-counter medication which may affect judgment or if the student imbibes and/or is under the influence of alcohol or illicit drugs.

A student who is deemed to or demonstrates unsafe practice will fail the course and be dropped from all clinical courses in which she/he is enrolled at that time and may be dismissed from the program.

Since the faculty-student ratio in the clinical area varies, it is impossible for a faculty member to be present continually with each student to observe every situation. It is therefore imperative that each student assume personal responsibility to be prepared for each clinical practice experience. Each

student is expected to check immediately with the instructor, clinical supervisor or other appropriate agency staff if in doubt about patient care or condition, and to report to the instructor and/or staff when leaving the clinical area, in order to assure continuity of care for patients. Failure to notify the instructor or supervisor may result in removal from the clinical experience, receiving a failing grade in the fieldwork course, or the Doctoral Capstone Experience, and initiation of the Professional Development Report (PDR).

Dress Code: Classroom

All students enrolled in the Occupational Therapy Program are expected to dress appropriately for classes, labs, fieldtrips, and fieldwork rotations. It is essential that students present a consistent, professional, competent image.

All students are expected to be well-groomed and neatly dressed. Violations of the dress code will be addressed through the student's Professional Development Report.

- All clothing should be clean, appropriate, safe, loose-fitting and conservative. During classroom instruction, shorts and skirts may be worn as long as the length is no shorter than mid-thigh. Tank tops, tube tops, midriff tops, tight tops, strapless and sleeveless tops/dresses, halter tops, transparent clothing, cutoffs, excessively low-cut blouses or high hemlines are unacceptable at any time. Shirts should be long enough to be tucked in. No skin should be visible around the waist in the front or the back. Leggings, athletic pants, or yoga pants can be worn but must be made of quality material that is not translucent or transparent. Undergarments must not be visible.
- Shoes should be well-fitting, in good repair, and neat in appearance. Sandals and open-toed shoes are acceptable only during lecture sessions but should not be worn during labs.
- High standards of personal hygiene should be followed. Hair should be kept clean and worn in a conservative style. Long hair should be tied back during hands-on experiences.
- Fingernails should be kept clean with filed, smooth edges. Long nails are not appropriate in most settings.
- Inappropriate logos that depict content of a sexual nature are strictly prohibited.

The dress code for in-class presentations requires that the student be more aware of professional behaviors. Presentation dress should be more formal than daily classroom dress. Example (but not required): collared shirts, ties, dress slacks, dresses, skirts, dress slacks and conservative blouses.

Students violating the dress code policy will be asked to leave the class and the session will be counted as an unexcused absence.

Dress Code: Fieldwork, Service Learning, & Fieldtrips

Fieldwork Dress Requirements

- The expectation of the UTEP OT Program is that all students dress in appropriately fitting attire.
- All students must present themselves in a professional manner consistent with the facilities dress code satisfying all safety and health regulations
 - Some facilities require white lab coats and casual dress or hospital scrubs and closed toed shoes. The facility's dress code can be found in the facility files or through communication with the clinic.
- Students must be neat, clean and well-groomed at all times as they are important in any health care field.
- **Identification:** Badges with school ID or facility provided name badge should be always worn while on fieldwork rotations.
- **Clothing:** All clothing should be clean, appropriate, safe, comfortable, conservative, and not restrict movement.
 - Appropriate undergarments should be worn at all times, but undergarments should not be observable to others.

UNACCEPTABLE fieldwork attire:

<ul style="list-style-type: none"> • Crop tops, tank tops, halter tops, strapless, sleeveless & spaghetti- strap tops • Sheer, see-through blouses, shirts or other clothing • Sweat suits and athletic wear • Low cut or tight pants or cleats that may 	<ul style="list-style-type: none"> • Skirts (unless approved by facility) • Leggings or leotard style pants • Casual tee-shirts, tee-shirts with logos and sweatshirts • Muscle shirts • Low cut tops that may be revealing during the normal course of work 	<ul style="list-style-type: none"> • Spandex or Lycra clothing • Casual or walking shorts or skorts • Blue jeans or blue denim clothing • Hats and sunglasses in the clinic are inappropriate.
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1. **Footwear:** Shoes must have a professional appearance and be consistent with the safety requirements of the facility. Shoes should be well-fitting, in good repair, and neat in appearance. High heels, platforms, and flip flops are unacceptable. Dress sandals and open- toed should not be worn during fieldwork rotations unless approved by the facility.
 - a. Socks, stockings: use especially in pediatric settings where you might remove your shoes to work on mats.
2. **Hair:** High standards of personal hygiene should be followed. Hair should be kept clean and worn in a conservative style. Long hair should be tied back during patient care. Natural hair color is expected for fieldwork, capstone experience, and some service learning sites.
3. **Jewelry, body piercing, tattoos:** NO VISIBLE tattoos or unusual piercings (i.e. nose, tongue, navel, and multiple ear) are allowed at any time.
 - a. Facilities have different policies with respect to earrings, but from a safety perspective, stud or conservative, non-dangling earrings are preferred.
4. **Fingernails:** Nails should be kept clean with filed, smooth edges. Long nails are not appropriate in most settings as they harbor bacteria and pose a health risk. Brightly colored, flashy nail polish is unacceptable.

5. **Fragrances:** Perfumes and aftershave are not recommended. Many of the products may have an adverse effect on clients, especially non-verbal clients. Please refer to facility policy for guidance.

The facility and/or the AFWC may remove a student from a facility for inappropriate attire or appearance. If you are asked to leave the session, the absence will be counted as unexcused.

The dress code for presentations in the clinical setting requires that the student be more aware of professional behaviors. Presentation dress should be more formal than daily clinic dress.

- Example (but not required): collared shirts, ties, dress slacks for men; dresses, skirts, dress slacks and conservative blouses.

Accumulated Knowledge Policy

Each course presented in the Occupational Therapy Program serves as the prerequisite for future OT courses in the program. Information presented in all occupational therapy courses is considered to be part of the student's knowledge base. Students are responsible for retaining knowledge from previous OT courses and applying, reviewing, and synthesizing knowledge throughout the OT program. Students may be tested, on any exam, over material covered in previous related coursework.

Electronic Device Policy

1. All cell phones, pagers, laptops and other electronic devices will be off during class except in certain situations pre-approved by the instructor.
2. The program Administrative Assistant will take urgent messages and deliver them to you. You may give family or other appropriate people (schools or day care, etc.) the department phone number: 747-7268 for this purpose. If the program Administrative Assistant will not be in the office for a day or more, the Administrative Assistant will give an alternate number on his voice mail.
3. If you are expecting an urgent message, either ask for pre-approval from your class instructors or alert the program Administrative Assistant.

Cell phones and laptops are NOT to be on during exams.

Notice Regarding Accessibility to Labs

Please take notice that accessibility to labs is restricted to class times. When not in use, labs are locked for security purposes. This applies to all labs.

If students need to go into a lab at other than class times, the instructor of the specific class will be the only one who can authorize their access to the lab.

Students will remain in the lab only for the authorized time and date.

For special events, students are required to get permission to use lab and classroom spaces from the program director.

Classroom Use

Use of classrooms in the College of Health Sciences is restricted to instructional purposes and/or academic related activities, and their capacity cannot be exceeded.

- The following may not be permitted in the classrooms and laboratory spaces at the discretion of the instructor:
 - Food
 - Drinks
 - Social activities of any kind
 - Loud noise
- Breaks may be provided where students can have food and drinks.
- Classes are expected to maintain a normal noise level so as not to disturb classes in session in other classrooms
- **DO NOT USE CLASSROOMS WITHOUT PRIOR SCHEDULING**
- Classes start promptly and end 10 minutes before the hour or half hour to give time for the new class to come into the room
- Do not use a classroom ahead of a scheduled class.
- Use of classrooms for eating is not permitted.
- Any materials left behind in classrooms will be disposed of at the end of the day.
- Furniture cannot be taken out of the room. If it is re-arranged, it must be put back to the original set up at the end of class/event

Report malfunction of air conditioning or furniture in poor condition to the Program Director, at Ext. 8153 and of audiovisual equipment, projection screens, etc., to the Independent Learning Center, Ext. 7211

- Special events/occasions with food in the classroom require advanced permission from the program director.
- Classrooms are scheduled through program Administrative Assistant.

Locker Policy

There are 30 lockers (more in woman's locker room and some in the men's locker room) for use by **OTD** students. First year (**OTD-1**) students will have the priority for these lockers because they take the anatomy course (store scrubs, gear, need to shower, etc.). After **OTD-1** students sign up for them, the remaining lockers will be made available via an email announcement to the **OTD-2** students. **OTD-2** students can then sign up, on a first-come-first-serve basis. Sharing is allowed. Students should contact the OT Program Administrative Assistant to fill out an application and sign in agreement with the terms. All students will remove all contents at the end of the spring semester by the end of finals week. An email reminder will be sent at the end of April regarding the removal of locker contents. If the student forgets to remove the content after the deadline, the lock will be removed, official university personnel will discard the contents, and a hold will be placed on the student's registration, which may delay graduation. will be reassigned each year at the start of the summer semester.

Media Lab/Wood Shop Safety Instructions

Students must adhere to additional safety precautions and follow strict instructions for safe use of tools in this laboratory space as well as follow all safety precautions posted.

This laboratory space contains specialized equipment that must be handled with extra precautions. Students may not use this equipment without a faculty member present. Students' use of equipment is at their own risk.

Students are expected to become familiar with the location of the first aid kit and the Material Safety Data Sheets (MSDS) for use when needed.

Students must utilize personal protective equipment necessary to handle specialized tools, including but not limited to face mask, goggles, gloves, etc. as well as follow individualized safety features on each piece of equipment.

Should an accident occur, the faculty member present will provide immediate assistance following University policies. Any incident must be reported immediately to the instructor, administrative assistant, and the program director.

The University of Texas at El Paso (UTEP) and the UTEP OT Program have measures in place to assure safety during all laboratory experiences. Students are expected to be vigilant with safety in the labs and follow all safety precautions.

Students' use of equipment must include faculty supervision at all times. Misuse of any equipment will lead to immediate dismissal from the program. Students will not hold the university or the program liable for misuse of any equipment.

Conduct and Safety in the Cadaver Laboratory

The following policy is intended for student conduct and safety in the Human Anatomy Teaching Laboratory. The rules will inform students how they are expected to act and will promote safety.

Procedures:

1. All tissue removed from the cadaver is to be placed in the plastic bag-lined trashcan that has the number corresponding to the tank number.
2. All non-human waste (paper towels, gloves, etc.) is to be placed in the large blue trashcans labeled "Chemical Waste".
3. All sharps including scalpel blades, pins, needles, etc. should be discarded only in RED sharp disposal bins.
4. The sprayers at the sink are eye washers to wash the eyes if you get any foreign materials or chemicals in your eyes. Do not use them for any other purpose. There is also an eye washer station attached to the free-standing shower station.
5. Leave head blocks and instrument trays on the counter after cleaning them thoroughly and drying them so they will be available to the next class.
3. Behavior in the lab need not be somber but it should be dignified and professional. Inform your instructor if you are late or absent from an unexpected event.
4. Wear closed-toed shoes, protective eyewear, long pants, and latex gloves to prevent injury. (Masks are optional.) Gloves, aprons, and masks are provided.
5. Initially, students are not allowed in the lab without the presence of the instructor or a teaching assistant (TA). Later in the semester, at the discretion of the instructor, students will be allowed to enter the lab without the instructor or a TA present to review and study the cadavers and models. No new dissections will be allowed if the instructor or TAs are not present. Students are not allowed to enter alone - there must be at least 2 students present. The instructor will inform the students when they are allowed to enter unsupervised.

The following are not permitted in the lab:

1. Food/ drink or water bottles/ bags
2. Electronic devices – including MP3 players, radios, cameras, or any photo-capable device (e.g., cell phones). Digital eBooks in tablet version get approval from your instructor.
3. Visitors (i.e., individuals who are not registered in the anatomy course) unless the instructor has given explicit permission
4. Removal of any human material, gold fillings, or prosthetics from the lab. Any such removal is grave robbing and punishable by law.

First Aid- Immediately report any injury to the instructor and/or TA

A. Chemical splashes:

1. If in eyes, use eyewash (yellow capped sprayer at the sink or the free-standing eyewash station) for 15 minutes. Ask a classmate or instructor to time you.
2. If on the skin such as the forearm, run water over the area at the sink for 15 minutes (or less if minor irritation and no open wounds).
3. If a large part of your body is involved, stand over the drain under the emergency shower and pull down on the handle. It will automatically run for 15 minutes and shut itself off.
4. Fill out a Supervisor's Incident and Injury Report (found on <https://www.utep.edu/ehs/forms.html>) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally, s/he will notify the Program Director of the DPT Program.

B. Cuts and nicks from instruments or rough edges of bones:

1. Immediately take off your gloves while walking to the sink. Run water and allow bleeding to occur. Ask someone else to remove his or her gloves and pour the antibacterial/germicidal soap over your cut. Ask your classmate or instructor to time you while you scrub the wound with the germicidal soap for 60 seconds. Rinse the soap and ask your classmate or instructor to care for the cut (i.e., pour hydrogen peroxide or use an alcohol pad for sterilizing). Dry all areas except for the wound. Apply a bandage. Do not dissect for the remainder of the class.
2. Fill out a Supervisor's Incident and Injury Report (found on <https://www.utep.edu/ehs/forms.html>) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally s/he will notify the Program Director of the DPT Program.
3. Clean the wound and change the bandage at bedtime and in the morning, looking for any signs of wound infection. See your physician if signs of wound infection are present.
4. All materials needed to care for a small injury are kept in a box labeled "First Aid" in clear view on the counter top in the Human Anatomy Teaching Laboratory.

C. Higher level of aid but not an emergency

1. Call University Police at 915-747-5611. The police will take the injured person to the appropriate facility and bring all required forms.
2. Fill out a Supervisor's Incident and Injury Report (found on <https://www.utep.edu/ehs/forms.html>) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally s/he will notify the Program Director of the DPT Program.

D. Emergency aid

1. If emergency assistance is needed, call 911 for an ambulance, and then call the University Police at 915-747-5611 to report the occurrence.
2. Fill out a Supervisor's Incident and Injury Report (found on <https://www.utep.edu/ehs/forms.html>) immediately and submit it to the anatomy instructor. The anatomy instructor will complete the form, and submit it. Additionally, s/he will notify the Program Director of the DPT Program.

Evaluation:

The anatomy instructor will review the policy annually, and revise if needed based upon student feedback, faculty feedback, and evaluation of any injuries or violations that have occurred.

Fire Alarm Evacuation Procedure

Do not ignore a fire alarm signal—even if you have reason to believe that it may be false!

The university's fire alarm systems are tested and maintained to afford building occupants the best possible warning in case of fire. Before an alarm sounds, take note of the following:

1. Always identify at least two evacuation routes and exits in case of an emergency. The route you always take may not be accessible.
2. Identify the locations of the fire alarm pull stations so that you may send an alarm in case of fire.
3. Determine how to operate the pull station.
4. Learn to recognize the sound of the alarm.
5. Do not prop open the stairwell doors. They must close and latch to keep smoke and heat out in order to maintain a safe passageway for building occupants. Report stairwell doors that do not self-close and latch.
6. Your supervisor should identify an area that your department should gather so that everyone is accounted for. If you haven't been told where—ask.

In the event that the fire alarm sounds in your building, the following steps should be taken:

1. Close any open windows. Close the door to your office or room when leaving. This will help slow a fire by reducing the oxygen that feeds a fire. Also, closing your door will reduce the probability of smoke ruining the contents of your room. Don't lock the door. Firefighters must gain entry to all rooms when fire occurs to verify that everyone has escaped.
2. Use the stairs to get out. **DO NOT USE THE ELEVATORS!** The elevator control panel or the building electrical system may be disabled due to the emergency thus trapping the car between floors. The elevator shaft can become like a chimney flue, filling with hot smoke, gases and flames, in a fire's natural progression. Exit the building and proceed to a designated assembly area that is a safe distance from the building. Do not block driveways or parking lots. Emergency equipment may need access.
3. Report to your supervisor. Do not wander off until you have been accounted for. Precious time may be lost searching for you. Every effort should be made to account for everyone.
4. Do not re-enter the building until it has been declared safe by Campus Police or the city fire department.

If a fire starts in your area, remember to close the door to the fire area, activate the fire alarm, call 9-911 from a safe telephone, evacuate the building, do not use elevators and if caught in smoke, get down low. The clearest air is closer to the floor.

Just because you can't see or smell smoke doesn't mean that there isn't an emergency. There may still be a fire or some other emergency requiring exit from the building. A fire alarm pull station may be activated to evacuate the building for emergencies other than fire, such as a chemical emergency, gas leak, medical emergency, or even to draw attention to a crime in progress.

Do not ignore a fire alarm signal—even if you have reason to believe it may be false.

If you become trapped, go to a window and wave something white to catch the attention of those below. If a telephone is available, call 9-911 and be prepared to give a detailed description of your area. Remember, the rescuers are not as familiar with campus buildings as you are.

Persons With Disabilities

We all have an obligation to look out for each other. Each department should develop procedures for evacuating those students, staff or faculty who have disabilities. Persons with hearing impairment should be alerted when an alarm sounds and those with visual impairments will need our help in exiting a building. Notify emergency personnel when a person with disabilities remained behind in a stairwell area of refuge.

Persons with disabilities should make a point to become familiar with the building. Stairwells should be checked out, making note of landings and whether they may be used as an area of refuge. Locations of exits, telephones, signs and fire alarm pull stations should be noted. Remind co-workers that you may need their assistance in case of an emergency. When an emergency occurs, request help. Don't wait for someone to offer it.

College of Health Sciences Specific Instructions

All persons evacuating from the College of Health Sciences are to gather in the parking lots across the streets at either Campbell and Arizona or Kansas and Arizona. Remain across the street until you are advised it is safe to return to the building.

There are at least two coordinators per floor who will help evacuate the building and provide assistance if needed.

There is an Emergency Evacuation Chairs for disabled persons in the building, located on the north emergency exit of the 3rd floor. An electric Emergency Evacuation Chair is located in room 600. Floor coordinators and staff in the College are trained to operate these chairs.

For questions or assistances please contact:

UTEP Police	5611
Environmental Health & Safety Department	7124
Dean's Office	7280

Concealed Carry Policy on Campus

Beginning August 1, 2016, individuals with a Texas concealed handgun license (CHL) will be allowed to carry concealed handguns on the UTEP campus. As a public university in Texas, UTEP has an obligation to follow any and all state laws and will continue to do so unless changes are mandated through the legislative process of the State of Texas.

The Master of Occupational Therapy Program will comply with the law and adhere to the guidelines published by the University. Please visit the following web page and related links for more information.

<https://www.utep.edu/hoop/section-9/ch-10.html>

https://www.utep.edu/campuscarry/Files/docs/CC_Students.pdf

The complete list of exclusion zones on UTEP campus can be found

at: <https://www.utep.edu/campuscarry/exclusion-zones/index.html>

All classrooms and laboratories at Campbell are exclusion zones where handguns are prohibited.

CLINICAL EDUCATION

Student Consent
Memorandum of Understanding
(See Appendix B)

Fieldwork/Preceptorship Level I
Fieldwork Objectives

GENERAL AND SPECIFIC OBJECTIVES: *Based on ACOTE 2018 standards*

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Through simulated clinical experience and seminar participation, the student will have the opportunity to:

1. Understand practice in behavioral health, or psychological and social factors that influence engagement in occupation (C.1.7)
2. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. (B.7.1)
3. Use clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3)
4. Collect, analyze, and report data in a systematic manner for of client and practice outcomes. Report evaluation results and modify practice as needed. (B.4.6)
5. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (B.4.9)
6. Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education, training, and advocacy. (B.4.10)
7. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. (B.4.18)
8. Monitor and reassess, in collaboration with the client, caregiver, family and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention. (B.4.22)

9. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness (B.4.23)
10. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (B.4.25)
11. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes, (e.g., CPT, ICD, DSM codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. (B.4.29)

Revised 05-21-2021

Fieldwork/Preceptorship Level II Fieldwork Objectives

COURSE DESCRIPTION:

The equivalent of 12 weeks full-time advanced field experience. **Prerequisite:** Successful completion of all academic coursework and Level I Fieldwork practicum.

The “Standards for an Accredited Educational Program for the Occupational Therapist”, as defined by the American Occupational Therapy Association require that the Fieldwork site and the Occupational Therapy education program meet the following standards.

1. C.1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.
2. C.1.3 Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.

Goal of Level II Fieldwork

The Standards for an Accredited Educational Program for the Occupational Therapist states the following:

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II Fieldwork shall be integral to the program’s curriculum design and shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. It is recommended that the student be exposed to a variety of settings. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice; and to develop professionalism and competence as career responsibilities. The student has 24 months after completion of academic coursework to complete Level II fieldwork requirements.”

GENERAL LEVEL II FIELDWORK OBJECTIVES FOR STUDENTS

Fundamentals of Practice

Given an orientation to the organizational structure, policies, and procedures of the fieldwork setting and completion of basic occupational therapy coursework, the student will:

1. Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.
Examples: Medicare, Medicaid, client privacy, social media, human subject research.
2. Adheres to safety regulations and reports/documents incidents appropriately.
Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.
Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety.

Basic Tenets of Occupational Therapy Practice

[STUDENT HANDBOOK](#) | College of Health Sciences – Department of Occupational Therapy Occupational Therapy Doctoral (OTD) Program

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.
Examples: families, caregivers, colleagues, service providers, administration, the public .
5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.
Examples: families, caregivers, colleagues, service providers, administration, the public.
6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.
Examples: families, caregivers, colleagues, service providers, administration, the public.

Screening and Evaluation

7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8. Obtains sufficient and necessary information from relevant sources throughout the evaluation process.
Examples: record or chart review, client, family, caregivers, service providers
9. Selects relevant screening and assessment tools based on various factors.
Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.

Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.

Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

11. Evaluates and analyzes client factors and contexts that support or hinder occupational performance.

Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.

Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts. Includes the consideration of all client centered components including psychosocial factors

12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.
Examples: follows assessment protocols, adheres to time guidelines
13. Modifies evaluation procedures based on client factors and contexts.
Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions
14. Interprets evaluation results to determine the client's occupational performance strengths and challenges.
15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.

Intervention:

16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18. Uses evidence from research and relevant resources to make informed intervention decisions.
19. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.
Includes the consideration of all client centered components including psychosocial factors
20. Implements client-centered and occupation-based intervention plans.
Includes the consideration of all client centered components including psychosocial factors
21. Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.
Examples: prevention, restoration, maintenance, promotion
22. Modifies task and/or environment to maximize the client's performance.
Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23. Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Management of Occupational Therapy Services

25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.
Examples: paraprofessionals, nurses' aides, volunteers
26. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.
Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27. Demonstrates knowledge about the organization.
Examples: mission and vision, accreditation status, licensing, specialty certifications
28. Meets productivity standards or volume of work expected of occupational therapy students.

Communication and Professional Behaviors

29. Communicates clearly and effectively, both verbally and nonverbally.
Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30. Produces clear and accurate documentation.
Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31. Collaborates with fieldwork educator(s) to maximize the learning experience.
Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33. Responds constructively to feedback in a timely manner.
34. Demonstrates consistent and acceptable work behaviors.
Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35. Demonstrates effective time management.
Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37. Demonstrates respect for diversity factors of others.
Examples: culture, socioeconomic status, beliefs, identity.

Revised: 08/17/2022

Fieldwork Education Policies & Procedures

1. Selection of fieldwork sites:

Fieldwork sites will be selected based on the congruency of the sequence, depth, focus, and scope of content with the UTEP OTD curriculum design. UTEP may explore new site relationships after speaking with an Academic Fieldwork Coordinator (AFWC) in other areas who use the particular site, after a site has contacted UTEP to inquire about building a clinical education relationship. The AFWC will contact the clinical coordinator at the site by email, phone, or through a site visit, to ensure compatibility between the two entities as they relate to services provided, the type of facility, and types of interventions offered. If the AFWC chooses to pursue the site for Level I or Level II placements, the AFWC will send the UTEP OTD curriculum design and policies and procedures to the facility for review. Once both parties are in agreement to pursue an affiliation agreement, paperwork is submitted to UTEP's Office of Research and Sponsored Projects to begin the process of drafting a sample agreement for both parties. (ACOTE C.1.1.; C.1.2.)

2. Academic collaboration:

The UTEP OT program ensures that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education. Faculty collaborate at least annually during faculty retreats, and as needed during faculty meetings, to design Level I and Level II fieldwork experiences. Collaboration between field sites, fieldwork educators, and the program occurs on information gained through site visits, from email and phone conversations with fieldwork educators (FWE), information gained through Community Advisory committee meetings and/or surveys, and feedback from clinical educators regarding student performance on fieldwork. (ACOTE C.1.1)

3. Fieldwork Settings:

Level I and level II fieldwork experiences will be provided in a variety of settings that are equipped to meet curriculum goals, provide educational experiences applicable to the academic program, and have FWE who are able to effectively meet the learning needs of UTEP students. Selection of such sites will be made following a review of site visit documentation, informal and formal contact and collaboration with FWE, and data collected in the Fieldwork Data Form. Level I and Level II fieldwork educators will be evaluated using the Student Evaluation of Level I Fieldwork Experience (Level I) and Student Evaluation of Fieldwork (Level II). (ACOTE C.1.1.; C.1.9.; C.1.15.)

4. Student Health policy:

Students enrolled in the UTEP OTD Program are required to work with the College of Health Science Compliance office to maintain Occupational Therapy Compliance requirements. [LINK TO UTEP STUDENT HEALTH INSURANCE](#). Students should be insured by the September 1st.

Regulations Relating to Fieldwork Experiences

5. The Board of Regents of The University of Texas System allows students to complete fieldwork experiences only at centers that have a current Institutional Agreement with the university. The negotiation process for this legal document typically takes from six months to one year, or longer.
6. **Based on Accreditation Council for Occupational Therapy Education (ACOTE) and the National Board for the Certification of Occupational Therapy (NBCOT) requirements, each student is required to have a passing grade on the Field Work Performance Evaluation (FWPE) at each site. Additionally, each student must complete a minimum of 24 weeks of full-time Level II fieldwork experiences (ACOTE C.1.10.). This is broken down into 2 rotations of a minimum of 12 weeks each (A minimum of 480 hours over a minimum of 12 weeks for each rotation).**
7. All experiences must be at a site that has an **Affiliation Agreement** with The University of Texas at El Paso. During these six months, the student must be under the **supervision of a licensed and credentialed occupational therapy professional with a minimum of one year of clinical experience.**
 - a. All fieldwork requirements must be completed **within 12 months** after completion of the didactic course work.
 - i. Students have the opportunity to **make up 1 fieldwork rotation** if they receive a failing grade. **Students may or may not complete the doctoral capstone experience until all fieldwork II experiences have been passed.**
 - b. Students **may not** do more than one fieldwork experience at any one site unless approved by the AFWC in advance and there are valid reasons why this is in the best interest of the student, facility, and university.
 - c. Fieldwork may be completed on a part-time basis, but no less than 50% of a full-time equivalent.
8. The fieldwork selection process begins 1 - 1 1/2 years in advance of the placement. **All final confirmations are reviewed and agreed upon by a faculty committee before sending official confirmations to sites and students.** The experiences occur in the 3rd year between the months of August and April. As the fieldwork selections are made one year in advance, the student is expected to arrange his/her finances and personal life in accordance with this known schedule.
9. **Students are expected to disclose any connections with sites prior to placement confirmations.** Students are not to complete Level II fieldwork rotations if a relationship with the fieldwork educator and/or site is acknowledged and/or perceived.
10. **Students are not to arrange fieldwork placements directly with any site.**
11. Once fieldwork selections and assignments have been made, all unused reservations are released so that agencies can make offer available slots to other OT programs.
12. Only in unusual circumstances may a student request a fieldwork reassignment. The request must be in writing to the AFWC with specific reasons why the request is being made. A faculty

committee will review the request, and the student will be notified of the decision. All decisions are final. If a request is granted, the program does not guarantee that a new fieldwork assignment can occur during the same time period.

The student can anticipate that the granted request will delay the student's graduation date.

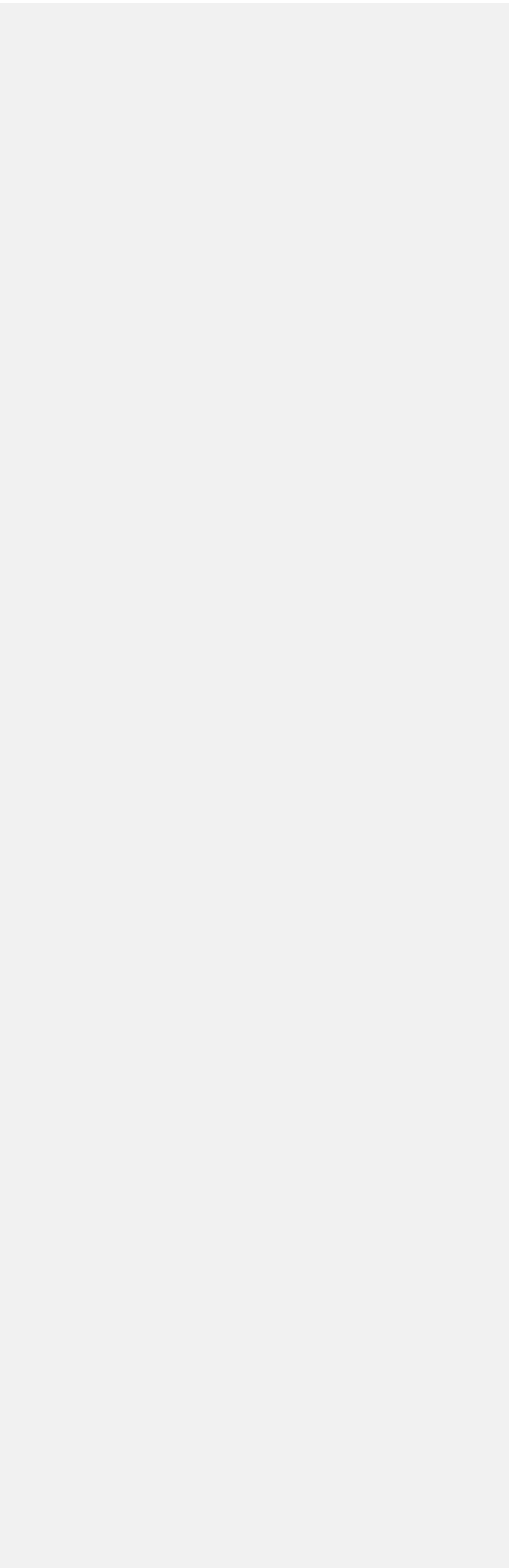
13. Occasionally, the Occupational Therapy Program finds it necessary to cancel a student's scheduled fieldwork. If this happens, it is for one of the following reasons:
 - d. The site has notified the program that due to staff or program changes they are unable to provide the training.
 - e. The site no longer has a person available who is qualified to supervise an occupational therapy student.
 - f. The site or the university has cancelled the Fieldwork Institutional Agreement.
 - g. A known relationship with the site and/or FWE and a student is acknowledged and or perceived.
 - h. An unforeseen circumstance has occurred limiting the site's ability to accept a fieldwork student.

If the Occupational Therapy Program has to cancel a student's fieldwork, every attempt will be made to find a replacement. If assigned fieldwork experience is interrupted for any reason, students must adhere to all university and assigned site regulations and requirements. Any expenses incurred by the student at a location that subsequently cancels are the responsibility of the student.

14. **Students are expected to observe the same working hours and holiday schedule as the staff of the fieldwork center.**
15. **The first and last dates of fieldwork have been predetermined.** Any request to change these dates must go to the AFWC for approval. A student is not to contact a fieldwork site about any changes to their fieldwork schedule. The program must ensure that the student has completed the minimal number of working days and hours required by ACOTE and NBCOT. At times, sites have pre-determined days off (i.e. many school districts observe the week of Thanksgiving). Should this occur, the site and the program will add addition time to make up for the time missed either prior to or at the end of the predetermined dates. Students shall be notified prior to the beginning of the fieldwork experience of any changes to the predetermined dates.
16. **The student should NOT request days off to visit with family, interview for a job, etc. Any time off is dependent on the student's supervisor and according to the site's policies. Overtime should be taken according to the site's policies. The student should not accrue earned overtime to shorten the fieldwork experience.**
17. If a student must take any time off from FW II for any reason, the time missed must be made up.
18. For successful completion of all Fieldwork II requirements, students must attend assigned clinical experience for a minimum 24 weeks at two location with a combined minimum of 960 hours. If a student is not meeting minimal performance expectations on the Field Work Performance Evaluation (FWPE), the experience may be extended. Should there be an extension; specific objectives for the extension will be established in collaboration with the UTEP Field Work Coordinator and the site fieldwork educator.

19. Fieldwork II experiences must be satisfactorily completed prior to the awarding of the degree.
20. Some sites offer housing, stipend, or meals to students. The student should be aware that these arrangements are subject to change and may no longer be available by the time the student is ready to initiate fieldwork.
21. Fieldwork (FW) is broken down into the following:
 - Summer I- FW I week and 40 hours
 - Fall III-FW II rotation A, a minimum of 12 weeks and 480 hours
 - Spring III-FW II rotation B, a minimum of 12 weeks and 480 hours

Please see Appendix I for Field Work Performance Evaluation (FWPE) and Fieldwork Experience form



Capstone

Capstone Project and Doctoral Experience Guidelines

The OTD capstone is an essential part of the entry-level OTD program and is a requirement established by the American Council of Occupational Therapy Education (ACOTE). The UTEP occupational therapy doctoral capstone allows students to integrate their acquired knowledge from completed academic coursework into practice within the clinical, community, and educational settings. The doctoral capstone requires OTD students to engage in self-directed learning and practice experiences with the guidance of faculty and external (site) mentors to complete a capstone project that aligns with at least one of the following focus areas: clinical practice skills, program and policy development, advocacy, and education (ACOTE, 2018). The doctoral capstone consists of two distinct parts: the capstone **project** and the capstone **experience**.

Capstone Project Objectives

The doctoral **capstone project** will be part of the **Capstone I** course within the **sixth semester**. According to ACOTE 2018 accreditation standards, the OTD capstone student will be responsible for completing the following preparatory activities before the capstone experience:

- Develop a capstone project that reflects UTEP OTD curriculum design and threads allowing for the development of in-depth knowledge in an area of interest. (ACOTE D.1.1.)
- Identify a site mentor who demonstrates expertise in the area of focus selected by the occupational therapy doctoral student. The mentor does not have to be an occupational therapist and does not need a doctoral degree (ACOTE D.1.6.)
- Create a research question to guide the development of the capstone project and complete a literature review to synthesize knowledge in the selected focus area (ACOTE Standard D.1.3)
- Collaborate with the doctoral capstone coordinator and faculty mentor to determine a “fit” with a capstone site that is consistent with the UTEP occupational therapy program’s curriculum design (ACOTE Standard D.1.2)
- Collaborate with the faculty mentor and site mentor to complete a needs assessment within the selected organization (ACOTE Standard D.1.3)
- Develop capstone project goals and objectives in collaboration with Faculty Mentor and Doctoral Capstone Coordinator (ACTOTE Standard D.1.2)
- Create a plan for supervision or mentoring for the capstone experience in collaboration with the capstone team (ACTOTE Standard D.1.2)
- Determining a plan for evaluation of the capstone project (ACOTE Standard D.1.3)
- Creating a memorandum of understanding (MOU) and obtaining necessary signatures (ACOTE Standard D.1.4)

Doctoral Capstone Experience Objectives

The doctoral capstone experience (DCE) will initiate during the **Capstone II** course within the **ninth semester**. The capstone experience comprises the implementation and dissemination of the capstone project. During the capstone experience, the student will complete most coursework at the capstone site. In this part of the process, the student will complete activities related to the implementation and analysis of the capstone project. According to ACOTE 2018 accreditation standards, the OTD capstone student will be responsible for completing the following activities as part of their capstone experience:

- Complete a minimum of 14 weeks (560 hours) of a full-time mentored capstone experience. The capstone experience may be completed on a part-time basis with no less than a 50% equivalent until all required hours are completed (up to 28 weeks). (ACOTE D.1.5.)
- The student may complete no more than 20% (112 hours) off-site from the mentored practice setting(s) to ensure a concentrated experience in the designated area of interest. spent off site may include independent study activities such as research and writing as mutually agreed upon by the student, site mentor, and faculty mentor and included in the plan. (ACOTE D.1.5.)
- The student shall initiate the doctoral capstone experience after successfully completing all coursework and Level II Fieldwork. (ACOTE D.1.0.)
- Finalize preparatory activities, including literature review, needs assessment, and capstone project plan, including goals and objectives. (ACOTE D.1.0.)
- The student should be aware that prior fieldwork or work experience may not be a substitute for the DCE. (ACOTE D.1.5.)
- The doctoral capstone team will complete and document midterm and final DCE evaluation forms of student performance, doctoral capstone experience, and doctoral capstone site. (ACOTE D.1.7.)
- Ensure dissemination of the completed student capstone project as indicated in the OT6321 Capstone II course syllabus. The student shall demonstrate a synthesis of in-depth knowledge in the focused area of study (ACOTE D.1.8.).

DCE Site Placement Process

- The Board of Regents of The University of Texas System allows students to complete doctoral capstone experiences only at sites with a current Institutional Agreement with the university. The negotiation process for this legal document typically takes from six months to one year, or longer.
- Once the OTD student has identified an area of interest and a prospective mentoring site. The capstone team must first identify whether the proposed mentoring site is currently a fieldwork site for the OTD program.
- If the site is a current fieldwork site, the doctoral capstone coordinator will contact the site to establish interest in mentoring the doctoral capstone student.

- If the site is not a current fieldwork site, the capstone student must get approval from the capstone coordinator before contacting the potential mentoring site.

Student Health and Compliance

Documentation of Health Information

Prior to beginning the professional program, the student must submit required health records to the UTEP CHS Compliance Office. Records are held in a secure setting within the CHS Compliance Office. In addition, the student must submit a copy of a current CPR card, health insurance information, and documentation of any immunizations and titers not recorded on the Immunization Form. It is the student's responsibility to provide updated information on immunizations, health insurance coverage, PPD results, and CPR certification to the Compliance Office. It is the student's responsibility to ensure that they are in compliance at all times. **Students whose files are incomplete will not be allowed to participate in clinical rotations.** In addition, registration for other courses may be restricted, or course grades may be affected, for students whose files are incomplete.

1. Drug Screening and Background Check

- Some clinical education sites may require periodic drug testing of students who are performing patient care activities. The expense of these drug tests, depending upon the site policies, may be the responsibility of the student. Any positive drug screening will result in removal from clinical sites with further disciplinary actions as deemed appropriate.
- The Drug Screen and Background check can be ordered through the UTEP College of Health Sciences Compliance Office.
 - Criminal Background Check and Drug Screen must be done through this link, <https://scholar.verifiedcredentials.com/utep>.

2. Cardiopulmonary Resuscitation Card (CPR-Basic Life Support- Healthcare Provider by the American Heart Association)

- Each student must be certified in CPR (American Heart Association only), including adult, child, and infant CPR and choking. Students must provide a copy of a current CPR card prior to beginning the professional program. The student is responsible for keeping an up-to-date CPR certification throughout the professional program.

3. Community Wide Orientation

- Must be completed annually and can now be accessed through Blackboard or epcc.edu website

4. Health Insurance: is required by many clinical sites in which a student may be completing Level I or Level II fieldwork rotations. If you do not have personal health insurance, you may purchase health insurance through the University in this website:

<https://www.utep.edu/human-resources/services/benefits/student-health-insurance-plan.html>

This insurance is in addition to the University Student Health Services, which is available to all university students.

- a. Insurance verification letter must be provided/uploaded into the portal at least 2 months prior to start of internship

Communication of Health Information

Before a student begins a clinical rotation, the academic program must verify to the clinical site that the student has complied with the health requirements. Some sites may request additional documentation, such as copies of immunization cards, lab reports, etc. In this case, the student will be notified and will be required to furnish the assigned site with the appropriate records. **Therefore, the student should keep a file of his/her own for copies of all the required documentation, with them while they are in school (not at home with parents or guardian)! THE STUDENT IS RESPONSIBLE FOR MAKING A COPY OF EVERYTHING THAT IS TURNED IN TO THE OFFICE FOR THEIR IMMUNIZATIONS. THE OFFICE IS NO LONGER MAKING COPIES OF STUDENTS FILES!**

MEDICAL REQUIREMENTS

Two Step TB Skin Test – 2 TB skin tests 7-21 days apart (no earlier than 7 days, and no later than 21 days, or will repeat the process) * If you have had a positive TB test in the past, you will need to submit documentation of the positive test results and chest x-ray results, and must complete the TB Assessment yearly.

- A. Tdap (Required every 10 years)
- B. Varicella TITER ONLY (bloodwork and not immunization) (Chickenpox, Immunity IgG)
 - If Varicella titer is not positive, will require 2 doses of Booster a month apart.
- C. MMR (Measles(Rubeola), Mumps, and Rubella) TITERS ONLY (bloodwork) (Immunity IgG)
 - If one of the MMR titers is not positive, will require 2 doses of Booster a month apart.
- D. Hepatitis B - Documentation of 3 doses and a HBsAb (Hepatitis B Surface Antibody) TITER (bloodwork)
 - If Hepatitis B titer is not positive, will require a 2nd. series of 3 vaccines followed by a 2nd. HBsAb TITER.
- E. Influenza Vaccine (Required every Fall semester until March 31st. of the following year)
 - Date when it was received, Manufacturer, Trade Name, Lot #, Expiration Date, and Injection site must be included in the documentation.
- F. Other vaccinations that are recommended. Clinical sites may cancel a student internship for any reason.
- G. The UTEP OT Program will follow the Centers for Disease Control and UTEP protocol, policies, and guidelines regarding COVID-19 testing, vaccination, and prevention.
- H. Fieldwork sites require that all students have COVID-19 vaccination and booster.

(Waivers WILL NOT be permitted unless documentation from a Physician provided to Student Health Center indicates allergic reaction to vaccine.)

NOTE: Additional requirements may be required depending on specific circumstances or at the request of the clinical agencies.

PROCESSING THESE REQUIREMENTS CAN TAKE PLACE IN A FEW DAYS OR MONTHS DEPENDING ON THE TYPE OF DOCUMENT AND INDIVIDUAL CIRCUMSTANCES.

ALL COMPLIANCE REQUIREMENTS DOCUMENTATION MUST BE UPLOADED THROUGH THE MEDICAT PATIENTS' PORTAL USING YOUR MINER UTEP ACCOUNT AND PASSWORD. THE LINK TO THE PORTAL IS <https://utep.medicatconnect.com>

Student Health and Wellness center can assist you with vaccinations. Visit the website here:

- <https://www.utep.edu/chs/shc/services/general-services.html>
- UTEP-CHS Clinical Compliance Coordinator Phone: 915-747-7225
frlantican@utep.edu
- UTEP Student Health Center Phone: (915)747-5624

Policy on Social Networking

Policy on Social Networking

Even with strong privacy settings, it is important that you avoid posts or photos about your fieldwork experiences. Here are some specifics:

1. Do not ask your supervisor to “friend” you while on Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.
2. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.
3. Names of supervisors, comments or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. It is a HIPPA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid Person Health Information (PHI). The consequences for violations, as you know, are severe. Review assigned site policies for more information.
5. Stating where you are on FW is up to you, but there are problems with you being identified. Consider if you want privacy from clients, patients and staff.
6. Use your official UTEP e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues.
7. If you have any posts that are potentially questionable, please remove them immediately.
8. If you have a question or unsure of something regarding social networking, call the AFWC immediately for advice.

The UTEP OTD Program recognizes the professional value of the internet and even social networking; however, there will be zero tolerance for any violation of the social media policy. Any violation is a professional behavior issue, and will result in disciplinary action, which may include immediate dismissal from the UTEP OTD program.

Counseling of Students Experiencing Difficulty on Fieldwork

Academic Regulations for Withdrawing from a Course

1. A student may not withdraw from a FW course until receiving written consent from the
2. AFWC. If the midterm score reveals the student is at risk for failure, the student and their supervisor are to contact the AFWC. The AFWC will make the final determination of whether a student is withdrawn with a failing grade. Students who withdraw from a FW course without appropriate advising will receive a failing grade in the course.
3. If the student must repeat a fieldwork experience for any reason, the AFWC and the student will discuss the problem the student was experiencing, and:
 - a. If the problem is situational or the student's inability to perform in that particular situation, the student may be scheduled for another fieldwork experience.
 - b. If indicated, the student is referred for counseling. If it is determined by the Director of the Occupational Therapy Program and the AFWC that the student's behavior in the clinical setting is inappropriate or potentially unsafe to the patient/client, the student may be requested to seek counseling and/or improve his/her basic academic knowledge before continuing with additional fieldwork.
 - c. Prior to a student being scheduled for a third fieldwork experience, the AFWC will complete a professional development plan with the student.
4. If the student continues the fieldwork experience, the final evaluation is scored, and the earned grade is recorded on the transcript.
5. The student has the right to contest the fieldwork grade, following the established procedures for contesting a grade. Pending the outcome of the appeal procedure, an additional experience may be schedule for a student.
6. **All fieldwork requirements must be complete within 24 months after the competition of the didactic coursework.**

Position Statement and Disclaimer on Student use of Non-Traditional Procedures and Modalities During the Level II Fieldwork

“Occupational Therapy students from The University of Texas at El Paso who engage in procedures or use modalities not included in the pre-fieldwork curriculum do so at their own risk. The Occupational Therapy Program, The University of Texas at El Paso, cannot advocate, condone, or otherwise assume educational responsibility for any action which results from the use of such modalities or procedures. Further, current professional liability insurance covering our students during fieldwork experience does not include practices not covered during the pre- fieldwork curriculum.”

An explanation of the rationale underlying this disclaimer follows:

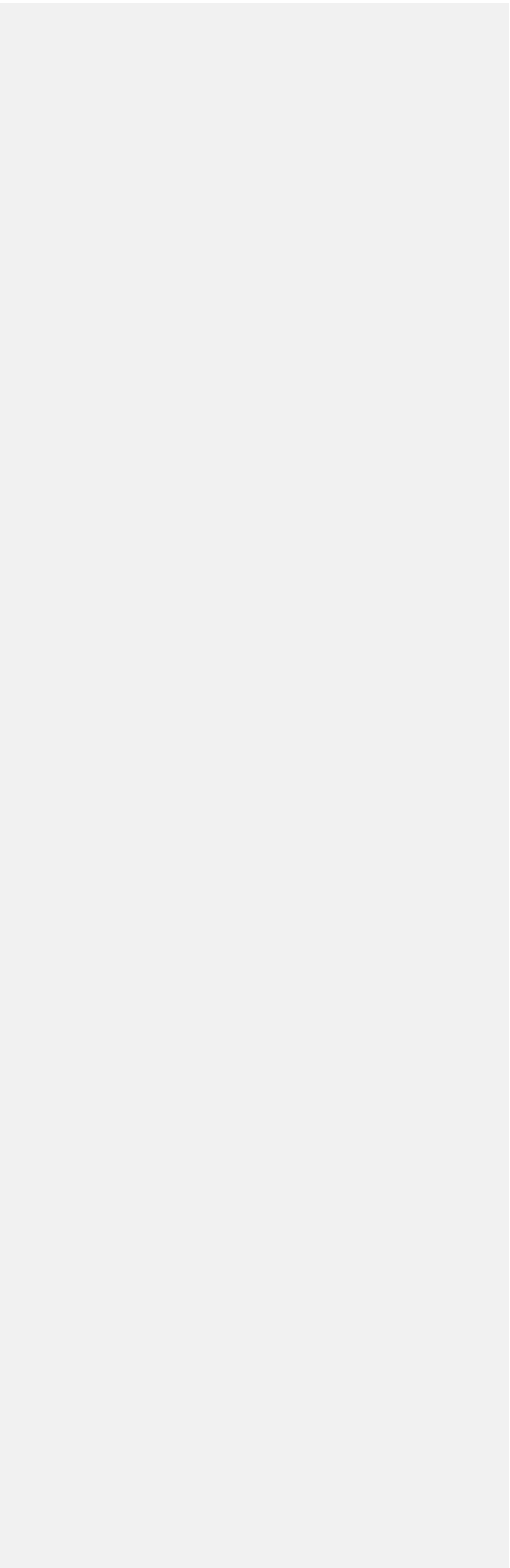
The Occupational Therapy Program at The University of Texas at El Paso embraces the belief that curricula should prepare students for roles as entry-level practitioners in a variety of health care settings. Consequently, current practice patterns form the basis for curriculum content, which is continuously evaluated and refined to reflect changes in practice.

Because of the dynamic nature of occupational therapy practice, it is not possible to prepare students for every role in which they might find themselves. Thus, curricula attempt to educate students in the occupational therapy process and familiarize students with the concepts and techniques germane to practice in physical, mental and developmental health arenas. Students are expected to apply their knowledge and skills in a variety of settings and contexts.

The matter of dealing with role ambiguity unfortunately poses a difficult problem. Of great concern to occupational therapy educators is the ongoing confusion, which seems to exist about procedures and modalities appropriately within the purview of occupational therapy practice. This ambiguity is illustrated through use of heat and electrical modalities (e.g. Fluidotherapy, TENS, etc.) As well as procedures such as burn debridement and joint mobilization by occupational therapists in several settings. These areas of practice have traditionally been within the purview of disciplines other than occupational therapy and are therefore not addressed in our professional curriculum. While there have been areas of ambiguity for some time, it seems apparent that lines of demarcation are becoming increasingly less distinct. We concur with the American Occupational Therapy Association’s position paper titled “Physical Agent Modalities: A Position Paper” published in the American Journal of Occupational Therapy (1992), Vol. 46 pp. 1090-1091.

This raises the question of what constitutes legitimate or authentic occupational therapy. As educators, we must continue to make critical decisions about the most appropriate content to include within our curriculum. We cannot accommodate each new precedent, and we must be responsive to the legal and philosophical issues that are raised as each new precedent emerges. Since courts have ruled that professional programs can be held responsible and liable for inadequate educational preparation as a factor in malpractice judgments, we are compelled to protect our own liability.

While we support the right of every therapist to hold and foster personal views concerning the philosophical basis for occupational therapy practice, we do not advocate or support the right of therapists or health care institutions to unilaterally define parameters of practice. Continuation of this haphazard process, will, in our view, have potentially destructive consequences for the profession.



Official Documents

ACOTE Standards

Accreditation Council for Occupational Therapy Education (ACOTE) Standards 2018 can be found online “Links and Resources” tab on the program home page:

Occupational Therapy Code of Ethics (2020)

An official AOTA document, the **Occupational Therapy Code of Ethics 2020** informs your practice, research, and education, to help occupational therapists, occupational therapy assistants, and students face complex ethical problems at various levels.

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

The Code serves two purposes:

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

The Occupational Therapy Code of Ethics (2020) can be found online free to all AOTA members, at: <https://ajot.aota.org/article.aspx?articleid=2767077>

A Patient's Bill of Rights

A Patient's Bill of Rights was first adopted by the American Hospital Association in 1973.

This revision was approved by the AHA Board of Trustees on October 21, 1992.

Introduction

Effective health care requires collaboration between patients and physicians and other health care professionals. Open and honest communication, respect for personal and professional values, and sensitivity to differences are integral to optimal patient care. As the setting for the provision of health services, hospitals must provide a foundation for understanding and respecting the rights and responsibilities of patients, their families, physicians, and other caregivers. Hospitals must ensure a health care ethic that respects the role of patients in decision making about treatment choices and other aspects of their care. Hospitals must be sensitive to cultural, racial, linguistic, religious, age, gender, and other differences as well as the needs of persons with disabilities.

The American Hospital Association presents A Patient's Bill of Rights with the expectation that it will contribute to more effective patient care and be supported by the hospital on behalf of the institution, its medical staff, employees, and patients. The American Hospital Association encourages health care institutions to tailor this bill of rights to their patient community by translating and/or simplifying the language of this bill of rights as may be necessary to ensure that patients and their families understand their rights and responsibilities.

Bill of Rights

These rights can be exercised on the patient's behalf by a designated surrogate or proxy decision maker if the patient lacks decision-making capacity, is legally incompetent, or is a minor.

1. The patient has the right to considerate and respectful care.
2. The patient has the right to and is encouraged to obtain from physicians and other direct caregivers relevant, current, and understandable information concerning diagnosis, treatment, and prognosis.

Except in emergencies when the patient lacks decision-making capacity and the need for treatment is urgent, the patient is entitled to the opportunity to discuss and request information related to the specific procedures and/or treatments, the risks involved, the possible length of recuperation, and the medically reasonable alternatives and their accompanying risks and benefits.

Patients have the right to know the identity of physicians, nurses, and others involved in their care, as well as when those involved are students, residents, or other trainees. The patient also has the right to know the immediate and long-term financial implications of treatment choices, insofar as they are known.

3. The patient has the right to make decisions about the plan of care prior to and during the course of treatment and to refuse a recommended treatment or plan of care to the extent permitted by law and hospital policy and to be informed of the medical consequences of this action. In case of such refusal, the patient is entitled to other appropriate care and services that the hospital

provides or transfer to another hospital. The hospital should notify patients of any policy that might affect patient choice within the institution.

4. The patient has the right to have an advance directive (such as a living will, health care proxy, or durable power of attorney for health care) concerning treatment or designating a surrogate decision maker with the expectation that the hospital will honor the intent of that directive to the extent permitted by law and hospital policy.

Health care institutions must advise patients of their rights under state law and hospital policy to make informed medical choices, ask if the patient has an advance directive, and include that information in patient records. The patient has the right to timely information about hospital policy that may limit its ability to implement fully a legally valid advance directive.

5. The patient has the right to every consideration of privacy. Case discussion, consultation, examination, and treatment should be conducted to protect each patient's privacy.
6. The patient has the right to expect that all communications and records pertaining to his/her care will be treated as confidential by the hospital, except in cases such as suspected abuse and public health hazards when reporting is permitted or required by law. The patient has the right to expect that the hospital will emphasize the confidentiality of this information when it releases it to any other parties entitled to review information in these records.
7. The patient has the right to review the records pertaining to his/her medical care and to have the information explained or interpreted as necessary, except when restricted by law.
8. The patient has the right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically appropriate and legally permissible, or when a patient has so requested, a patient may be transferred to another facility. The institution to which the patient is to be transferred must first have accepted the patient for transfer. The patient must also have the benefit of complete information and explanation concerning the need for, risks, benefits, and alternatives to such a transfer.
9. The patient has the right to ask and be informed of the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient's treatment and care.
10. The patient has the right to consent to or decline to participate in proposed research studies or human experimentation affecting care and treatment or requiring direct patient involvement, and to have those studies fully explained prior to consent. A patient who declines to participate in research or experimentation is entitled to the most effective care that the hospital can otherwise provide.
11. The patient has the right to expect reasonable continuity of care when appropriate and to be informed by physicians and other caregivers of available and realistic patient care options when hospital care is no longer appropriate.
12. The patient has the right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities. The patient has the right to be informed of available resources for resolving disputes, grievances, and conflicts, such as ethics committees, patient

representatives, or other mechanisms available in the institution. The patient has the right to be informed of the hospital's charges for services and available payment methods.

The collaborative nature of health care requires that patients, or their families/surrogates, participate in their care. The effectiveness of care and patient satisfaction with the course of treatment depend, in part, on the patient fulfilling certain responsibilities. Patients are responsible for providing information about past illnesses, hospitalizations, medications, and other matters related to health status. To participate effectively in decision making, patients must be encouraged to take responsibility for requesting additional information or clarification about their health status or treatment when they do not fully understand information and instructions. Patients are also responsible for ensuring that the health care institution has a copy of their written advance directive if they have one. Patients are responsible for informing their physicians and other caregivers if they anticipate problems in following prescribed treatment.

Patients should also be aware of the hospital's obligation to be reasonably efficient and equitable in providing care to other patients and the community. The hospital's rules and regulations are designed to help the hospital meet this obligation. Patients and their families are responsible for making reasonable accommodations to the needs of the hospital, other patients, medical staff, and hospital employees.

Patients are responsible for providing necessary information for insurance claims and for working with the hospital to make payment arrangements, when necessary.

A person's health depends on much more than health care services. Patients are responsible for recognizing the impact of their lifestyle on their personal health.

Conclusion

Hospitals have many functions to perform, including the enhancement of health status, health promotion, and the prevention and treatment of injury and disease; the immediate and ongoing care and rehabilitation of patients; the education of health professionals, patients, and the community; and research. All these activities must be conducted with an overriding concern for the values and dignity of patients.

Appendix

Appendix A: Contact Information Form

Name: _____

Local address: _____

Local phone number: _____

Cellular phone number: _____

Permanent address: _____

Permanent phone number: _____

UTEP Email address: _____

Other Email address: _____

Emergency contact information:

1. Same as permanent address 2. Same as local 3. As below

Name: _____

Address: _____

Phone: _____

Appendix B: Student Consent

Memorandum of understanding

I understand that a portion of my education in the University of Texas at El Paso, College Health Sciences, and the Occupational Therapy Program in which I am enrolled will include a clinical or practicum placement in a health care facility. One purpose of clinical education is to acquaint students with the reality of clinical practice of a health profession. I understand that during clinical placement, I will be subject to the known and unknown risks members of my profession experience in the provision of health care. These may include exposure to people with infectious and communicable diseases; chronic and degenerative diseases; mental illness; and risks attendant to the work environment. I realize, however, that as a student, I am not eligible for coverage under University's workmen's compensation insurance, and that there is no mechanism for compensation in the event I am injured during my clinical placement.

Every attempt has been made by the OT Program to protect my interest. I have been provided basic instruction in prevention procedures and in the application of reasonable and prudent clinical practices which can serve to limit unnecessary exposure and constitute a measure of safety for me and the patients I treat. I understand that it is my responsibility to apply these procedures and to take appropriate steps to protect my patients and myself. As a condition of placement in a clinical affiliation, I may be required by the facility to show proof of health insurance. Further, I will be expected to abide by whatever policy(ies) the facility has regarding risk exposure management for its employees, even though I am not considered by the University or the facility to be employee of the facility.

The clinical coordinator for the OT program in which I am enrolled has offered to answer any questions I may have about these risks and precautions I can take to avoid them. If I have any questions before, during, or after the clinical affiliation, I may contact my clinical coordinator or department chairperson. Also, I understand that I may stop any participation in the clinical affiliation at any time I think my personal safety or that of the patients I treat is in jeopardy.

I have a right to privacy, and all information obtained in connection with this affiliation that can be identified with me will remain confidential as far possible within state and federal law.

I voluntarily agree to participate in clinical affiliations arranged by The University of Texas at El Paso, College of Health Sciences, and the Occupational Therapy Program in which I am enrolled.

Signature of Program Director

Signature of Student

Date

Date

Appendix C: Signature of Understanding and Agreement

Your signature below indicates that you have read through the Orientation Manual and the OT Student Handbook and understand their contents. Should you have questions or concerns, it is your responsibility to speak with your advisor as soon as possible. Failure to abide by policies and procedures within these documents may result in disciplinary measures and/or dismissal from the program.

Printed Name

Signature

Date

Appendix D: Photographic Consent and Release Form / Formato de Consentimiento y Liberacion

I hereby authorize The University of Texas at El Paso, and those acting pursuant to its authority to:

1. Record my likeness and voice on a video, audio, photographic, digital, electronic or, any other medium.
2. Use my name in connection with these recordings.
3. Use, reproduce, exhibit or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet/WWW) these recordings, in whole or in part, without restrictions or limitations for any purpose that the University, and those acting pursuant to its authority, deem appropriate, including educational, promotional or advertising efforts, and distribution to third parties including media outlets.

Por medio de la presente autorizo a La Universidad de Texas en El Paso y aquellos actuando en su nombre y representación a:

- a) Grabar mi imagen y voz en video, audio, fotografía, medio digital, electrónico o cualquier otro medio.
- b) Utilizar mi nombre con relación a dicha grabación.
- c) Utilizar, reproducir, exhibir o distribuir en cualquier medio (exe. publicaciones impresas, cintas de video, CD-ROM, Internet/WWW), dichas grabaciones, en su totalidad o en parte, sin restricción alguna o limitación, para cualquier propósito que la Universidad y aquellos actuando en su representación, consideren apropiado, incluyendo fines educativos, promocionales o de publicidad, así como distribución a terceros incluyendo medios de comunicación.

I release the University and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use. This release is executed gratuitously and/or for any self-satisfaction which I may derive from any publication or programs in which my likeness or voice will appear. I understand that all such recordings, in whatever medium, shall remain the property of the University. This document is executed in the English and Spanish languages, in the event of controversy between the English and Spanish versions, the English version shall prevail.

Libero a la Universidad y aquellos que actúan en su representación de cualquier responsabilidad por cualquier afectación a cualquier derecho personal o de propiedad que pudiera tener con relación a dichos usos. La presente liberación se otorga en forma gratuita y/o para cualquier satisfacción personal que yo pudiera derivar de cualquier publicación o programa en que pueda aparecer mi parecido o voz. Entiendo que todas las grabaciones, en cualquier medio, permanecerán propiedad de la Universidad. El presente documento se celebra en el idioma Inglés y Español, en caso de controversia entre las versiones en Inglés y Español, la versión en Inglés prevalecerá.

I HAVE READ AND FULLY UNDERSTAND THE TERMS OF THIS RELEASE.

HE LEIDO Y ENTIENDO COMPLETAMENTE LOS TERMINOS DE LA PRESENTE LIBERACION

Name: _____

Address: _____

Street _____

City _____ State _____ Zip _____ Phone _____

Signature _____ Parent/Guardian Signature (if under 18): _____

Date _____

Date _____

Appendix E: Notice of Potential Ineligibility for License

Texas law:

- restricts the issuance of occupational licenses based on a license applicant's criminal history; and
- authorizes the Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE) in some cases, to consider a person convicted, even though the person was only on probation or community supervision without a conviction.

As an applicant/enrollee in an educational or training program that prepares individuals for issuance of an occupational license, I have been provided with notice by The University of Texas at El Paso Occupational Therapy Program of the following:

- If I have been convicted of an offense or placed on probation, I might not be eligible for an occupational license issued by ECPTOTE after I complete this educational or training program; ECPTOTE's criminal history guidelines are available at <http://www.ptot.texas.gov/idl/5507F83A-E33A-9745-CF66-A40DEC58723> and include restrictions or guidelines ECPTOTE uses to determine eligibility for an occupational license; and
- I have the right to request a criminal history evaluation letter from ECPTOTE, which is explained in more detail at <http://www.ptot.texas.gov/idl/5507F83A-E33A-9745-CF66-A40DEC58723>.

Section 53.152, Occupations Code requires that notice be provided to each applicant and enrollee regardless of whether the applicant or enrollee has been convicted of an offense.

REFUND AND ORDERED PAYMENTS. State law requires ECPTOTE to order an educational program provider to refund tuition, license application fees, and examination fees if:

- ECPTOTE determines the provider failed to provide notice to me; and
- My license application was denied because of my criminal history.

ACKNOWLEDGEMENT

By my signature below, I, *(Print Name of Applicant/Enrollee)* _____
certify that I have read and understand the information above.

(Signature of Applicant/Enrollee)

Appendix F: Professional Development – Report Form

This form is used by both faculty and students in order to assess your progress towards the development of professional skills as an occupational therapist. The following ratings reflect faculty assessment of your attributes. Completion of the form is based on observations of your behavior as a student and a novice professional, whether in classroom or clinical situations that reflect professional behavior.

Student Name: _____ Semester _____

Honesty/Integrity	Behavioral Descriptors		Comments
	Adheres to Code of Ethics		
	Adheres to the Honor Code		
	Takes responsibility for and corrects errors		
	Maintains confidentiality		
	Represents the facts/situation in an accurate manner		
	Respects and returns borrowed materials		

Response to Feedback/Supervision	Behavioral Descriptors		Comments
	Respectful of others		
	Chooses appropriate times to approach instructor		
	Proactively identifies problem and possible plan		
	Discusses problem and ideas with instructor		
	Accepts feedback in a positive manner		
Modifies performance in response to feedback			

Team Work	Behavioral Descriptors		Comments
	Aware of others verbal/nonverbal reactions		
	Responsive and respectful to the needs of others		
	Allows others to express their opinions		
	Remains open minded to different perspectives		
	Tactful in giving others suggestions/feedback		
Participates collaboratively			

Communication	Behavioral Descriptors		Comments
	Actively participates in discussions		
	Initiates thoughtful/relevant questions		
	Communicates ideas and options clearly and concisely		
	Attends to class agenda		

Initiative Motivation	Behavioral Descriptors		Comments
	Independently seeks out learning experiences		
	Takes initiative to direct own learning		
	Assumes responsibility for learning		
	Uses adequate and appropriate resources to achieve goal		

Dependability Responsibility	Behavioral Descriptors		Comments
	Takes responsibilities for one's own actions		
	Attends all scheduled sessions		
	Is on time for class/scheduled meetings		
	Hands in assignments/papers when due		
	Complies with program/course expectations		
	Follows through with commitments and responsibilities		
	Maintains a safe and clean environment in class/lab		
	Adheres to scheduled office hours		

Judgment	Behavioral Descriptors		Comments
	Uses an inquiring or questioning approach in class		
	Analyzes options prior to making a judgment		
	Develops rationale to support decision		
	Demonstrates awareness of possible bias		
	Makes sound decisions based on factual information		
	Gives alternative solutions to complex issues/situations		
	Adheres to organizational and interpersonal boundaries		
	Handles personal and professional frustration appropriately		

Organizational Ability	Behavioral Descriptors		Comments
	Comes to class prepared		
	Manages time/materials to meet program requirements		
	Uses organizational skill to contribute to the development of others		

Professional Presentation	Behavioral Descriptors		Comments
	Wears neat, clean clothing appropriate to setting		
	Presents self in a manner that is accepted by peers, clients, supervisors		
	During communication, demonstrates interest or engaged attention		
Displays a positive attitude towards becoming a professional			

Professionalism	Behavioral Descriptors		Comments
	Conduct on an off campus must reflect professional values		
	Personal or professional use of any form of media, including all forms of social media (Instagram, Facebook, Twitter, or other blogs, etc.) must adhere to professional values and behaviors; be respectful to students, faculty, staff, university and colleagues; and not violate any confidentiality.		
	Ethical and legal considerations are in place at all times		

Actions to be Taken	
Additional Comments	

Signature of Student Date

Signature of Faculty Member Date

Appendix G: Documentation of Service and Professional Development Form

Student's name: _____

Name of activity: _____

Location of activity: _____

Date of activity: _____

Clock hours of activity: _____ (e.g., 3:30-5:30pm)

Total hours of activity: _____

Circle if activity was:

Program SERVICE or **Professional SERVICE/DEVELOPMENT** or **Community SERVICE**

Signature of student indicating that s/he attended the activity as documented above:

UTEP faculty member or community representative documenting that the above student completed the hours as required:

Signature: _____

Printed name and title: _____

Phone number: _____

Date signed: _____

Student's Name: _____

Advisor's Name: _____

Appendix I: Level I Fieldwork Competency Evaluation for OT and OTA Students



Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The Level I Fieldwork Competency Evaluation for OT and OTA Students complements the AOTA Fieldwork Performance Evaluation for the OT Student and for the OTA Student. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are optional, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWE. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWE for the Level I experience.

The rating scale ranges from:

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

Level I Fieldwork Competency Evaluation for OT and OTA Students



STUDENT INFORMATION:			Date: _____
Student Name:	_____		Semester: _____
	First	Middle	Last
Site Name:	_____		
Student ID:	_____		
Student's School:	_____		Course Number: _____
Hours Completed:	_____		FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>

PRIMARY FWEd INFORMATION			Past Experience: _____
FWEd Name:	_____		(# of FWI Students) (# of FWII students)
	First	Last	Credentials
FWEd License #:	_____		FWEd Credentials: <input type="checkbox"/> OT: OTA:
Years of Experience:	_____		<input type="checkbox"/> Other: If other: _____
Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Indicate the student's level of performance using the scale below.

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

THE STUDENT:		U	B	M	E	O
1	<p>Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:</p>					

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:		U	B	M	E	O
1	<p>Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:</p>					
2	<p>Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:</p>					

III. PROFESSIONAL BEHAVIOR

THE STUDENT:		U	B	M	E	O
1	<p>Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:</p>					
2	<p>Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:</p>					
3	<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:</p>					
4	<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:</p>					

5	<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:</p>	
6	<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:</p>	
7	<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:</p>	
8	<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:</p>	
9	<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>	
10	<p>Verbal communication and interpersonal skill with patients/clients, staff and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p>	
11	<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
12	<p>Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	

IV. SCREENING AND EVALUATION

(enter N/A = Not Applicable if not required on this placement)

THE STUDENT:		U	B	M	E	O	N/A
1	Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:						
2	Completes an interview and drafts an occupational profile. COMMENT:						
3	Identifies potential goals from evaluation process. COMMENT						
4	Drafts documentation consistent with practice setting. COMMENT						

V. INTERVENTION

(enter N/A = Not Applicable if not required on this placement)

THE STUDENT:		U	B	M	E	O	N/A
1	Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:						
2	Identifies interventions consistent with client evaluation and goals. COMMENT:						
3	Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified. COMMENT:						
4	Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:						
5	Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:						
6	Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:						

7	Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:	
8	Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:	

Summary:

Student Signature

Date: _____

FWEEd Signature

Date: _____

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>

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Appendix J: Student Evaluation in the Fieldwork Experience (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s). Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.

The SEFWE is signed by both the fieldwork educator(s) and the student. Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: [] First (FWIIA) [] Second (FWIIB) [] Third

Student work schedule:

Hours required: _____ per week

Weekends required Evenings required

Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork

Experience report on _____
(date)

Student's Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (Please Print)

FW Educator's years of experience _____

ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

CLIENT PROFILE

Check age groups worked with

List most commonly seen occupational performance issues in this setting

Age	
0–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others—		

specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): _____

DOCUMENTATION AND CASE LOAD

Documentation Format:

- Narrative SOAP Checklist Other: _____
Hand-written documentation Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

Ending student caseload expectation: _____ # of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)

- one fieldwork educator : one student
 one fieldwork educator : group of students
 two fieldwork educators : one student
 one fieldwork educator : two students
 distant supervision (primarily off-site)
 three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision: _____

SUMMARY of FIELDWORK EXPERIENCE

1 = Strongly disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly agree

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Would you recommend this fieldwork site to other students? Yes or No ____

Why or why not?

INSTRUCTIONS

One form must be completed for **each** fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree					
	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: _____

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Normal Physiology/Embryology	1	2	3	4	5	1	2	3	4	5
Surface Anatomy	1	2	3	4	5	1	2	3	4	5
Anatomy for Health Sciences	1	2	3	4	5	1	2	3	4	5
Pathophysiology for Health Sciences	1	2	3	4	5	1	2	3	4	5
Neurosciences for Health Sciences	1	2	3	4	5	1	2	3	4	5
Medical Kinesiology and Biomechanics	1	2	3	4	5	1	2	3	4	5
Concepts & Foundations of Occupational Practice	1	2	3	4	5	1	2	3	4	5
Legal and Ethical Issues in Health	1	2	3	4	5	1	2	3	4	5
Analysis and Adaptation of Occupation 1 & 2	1	2	3	4	5	1	2	3	4	5
Research Method	1	2	3	4	5	1	2	3	4	5
Concepts & Foundations of Community Engagement	1	2	3	4	5	1	2	3	4	5
Psychosocial Aspects of Occupation	1	2	3	4	5	1	2	3	4	5
Occ Perf. In Mental Health	1	2	3	4	5	1	2	3	4	5
Occ Perf. In Early Childhood	1	2	3	4	5	1	2	3	4	5
Occ Perf. In School-Aged Children	1	2	3	4	5	1	2	3	4	5
Occ Perf. In Adults I	1	2	3	4	5	1	2	3	4	5
Occ Perf. In Adults II	1	2	3	4	5	1	2	3	4	5
Occ Perf. In Older Adults	1	2	3	4	5	1	2	3	4	5
Leadership in OT	1	2	3	4	5	1	2	3	4	5
Preceptorship	1	2	3	4	5	1	2	3	4	5

Appendix K: Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student
(Revised in 2020)



aota.org

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.

	<p>Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts. Includes the consideration of all client centered components including psychosocial factors</p>
12	<p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable. Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p>Modifies evaluation procedures based on client factors and contexts. Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</p>
15	<p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.</p>
INTERVENTION	
16	<p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p>
17	<p>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p>
18	<p>Uses evidence from research and relevant resources to make informed intervention decisions.</p>
19	<p>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</p>

	Includes the consideration of all client centered components including psychosocial factors
20	Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity