

THE UNIVERSITY OF TEXAS AT EL PASO

College of Health Sciences~ Occupational Therapy Program

Student Handbook

Rev. 5/20

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UTEP MOT PROGRAM

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The University of Texas at El Paso
College of Health Sciences
Occupational Therapy Program
Curriculum Framework

THE UNIVERSITY OF TEXAS AT EL PASO MISSION STATEMENT

The University of Texas at El Paso commits itself to providing quality higher education to a diverse student population. Classified as a Doctoral/Research-Intensive university, UTEP seeks to extend the greatest possible educational access to a region which has been geographically isolated with limited economic and educational opportunities for many of its people. The University will ensure that its graduates obtain the best education possible, one which is equal, and in some respects superior, to that of other institutions, so that UTEP's graduates will be competitive in the global marketplace. UTEP also envisions capitalizing on its bi-national location to create and maintain multicultural, inter-American educational and research collaborations among students, faculty, institutions, and industries, especially in northern Mexico.

The UTEP community - faculty, students, staff, and administrators - commits itself to the two ideals of excellence and access. In addition, the University accepts a strict standard of accountability for institutional effectiveness as it educates students who will be the leaders of the 21st century. Through the accomplishment of its mission and goals via continuous improvement, UTEP aspires to be an educational leader in a changing economic, technological, and social environment: a new model for Texas higher education.

The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education, technological advancement, creative and artistic production, and the generation, interpretation, application, and dissemination of knowledge. UTEP embraces its transformative role as an intellectual, cultural and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to prosperity and quality of life.

As a public university, UTEP is committed to providing access and opportunity for social mobility to residents of the El Paso region and the State of Texas. UTEP's mission of ensuring access is coupled with a commitment to excellence reflected in rigorous academic programs and enhanced experiences for personal and professional growth that prepare students to make significant contributions to their professions, their communities, and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, with a special focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the binational and multicultural U.S.-Mexico border region.

UTEP OCCUPATIONAL THERAPY PROGRAM

Mission and Vision Statement

UTEP's Vision and Mission

A 21st Century University

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.

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 MOT Program Mission and Vision

Mission:

The UTEP Occupational Therapy 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

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. They 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.

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 as a result 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 interaction 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 program scope provides preparation for practice as a generalist including current practice settings (e.g. public schools, acute care hospitals, inpatient rehabilitation units, outpatient rehabilitation facilities, skilled nursing facilities, home health, etc) and emerging practice areas (e.g. technology and assistive device development and consultation, wellness promotion and consulting, psychosocial needs of children and youth, design and accessibility consulting and home modification, ergonomics consulting, private practice community health services, low vision services and driver rehabilitation). 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. [A.6.1] Content is selected based on review of workplace needs, content experts and mission of the program. [A.6.5]

CURRICULUM DESIGN

The design of the occupational therapy program at the University of Texas at El Paso reflects the mission of the University and the philosophical foundations of the profession. The Master of Occupational Therapy Program consists of 85 credit hours divided into eight semesters of professional educational courses and Fieldwork 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; develop, analyze and synthesize fundamental skills for clinical and community practice; and discriminate/support advanced concepts of occupational therapy through the integration of cognitive, affective, and psychomotor experiences.

The curriculum **scope**, **design**, and **sequence** are **developmental** in nature and analogous to a tree, which demonstrates growth, maturity, and self-sufficiency of students over time.

The foundation (*soil*) is the belief that humans are complex beings engaged in a dynamic process of interaction with their physical, social, psychological, cultural, temporal, and spiritual environments, and capable of growth, change, and adaptation. Embedded in the soil, is a root system grounded in the natural sciences, physical sciences, behavioral sciences, liberal arts, and humanities (see prerequisite courses below). As students' progress during the program, they *grow* through **cognitive, affective, and psychomotor experiences** that emphasize critical thinking, clinical reasoning, creative problem-solving, reflection, and evidence-based research. Additionally, they *derive nourishment* through experience in a constant stream of service-learning opportunities and Level I Fieldwork infused throughout the program in varying degrees of requirements and complexities. For example, in courses within the first year, students have opportunities to observe and identify occupational therapy principles within area clinics and community programs. As the students mature (*tree maturation/growth of trunk and branches*) and gain abilities in analysis (year two), they use Level I fieldwork and service-learning experiences to compare and contrast methodology and intervention from more guided experiences within the community. Learning occurs at a higher level, allowing for critical thinking, and integration and

application of knowledge to new scenarios.

Upon completion of the academic portion of the program, students begin Level II Fieldwork. They have opportunities to participate in areas focused on physical health, mental health, developmental health, and/or community health. After 24 weeks of successful Fieldwork, students graduate from the occupational therapy program. The outcome of the program is the development of students (*mature fruit trees*) who are safe, effective, ethical, and competent entry-level practitioners, who are prepared for clinical/community practice, leadership, life-long learning, and active participation in their professional organizations and communities.

Fruit tree propagation, like the development of OT students into OT practitioners, is done by “budding” the desired variety onto a suitable “rootstock.” Reproduction of a fruit tree begins when the pollen from a male germ cell fertilizes a female germ cell of the same species. Each seed (*student*), when germinated, will grow to become a new specimen tree (*occupational therapist*). The new tree inherits characteristics of both its parents (*faculty members*), but will not grow 'true' to the variety of either parent from which it came (*The faculty of the UTEP OT program are not interested in producing clones of themselves, but rather practitioners who will take the best of what each of us had to offer, folded into their interests, desires, talents and opportunities, to develop into safe, effective, competent, entry-level practitioners with their own unique characteristics*). Therefore, the mature fruit tree will be a new entity with an unpredictable 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 two parent trees (*highly qualified and experienced 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 Themes or Threads

Considering the program's mission, vision, philosophy and curriculum design, the program identifies the following three themes threaded throughout the curriculum: occupation-based authentic intervention, multicultural practice/cultural competence and evidence-based practice.

Occupation-based authentic intervention: As the profession moves away from the reductionistic model and toward a client-centered, occupation-based model, it is our desire as a program to help students understand what occupation is and how humans are occupational beings. It is our desire to produce entry-level therapists who are skilled to support health and “participation in life through engagement in occupation.” To that end, the practice of authentic, occupation-based therapy is developed throughout the curriculum.

Multicultural Practice/ Cultural Competence: The University of Texas at El Paso, is committed to providing “access and excellence of a 21st Century Demographic.” It is well documented that demographics are rapidly shifting to a more diverse population. Graduates from the program will see an increasing demographic shift in the clients that they serve. We are committed to preparing students, across the curriculum, to provide excellent occupational therapy services (access) to a rapidly changing client population.

Evidence-Based Practice: In a healthcare environment that demands quality care by insurance payers, and consumers alike, it is vital that new graduates are able to 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 and to add to the body of knowledge of evidence-based intervention strategies.

CONTENT AND SEQUENCE OF CURRICULUM

Professional courses during the **first year** prepare students to understand the human body and function (DRSC 5301: Normal Physiology/Embryology; OT 5102: Surface Anatomy; DRSC 5495: Anatomy for Health Sciences; DRSC 5390: Neuroscience for Health Sciences; DRSC 5396: Medical Kinesiology and Biomechanics; DRSC 5388: Pathophysiology for Health Science). As students examine the principles underlying **occupation** and how humans (occupational beings) function, coursework is presented involving basic principles in occupational therapy theory, occupation-based activity analysis, and **evidence-based practice** (OT 5310: Concepts and Foundations of Occupation- Centered Practice; OT 5301 and 5302: Analysis and Adaptation of Occupation I & II; OT 5315: Ethical Issues in OT). Building on the foundation of theory and further enhancing the concept of **humans as occupational beings**, the application of practice is introduced in the following courses: OT 5312: Psychosocial Aspects of Occupational Therapy. Further, foundational experiences in research and **evidence-based practice** are introduced (DRSC 5389: Research in Health Sciences). The achievement of **cultural competence** is a developmental process that is addressed throughout the curriculum. From the first semester, students are guided to develop cultural awareness, cultural knowledge and finally, cultural skill.

The sequence and content of the **second-year** coursework builds upon basic OT theories and application by establishing a foundation regarding how **occupation** relates to disability, health, wellness, and **occupation-centered practice** across practice settings and the developmental continuum. Courses such as OT 5136: Preceptorship; OT 5424: Occupational Performance in Mental Health; OT 5324 and OT 5325: Occupational Performance in Early Childhood and Occupational Performance in the School-Aged Child, respectively; OT 5628 and OT 5629: Occupational Performance in Adults I and II, respectively; and OT 5320: Occupational Performance in Older Adults, 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. Students at this point focus on 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 advanced courses (OT 5316: Leadership in Occupational Therapy; OT 5389: Graduate Project for preparation for leadership and **evidence-based practice** within their communities and practice settings. The development of **cultural competence** is further refined throughout the curriculum in the second year as students have more opportunities to apply the concepts learned in the first year, particularly in OT 5314: Concepts and Foundations in Community Engagement and OT 5204: Spanish for the Occupational therapy Professionals.

In the Occupational Performance in Early Childhood course, students have the opportunity to observe typical and atypical development by engaging in active learning experiences to conduct developmental screenings and reflex testing on actual children. Students also have the opportunity to engage in multi-sensory and active learning by participating in 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. In the Occupational Performance in School-aged Children, students have the opportunity to engage in the occupational therapy process by evaluating and designing interventions for children in the community. The Occupational Performance in Adults I and II courses frequently use simulation or real patients for student practice, which allows the student to get hands on practice to apply what they have seen and heard in lectures.

Again, students participate in Level I fieldwork/service-learning opportunities within the context of all clinic-based application courses. This provides the opportunity for students to immediately

apply what they have learned in the classroom to real-life clinical scenarios. 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**. Further, these experiences support the University's and College's mission and goals to give back to the underserved community in which we live and work, and helps students make connections and network within the community where many will choose to remain for work. Many of the sites chosen for Level I service-learning 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 become the sites where students conduct their graduate research projects.

In the final semesters, students prepare for and participate in their Level II Fieldwork experiences. Synthesis of their didactic experiences and preparation for the upcoming fieldwork rotations is achieved with a series of graduate seminars designed to assist the students' preparation for Level II Fieldwork and assist faculty in gaining critical feedback from the students regarding the curriculum, their experiences, and strengths and areas of growth for the program.

During the **final semesters**, students are expected to be active, independent learners as they participate in their Level II Fieldwork experiences. Students perform 24 weeks of practicum to further advance their mastery of theory, evaluation, **occupation-based intervention**, critical inquiry, documentation, clinical reasoning, didactic communication, **cultural skill**, and creative problem solving to provide safe and effective **evidence-based interventions** to clients with whom they work. Students have the opportunity to 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.

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 knowledge from simple to more complex with increasing complexity as the student understands, applies, synthesizes, compares, and evaluates OT theory and 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 Master of Occupational Therapy, the student will:

1. Demonstrate and apply knowledge and understanding of occupation across the lifespan based on a **broad foundation** of biological, physical, social, and behavioral sciences analysis of foundational concepts of occupational therapy.
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.
3. Demonstrate understanding and application of the **basic tenets** of occupational therapy practice including history, philosophical base, theory, socioeconomics, interaction of distinct nature of and balance of occupations, the effects of the disease process, activity analysis and safety.
4. Demonstrate the clinical reasoning process within **referral, screening, evaluation,** & diagnosis related to occupational performance and participation that is client-centered, culturally relevant, and based on basic OT Tenets & theories.
5. Formulate and implement a therapeutic **intervention plan** that includes intra-professional collaboration, interprofessional team dynamics in community and primary care programs that facilitate occupational performance that is client-centered, culturally relevant, reflective of current and emerging OT practice, 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, cultural, economic ecological, global health, and advocacy.
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.
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.
9. Successfully pass the NBCOT exam and become Eligible for state occupational therapy licensure.

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 Science elective (suggested course in psychology, sociology, anthropology or health promotion)	3
Medical Terminology (online course or certificate accepted)	1
Total Credits	24

Master of Occupational Therapy Course Rotation- Class of 2020

Summer 1	Fall 1	Spring 1
DRSC 5301: Normal Physiology & Embryology OT 5102: Surface Anatomy OT 5315: Legal/Ethical Issues in Healthcare	DRSC 5495: Anatomy for Health Sciences DRSC 5388: Pathophysiology for Health Sciences DRSC 5396: Medical Kinesiology and Biomechanics OT 5310: Concepts & Foundations of Occupational Therapy Practice	DRSC 5390: Neuroscience for Health Sciences OT 5301: Analysis and Adaptation of Occupation I DRSC 5389: Research in Health Sciences OT 5312: Psychosocial Aspects of Occupation
Summer 2	Fall 2	Spring 2
OT 5204: Spanish for OT Professionals OT 5302: Analysis & Adaptation of Occupation II OT 5314: Concepts & Foundations of Community Engagement OT 5136: Preceptorship	OT 5424: Occ Perf In Mental Health OT 5324: Occupational Perf. In Early Childhood OT 5628: Occ Perf In Adults I OT 5389: Graduate Project II	OT 5629: Occupational Performance in Adults II OT 5325: Occ Perf in School-Aged Children OT 5316: Leadership in OT OT 5320- Occupational Perf. in Older Adults
Summer 3	Fall 3	
OT 5640 FW II	OT 5641: FW II	

Subject to change

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ACADEMIC STANDING- POLICIES & PROCEDURES

As stated in the Graduate School rules and regulations, all graduate students are required to maintain an 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 MOT program and the OT profession.

The Master of Occupational Therapy (MOT) Program has therefore set the following directives for our student body:

- Maintain an overall GPA of 3.0 for all coursework within the program.
- A student may pass a DRSC course with a grade of “C” provided that their **overall** GPA does not fall below 3.0
- A student must pass all “OT” courses with a “B” or better. Any student who makes a “C” in an OT course will be dismissed from the MOT Program.
- 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, should it fall below the required 3.0.
- Students who are in probation for a second semester or fail to resolve their GPA issue will be terminated from the program.
- Students who make a failing grade (D or F) in any course will be terminated from the program.
- Readmission into the MOT program after withdrawal for academic reasons is not permitted.
- All students must be enrolled in the MOT program on a full-time basis. Part-time enrollment will not be permitted. A student may be granted a leave of absence under extenuating circumstances with approval from the program director. A leave of absence would require complete withdrawal from the program until the student is able to return on a full-time basis. A leave will not be granted for 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 without 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.
- Once the didactic and clinical education portions of the curriculum 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.

Rev. 5/20

The University of Texas at
El Paso College of Health
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Therapy Program

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THE UNIVERSITY OF TEXAS AT EL PASO

Occupational Therapy Program:

Director 747-8517
AFWC747-7263
Office747-7268

Helpful numbers

University Bookstore 747-5594
Library 747-5683
Student Engagement of Leadership Center747-5670
Student Health Center 747-5624
Student Counseling Services 747-5302

Emergency Numbers:

All emergencies on-campus—call University Police..... 747-5611
(fire, police, ambulance)
Fire, Police (City) 911

Useful Numbers:

Dean, CHS –..... 747-7201
Assistant Dean for Student Affairs- CHS 747-7266
Dean of Students – UTEP 747-5648
Main Switchboard 747-7280

STUDENT INFORMATION

The University of Texas at El Paso
College of Health Sciences
Occupational Therapy Program

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 OT 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

Before 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.

Under unusual circumstances, the program’s Administrative Assistant will register all the students at once. 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 be given an error message. Please pay close attention to what the error message says and write it down. It will give the program Administrative Assistant clues as to 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 time is up. 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.

“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. Do NOT leave anything or put anything into the faculty member’s box without 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 are actually 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.

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 MOT 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 MOT 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

Graduation Information: <http://www.utep.edu/graduate/graduation/how-to-graduate.html>

Application for graduation

You must apply for graduation before the degree application submission deadline in 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.

Step 1: APPLY

1. Complete the graduation application template provided by the program and returned to the program administrative assistant by the deadline.
2. Follow the template and input final grades as they appear on your transcript.
3. Make sure the application is complete including your required signatures and dates.

Upon receipt both the director and dean will sign these forms and will be forwarded to the Graduate School before the deadline to avoid late fees.

Applications received after the MOT program deadline date are not guaranteed to be approved prior to the late fee assessment.

Step 2: PAY

Pay the appropriate fee online, go to PETE's Payment to check your balance.

There is an initial deadline set each semester: <https://www.utep.edu/graduate/graduation/how-to-graduate.html#dead>)

To avoid late fees, make payment arrangements before the corresponding deadline.

Cap and gown purchase

- Usually after the University Thanksgiving holidays, graduation caps, gowns, and invitations go on sale.
- The gowns are sized by your height.
- The bookstore staff will assist. Make sure you fill out their GRADFAIR form indicating you are a **MASTERS** student in the **CHS** College with a major of **OCCUPATIONAL THERAPY**.
- They will help you in selecting the size based on your height.
- The caps, or mortarboards, are one-size-fits-all. You will need to purchase your tassel – the color is **BLACK**.
- The HOOD color is a Kelly **GREEN**.
- For more information visit: <https://www.bkstr.com/texaselpasostore/shop/graduation>

Honor cords: Pi Theta

If you will be graduating with honors, the Phi Theta Epsilon Alpha Chi Chapter will pay for your honor cord. These are delivered to the department and given to you during 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 is <http://www.nbcot.org>. NBCOT is responsible for the certification examination you will be taking at the end of your academic and fieldwork experiences to become a nationally registered OTR.

You need to access that website in order to register for your NBCOT exam. All exams are administered by computer on-demand. After your registration for the exam is complete you must arrange for testing within 90 days. After 90 days, you will have to pay an extra fee to reactivate your testing eligibility. **You will need to order your UTEP transcript that includes the fall semester's grades and conferred degree. This is usually not ready until the beginning of January.** Keep that in mind with regards to obtaining a temporary license [see next section].

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 your 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 your transcript will be discarded. Transcript Request Forms are available on the NBCOT website. You need to request an official transcript to be mailed to the following address: NBCOT, Attn: Transcript Processing, **NBCOT, Inc. One Bank Street, Suite 300 Gaithersburg, MD 20878.** Please pay attention to the dates after graduation when the degree will be conferred to avoid ordering more than one transcript.

If you want to take the exam before the transcript is ready, if available, you need to get an Academic Credential Verification Form (ACVF) that the program director signs electronically. Go to the NBCOT website and click on "Apply" under the student tab:

<https://www.nbcot.org/en/Students/get-certified#Eligibility>

<p>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 the providing a surface view of what is involved. You must contact the NBCOT and the licensing board for specific and more detailed information.</p>
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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 visit their website: <https://www.ptot.texas.gov/page/ot-application>

You must hold a current Texas license to practice occupational therapy in any way, to represent yourself as an occupational therapist or occupational therapy assistant or consult as an occupational therapist. You must obtain a license before you begin working (ECPTOTE, 2020).

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 application packet they send on request, you also need to submit to them the Confirmation of Examination Registration and Eligibility to Examine Notice from NBCOT. In a recent phone call, TBOTE stated that letters from the department would not be honored for the purpose of confirming award of the MOT. A passing score on an “open text” jurisprudence exam must be presented to the board before your 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**

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.

PROFESSIONAL/REGULATORY ORGANIZATIONS OF OCCUPATIONAL THERAPY

ACOTE 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.

AOTA 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. An application for membership may be obtained from AOTA 1-800-729-2682.

NBCOT 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.

TBOTE 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.

TOTA 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 conference called the Mountain Central Conference. There is an annual membership fee. Student members are eligible for scholarships and student loans. An application for membership is attached to this handbook.

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. The district meetings are held quarterly and provide a local network for therapists. Membership is based on payment of TOTA membership dues.

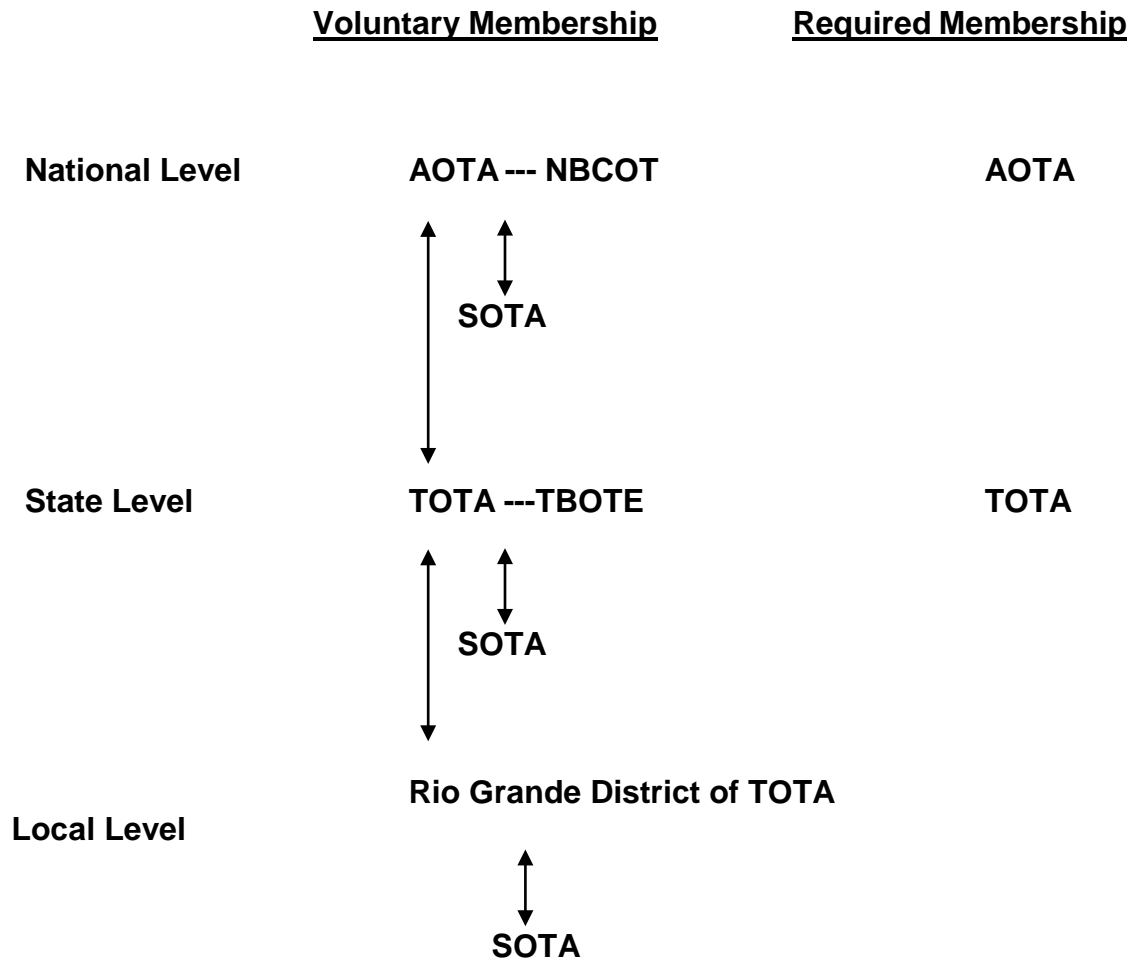
Student Occupational Therapy Association (SOTA)

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.

ORGANIZATIONAL FLOW CHART



The Accreditation Council for Occupational Therapy Education (ACOTE)

The UTEP Master of Occupational Therapy (MOT) Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE): www.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)

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 20% 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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy
Department

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 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/index.html>

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: www.utep.edu

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

Chic-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 oiip@utep.edu, or at <http://studentaffairs.utep.edu/oiip>.

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.

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 kids 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/index.html>

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: <http://www.utepspecialevents.com/>

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://events.utep.edu/university_bookstore#.XTEOgOtKjBQ

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/index.html>

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.

The University of Texas at El Paso
College of Health Sciences
Occupational Therapy Program

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.

THE UNIVERSITY OF TEXAS AT EL PASO
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. Hand in 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 University of Texas at El Paso
College of Health Sciences
Occupational Therapy Program

**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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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.** A more comprehensive form is the Professional Development Review form below. 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.

**UNIVERSITY OF TEXAS AT EL PASO
PROGRAMS IN OCCUPATIONAL THERAPY
PROFESSIONAL DEVELOPMENT-REVIEW FORM**

HONESTY/INTEGRITY

Behavioral Descriptors:

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:

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

ABILITY TO WORK AS TEAM MEMBER

Behavioral Descriptors:

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:

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

INITIATIVE/MOTIVATION

Behavioral Descriptors:

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:**

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:**

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:**

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:**

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:**

Conduct on and 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 of students, faculty, staff, university and colleagues; and not violate any confidentiality.
Ethical and legal considerations are in place at all times.

College of Health Sciences
Occupational Therapy Program

Policy on OT Service and Professional Development Hours

UTEP MOT 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 6 semesters in the Program – or an average of 4 hours per semester. The purpose of this requirement is to instill a spirit of service and expose every OT 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.

1. 8 hours must be related to service to the UTEP MOT Program (including its related activities with the College of Health Sciences and the University)
2. 8 hours must be related to professional development and/or service to the profession
3. 8 hours must be related to service to the local El Paso community (must be OT related)

Eligible activities:

1. Attendance at local continuing education offering within the OT community
2. Attendance to AOTA or TOTA annual conference
3. Volunteer work at a location where traditional or non-traditional OT services could potentially be provided (consult with your academic advisor prior)

Ineligible activities:

1. Service Learning (SL) required for a course
2. Attending continuing education courses not related to the OT profession
3. Attending support groups
4. Paid work
5. Community, sporting or fundraising events such participating in marathons
6. Any service activity not related to OT

More details on this policy, examples of service activities, as well as the necessary documentation forms can be found in Appendix (p. 101). If you have questions about whether certain types of services/activities can be counted as OT service and professional development hours, please consult your academic advisor.

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

*NOTE: Must meet a minimum of **24 hours** by April 1st, during the final semester of didactic coursework in order to enroll into OT 5640 and OT 5641 Fieldwork II rotation 1 and 2.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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 coordinator 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. Any OT course in which a student makes less than a "B" results in the student being withdrawn from the program (or "C" in a DRSC course); therefore, timely intervention is necessary to improve low grades.
5. The faculty advisor will document the counseling meetings on a student academic counseling log kept in the advisor's student files and signed by both student and advisor (Instructor/Advisor Meeting Log).
6. The advisor may recommend that the student also meet with the instructor in whose course the low grade was received, in order 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 Evaluation process. All faculty members document professional behavior and deficits using the PDE 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, are addressed through immediate intervention and counseling. 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 on the Student Consultation Form, 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 faculty 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

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

**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 should:

1. Identify the source of the ambiguity in the question and,
2. 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 lead professor 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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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

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.

- Meet directly with the faculty member who issued the grade and discuss your concern.
- If you are unable to resolve the difference you 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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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, BEFORE the start of the class time.**

Students are expected to attend all scheduled classroom, laboratory, and learning sessions as noted on individual course syllabi. If a student is absent 3 or more hours of any single course, the student can be considered for failure of the course and possible dismissal from the program.

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.

University of Texas at El Paso

College of Health Sciences
Occupational Therapy Department

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.

Part-time participation in the program is not permitted. Permission may be granted for a student to take a medical leave from the program for extenuating circumstances. Such a leave would require complete withdrawal from all courses in the OT program until such a time as the student is able to return to the program on a full-time basis.

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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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 MOT 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 MOT 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.

a. Definitions

1.4.1 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.

1.4.2 Sexual Harassment

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

- 1.4** 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.

1.4.3 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 or 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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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:

- * 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. 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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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 Evaluation.

- 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 two inches above the knee. 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.
- Shoes should be well-fitting, in good repair, and neat in appearance. High heels, platforms, and flip flops are unacceptable. 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.
- Extremes and "fads" in dress and jewelry are unacceptable. Tattoos and body adornments are not to be visible at any time, except for conservative, non-dangling earrings.
- Fingernails should be kept clean with filed, smooth edges. Long nails are not appropriate in most settings. Brightly colored, flashy nail polish is unacceptable.
- Hats and sunglasses in the classroom are inappropriate.
- 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 for men; dresses, skirts, dress slacks and conservative blouses for women.

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: Clinic, 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 worn at all times 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 slacks that may reveal undergarments 	<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 activities • Leather or leather-like pants or skirts 	<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.
3. **Jewelry, body piercing, tattoos:** Extremes and “fads” in dress and jewelry are unacceptable. NO VISIBLE tattoos or unusual piercings (ie 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.

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

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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 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.**

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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 is not permitted in any of the classrooms:
 - Food
 - Drinks
 - Social activities of any kind
 - Loud noise
- 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 studying or eating is not permitted
- Any materials left behind in classrooms will be disposed of
- 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. 7269 and of audiovisual equipment, projection screens, etc., to the Independent Learning Center, Ext. 7112
- Classrooms are scheduled through program Administrative Assistant

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

LOCKER POLICY

There are 30 lockers (more in woman's locker room and some in the men's locker room) for use by MOT students. First year (MOT-1) students will have the priority for these lockers because they take the anatomy course (store scrubs, gear, need to shower, etc.). After MOT-1 students sign up for them, the remaining lockers will be made available via an email announcement to the MOT-2 students. MOT-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 the student will be charged a \$50.00 fine. Lockers will be reassigned each year at the start of the summer semester.

Media Lab/Wood Shop Safety Instructions

The document will be given to students enrolled in OT 5301 and/or OT 5302.

Cadaver Lab Policies & Procedures
University of Texas at El Paso
College of Health Sciences
Department of Rehabilitation Sciences

CONDUCT AND SAFETY IN THE CADAVER LABORATORY

Established 10/19/01

Definition: The rules are for student conduct and safety in the cadaver lab.

Purpose: The rules will let the students know how they are expected to act and to promote safety in the lab

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. When raising or lowering cadavers, grasp the handles firmly and raise or lower them slowly to avoid splashing.
4. Upon raising a cadaver, be sure the safety latch is engaged over the handles before you release the handle.
5. 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 purposes.
6. 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.
7. Behavior in the lab need not be somber but it should be dignified.
8. Wear protective eyewear, and latex gloves to prevent injury. (Masks are optional)

The following are not permitted in the lab:

1. Food or drink
2. iPods, MP3s, etc
3. Visitor's without the instructor's permission
4. Removal of any human material, gold fillings, or prosthetics from the lab. Any such removal is grave robbing and punishable by law
5. Cameras (or any photo-capable device ie cell phones)

First Aid

- Chemical splashes:
 1. If in eyes, use eyewash (yellow capped sprayer at sink) for 15 minutes. Ask a classmate or instructor to time you.
 2. If on skin such as forearm, run water over area at sink for 15 minutes (or less if minor irritation and no open wounds)
 3. If large part of your body is involved, stand over drain under emergency shower and pull down on handle. It will automatically run for 15 minutes and shut itself off.
 4. Fill out an incident/injury report.

- Cuts and nicks from instruments or rough edges of bones:
 - Immediately take off your gloves while walking to 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 band-aid. Do not dissect for the remainder of the class.
 - Fill out an incident report.
 - 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.
 - All material needed to care for a small injury and incident/injury reports are kept in an overhead glass fronted cabinet in the dissection lab. The cabinet is labeled "First Aid".

- Higher level of aid but not emergency
 - (a) Call university police at 747-5611. The police will take the injured person to the appropriate facility and bring all required forms.
 - (b) Fill out incident/injury report

- Emergency aid
 - If emergency assistance is needed, call 911 for ambulance, then call the university police at 747-5611 to report the occurrence.
 - Fill out incident/injury report

Evaluation: The anatomist in charge of the class will review the policy annually via student and faculty feedback as well as evaluation of any injuries or violations that have occurred.

First Aid Contents:

- Dial Antibacterial/germicidal soap (60-second scrub)
- Hydrogen peroxide (pour over cut after rinsing)
- Alcohol pads (sterilization)
- Band-aids (apply over cut)
- Gauze/tape (immediate care for large cuts)
- Incident/injury Report Forms (fill one out)

University of Texas at El Paso

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 3th 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 Ext 5611, Environmental Health & Safety Department Ext 7124, or the Dean's Office Ext 7201.

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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.

<http://sa.utep.edu/campuscarry/>

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

<http://sa.utep.edu/campuscarry/exclusion-zones/>

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

CLINICAL EDUCATION

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

STUDENT CONSENT

MEMORANDUM OF UNDERSTANDING

(Student consent)

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 Student

Signature of Department Chair

Date _____

Date _____

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

Level I Fieldwork/Preceptorship
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)

LEVEL I EVALUATION

Student: _____ Dates: _____

Clinical Site: _____ Hours completed (40 hours are required): _____

Clinical Educator: _____ Other Contributors: _____

	Yes	No	Comments	
1) Student understands how psychological and social factors influence engagement in occupation for population at this setting (C.1.3.)	<input type="checkbox"/>	<input type="checkbox"/>		
2) Demonstrates respect for others	Yes	No	N/A	Comments
Arrives punctually, attends regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dresses appropriately for site and maintains appropriate hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tolerates individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tactfully and appropriately expresses disagreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Listens to the opinions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behavior & speech are consistent with OT Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL SECTION SCORE (YES/TOTAL ANS)				
3) Assumes responsibility for own actions	Yes	No	N/A	Comments
Takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strives to increase personal competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meets deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Seeks help as needed in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses body posture and affect that communicates interest or engaged attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates safety awareness during all patient/client interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Consistently complies with site's policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepts constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL SECTION SCORE (YES/TOTAL ANS)				

4) Demonstrates the ability to problem-solve	Yes	No	N/A	Comments
Asks relevant questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Formulates possible courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explains rationale for decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL SECTION SCORE (YES/TOTAL ANS)				
5) Demonstrates the ability to be flexible	Yes	No	Not Required	Comments
Modifies plan to accommodate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Handles changes without excessive stress or irritation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL SECTION SCORE (YES/TOTAL ANS)				
6) Demonstrates professional behaviors	Yes	No	Not Required	Comments
Exhibits confident tone/body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Avoids excessive/unreasonable complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses appropriate verbal and nonverbal communication with faculty, peers, clients and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains confidentiality and adheres to HIPAA protocol in all conversations with and in reference to patients/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepts appropriate limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reports problems to suitable person as appropriate; follows "chain of authority"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL SECTION SCORE (YES/TOTAL ANS)				
TOTAL SCORE				

GENERAL AND SPECIFIC 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. Adhere to AOTA Code of Ethics, state laws governing occupational therapy practice, and the fieldwork site’s policies and procedures.
2. Adhere to and utilize safety precautions and regulations, using sound safety judgment in all patient care situations.

Basic Tenets of Occupational Therapy Practice

Given information learned from academic coursework, fieldwork educators and supervisors at the fieldwork site, the student will:

1. Articulate the values and beliefs of the occupational therapy profession, and clearly and confidently articulate the value of occupation.

2. Communicate the role and function of the occupational therapist and occupational therapy assistant to clients, colleagues, etc. in the fieldwork setting.
3. Collaborate with “client, family, and significant others throughout the occupational therapy process” (AOTA, 2002, p. 3).
4. Articulate theories and frames of reference guiding clinical reasoning and treatment implementation.

Evaluation and Screening

Given information learned from academic coursework, and an orientation to data gathering procedures and assessment techniques used in the fieldwork setting, the student will:

1. Utilize evaluation procedures and methods according to guidelines and standards of the setting.
2. Collect and compile relevant data from client records, client, family, significant others and other service providers.
3. Analyze pertinent physical, emotional, social and environmental contexts that affect the assigned client’s occupations.
4. Select and administer a variety of appropriate assessment methods including observation of occupational performance while considering the client’s priorities, context(s), theories, and evidence-based practice.
5. Interpret evaluation results to determine an occupational profile, and establish treatment priorities and goals using the client’s occupational performance strengths and address challenges.
6. Document evaluations results in accordance with facility regulations and third-party reimbursement systems, demonstrating “objective assessment of the client’s occupational performance” (AOTA, 2002, p.4).

Intervention

Given an orientation to treatment philosophies, methods, available treatment options, information learned in academic coursework, and an assigned client caseload, the student will:

1. Utilize interventions informed by evidence, such as “published research and other relevant resources to make informed decisions” (AOTA, 2002, p. 4).
2. Initiate and implement treatment plans, selecting relevant therapeutic occupations that are client-centered and occupation-based, to encourage optimal occupational performance and facilitate achievement of treatment goals.
3. Modify task approach, occupations, and context, updating and modifying intervention based on client’s progress and occupational needs.
4. Terminate treatment collaborating with clients, families, associated agencies or services for continuity of care as needed.
5. Document client’s response to treatment in compliance with third party reimbursement systems in a manner that reflects progress and demonstrates continuing need for services.

Psychosocial

Given information learned from academic coursework, fieldwork educators and supervisors at the fieldwork site, the student will:

1. Collect and compile relevant psychosocial data from client records, client, family, significant others and other service providers.
2. Analyze pertinent psychosocial, physical, emotional, social and environmental contexts that affect the assigned client’s occupations.

3. Initiate and implement treatment plans, selecting relevant therapeutic occupations that are client-centered and occupation-based, to encourage psychosocial health, optimal occupational performance, and facilitate achievement of treatment goals.

Management of Occupational Therapy Services

Given information learned from academic coursework, and opportunities to contribute to the administrative functioning of the organization, the student will:

1. Collaborate with and assign appropriate tasks to occupational therapy assistants and aides.
2. Understand costs and funding relative to occupational therapy services at the practice site (i.e., billing procedures, scheduling, etc.)
3. Utilize administrative processes and managerial roles effectively and responsibly, respecting lines of authority.
4. Meet deadlines and “produce the volume of work required within an expected timeframe” (AOTA, 2002, p. 5).

Communication

Given the clinical standards and procedures for verbal and written communication, the student will:

1. Use effective interpersonal skills to communicate pertinent information to clients and family members.
2. Discuss progress with clients, families, significant others and service providers in language that is appropriate to the recipient of the information.
3. Produce written communication that is “legible, using proper spelling, punctuation, grammar” (AOTA, 2002, p. 6), and terminology.
4. Prepare oral and written reports with appropriate documentation according to the requirements of the facility and professional standards.

Professional Behaviors

Given the value and importance of the supervisory relationship in the learning experience, and the standards for professional behaviors, the student will:

1. Collaborate with supervisor(s), assuming an attitude toward the supervisory relationship conducive to learning, communication, and mutual respect.
2. Respond to feedback in a constructive and professional manner.
3. Modify behavior in response to supervision, incorporating feedback into future behavior.
4. Constructively share concerns and feelings regarding experience with supervisor/instructor
5. Initiate utilization of available resources in the fieldwork setting, “seeking out learning experiences and interactions with supervising therapist and others” (AOTA, 2002, p. 6).
6. Demonstrate consistent work behaviors including punctuality, time management, task completion, and work site maintenance.
7. Demonstrate respect for diversity, including but not limited to “socio-cultural, socioeconomic, spiritual, and lifestyle choices” (AOTA, 2002, p. 6).

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University of Texas at El Paso
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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 MOT 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 MOT 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 MOT Program are required to work with the College of Health Science Compliance office to maintain Occupational Therapy Compliance requirements.

REGULATIONS RELATING TO FIELDWORK EXPERIENCES

1. The Board of Regents of The University of Texas System allows students to complete fieldwork experiences only at centers that have an Institutional Agreement with the university. The negotiation process for this legal document takes from six months to one year.

2. **Each student is required to participate in 24 weeks of full-time Level II fieldwork experiences (ACOTE C.1.10.). This is broken down into 2 rotations of 12 weeks each.** All experiences must be at a center 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 registered occupational therapist, which has a minimum of one year's experience.**

a. All fieldwork requirements must be completed **within 24 months** after completion of the didactic course work.

i. Students have the opportunity to **make up 1 fieldwork rotation** if one is failed requiring students to pass 2 out of 3 fieldwork rotations. **Students may not be able to participate in commencement or hooding ceremonies until all fieldwork experiences have been passed.**

b. Students **may not** do more than one fieldwork experience at any one facility 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.

3. 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 will usually occur in the 3rd year between the months of June through December. 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.

4. **Students will need 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.

5. **Students are not to arrange fieldwork placements directly with a center.**

6. Once fieldwork selections and assignments have been made, all unused reservations are released so that centers can make those training spaces available to other OT programs.

7. Only in unusual circumstances may a student request a fieldwork reassignment. This request must be in writing to the AFWC and must give specific reasons as to why the request is being made. A faculty committee will review the request, and the student will be notified of the decision. If the request is granted, the curriculum does not guarantee that a new fieldwork assignment can be located in the same time period. The student can anticipate that the granted request will delay the student's graduation date.

8. 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:

- a. The center has notified the school that due to staff or program changes they are not able to provide the training.
- b. The center no longer has a person available who is qualified to supervise an occupational therapy student.
- c. The center or the university has cancelled the Fieldwork Institutional Agreement.
- d. A known relationship with the site and/or FWE and a student is acknowledged/ perceived.
- e. 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.

9. **Students are expected to observe the same working hours and holiday schedule as the staff of the fieldwork center.**

10. **The starting and stopping 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 center about any changes to their fieldwork schedule. The school must ensure that the student has completed the minimal number of working days required by the Accredited Educational Program for the Occupational Therapist which qualifies a student to sit for the Certification Examination for Occupational Therapists, Registered.

11. **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.**

12. In order to successfully complete all Fieldwork II requirements, students must attend assigned clinical experience for a minimum total of 24 weeks and a minimum of 960 hours.

13. If a student must take time off of FW II for any reason, the time missed must be made up.

14. Fieldwork experiences must be satisfactorily completed prior to the awarding of the degree.

15. Some centers 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.

16. Fieldwork(FW) is broken down into the following:

- Summer II- FW I – 1 week and 40 hours
- Summer III-FW II rotation A, 12 weeks and 480 hours
- Fall III-FW II rotation B, 12 weeks and 480 hours

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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.

a. Drug Screening and Background Check

- a. 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.
- b. The Drug Screen and Background check can be ordered through the UTEP College of Health Sciences Compliance Office.
 - i. Criminal Background Check and Drug Screen must be done through this link, <https://scholar.verifiedcredentials.com/utep>.

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

- a. 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.

2. Community Wide Orientation

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

3. 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.

4. Tdap (Required every 10 years)
5. Varicella TITER ONLY (bloodwork and not immunization) (Chickenpox, Immunity IgG)
 - 5.4. If Varicella titer is not positive, will require 2 doses of Booster a month apart.
6. MMR (Measles(Rubeola), Mumps, and Rubella) TITERS ONLY (bloodwork) (Immunity IgG)
 - 6.4. If one of the MMR titers is not positive, will require 2 doses of Booster a month apart.
7. Hepatitis B - Documentation of 3 doses and a HBsAb (Hepatitis B Surface Antibody) TITER (bloodwork)
 - 7.4. If Hepatitis B titer is not positive, will require a 2nd series of 3 vaccines followed by a 2nd HBsAb TITER.
8. Influenza Vaccine (Required every Fall semester until March 31st of the following year)
 - 8.4. Date when it was received, Manufacturer, Trade Name, Lot #, Expiration Date, and Injection site must be included in the documentation

(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>

UTEP-CHS Clinical Compliance Coordinator
Phone: 915-747-7225 / frlantican@utep.edu

UTEP Student Health Center
Phone: (915)747-5624

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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 even 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 MOT 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 MOT 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 form the 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.
2. 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 will 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.
3. If the student continues the fieldwork experience, the final evaluation is scored, and the earned grade is recorded on the transcript.
4. 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.
5. **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 arenas 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. It is clear that 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 at <http://chs.utep.edu/ot> under the “Links and Resources” tab.

Occupational Therapy Code of Ethics(2015)

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b). 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 outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

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

The Occupational Therapy Code of Ethics (2015) can be found online at <http://chs.utep.edu/ot> under the “Links and Resources” tab.

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 so as 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

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

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: _____

University of Texas at El Paso
College of Health Sciences
Occupational Therapy Department

STUDENT CONSENT

MEMORANDUM OF UNDERSTANDING

(Student consent)

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 Department Chair

Signature of Student

Date

Date

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

THE UNIVERSITY OF TEXAS AT EL PASO
PHOTOGRAPHIC CONSENT AND RELEASE FORM /
FORMATO DE CONSENTIMIENTO Y LIBERACIÓN

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

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

- | | |
|---|---|
| 1. Record my likeness and voice on a video, audio, photographic, digital, electronic or, any other medium. | a) Grabar mi imagen y voz en video, audio, fotografía, medio digital, electrónico o cualquier otro medio. |
| 2. Use my name in connection with these recordings. | b) Utilizar mi nombre con relación a dicha grabación. |
| 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. | 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: _____

Date: _____

Parent/Guardian Signature (if under 18):

Signature: _____

Date: _____

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*)

**UNIVERSITY OF TEXAS AT EL PASO PROGRAMS IN OCCUPATIONAL THERAPY
PROFESSIONAL DEVELOPMENT REPORT**

STUDENT: _____ SEMESTER/YEAR: _____

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.

HONESTY/INTEGRITY	COMMENTS
Behavioral Descriptors: 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	COMMENTS
Behavioral Descriptors: 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	
ABILITY TO WORK AS TEAM MEMBER	COMMENTS
Behavioral Descriptors: 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	COMMENTS
Behavioral Descriptors: Actively participates in discussions Initiates thoughtful/relevant questions Communicates ideas and options clearly and concisely Attends to class agenda	

INITIATIVE/MOTIVATION Behavioral Descriptors: Independently seeks out learning experiences Takes initiative to direct own learning Assumes responsibility for learning Uses adequate and appropriate resources to achieve goal	COMMENTS
DEPENDABILITY/RESPONSIBILITY Behavioral Descriptors: 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	COMMENTS
JUDGMENT Behavioral Descriptors: 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	COMMENTS

 Signature of Student
 Acknowledging Receipt of Copy

 Signature of Faculty Member
 Completing Form

 Signature of Faculty Advisor

 Date

**UNIVERSITY OF TEXAS AT EL PASO
PROGRAMS IN OCCUPATIONAL THERAPY
PROFESSIONAL DEVELOPMENT REPORT-ADVISING**

STUDENT: _____

This form is used by faculty to assess student progress towards the development of professional skills as an occupational therapist. The following ratings reflect faculty assessment of student attributes. Completion of the form is based on observations of behavior as a student and a novice professional in all context.

	FALL ____		SPR ____		FALL ____		SPR ____	
S=Satisfactory / UN= Unsatisfactory	S	UN	S	UN	S	UN	S	UN
HONESTY/INTEGRITY								
RESPONSE TO FEEDBACK/ SUPERVISION								
ABILITY TO WORK AS TEAM MEMBER								
COMMUNICATION								
INITIATIVE/ MOTIVATION								
DEPENDABILITY/ RESPONSIBILITY								
JUDGMENT								
ORGANIZATIONAL ABILITY								
PROFESSIONAL PRESENTATION								
PROFESSIONALISM								

**UNIVERSITY OF TEXAS AT EL PASO
PROGRAMS IN OCCUPATIONAL THERAPY
PROFESSIONAL DEVELOPMENT REPORT**

STUDENT: _____

STUDENT COMMENTS: If you wish to respond in writing, please submit a signed response that will be attached to this form.

FALL _____	DATE: _____
ACTION TO BE TAKEN:	
COMMENTS:	
_____ Signature of Student Acknowledging Receipt of Copy	_____ Signature of Faculty Member Completing Form and/or Advisor

SPRING _____	DATE: _____
ACTION TO BE TAKEN:	
COMMENTS:	
_____ Signature of Student Acknowledging Receipt of Copy	_____ Signature of Faculty Member Completing Form and/or Advisor

OT SERVICE AND PROFESSIONAL DEVELOPMENT HOURS

UTEP MOT 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 6 semesters in the Program – or an average of 4 hours per semester. 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. Failure to complete these hours will have a negative impact of the course grade for OT 5343.

- ii. 8 hours must be related to service to the UTEP MOT 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 UTEP MOT 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 MOT 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. Help clean-up of the Anatomy Lab at the end of the semester
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

PROFESSIONAL DEVELOPMENT & SERVICE TO THE PROFESSION

1. 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
2. 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

SERVICE TO THE 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 o

3. Examples of eligible activities:
 - a. Volunteering to assist with a fun run 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
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 in San Antonio, TX

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

5. Any activity already required in a course (eg, service-learning hours in OT 5314, OT 5424, etc.) or for which a student received extra credit in a course (eg, extra credit for attending a special event asked by the professor)
6. Any activity not approved by the student's academic advisor, and/or for which the student lacks documentation of attendance o It is recommended that students obtain pre-approval from their academic advisors to clarify eligible activities

NOTE:

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

Procedure for Documentation:

9. 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**
10. Each student is responsible for documenting his/her hours during regular advising meetings with his/her Academic Advisor on the **Master Record of Service and Professional Development Hours**.
 - 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

DOCUMENTATION OF SERVICE AND PROFESSIONAL DEVELOPMENT FORM

Student's name: _____

Name of activity: _____

Location of activity: _____

Date of activity: _____

Clock hours of activity: _____ (eg, 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: _____

MASTER RECORD OF SERVICE AND PROFESSIONAL DEVELOPMENT HOURS

Student's name: _____

Advisor's name: _____

Date of Activity	Title of Activity	Total Hours of Activity	Student's Initials	Advisor's Initials	Cumulative Hours*
SERVICE TO UTEP MOT PROGRAM – Minimum of 8 hours					
PROFESSIONAL DEVELOPMENT & SERVICE TO THE PROFESSION - Minimum of 8 hours					
SERVICE TO THE LOCAL EL PASO REGION - Minimum of 8 hours					

*NOTE: Must meet a minimum of **24 hours** by April 1st, during the final semester of didactic coursework in order to enroll into OT 5640 and OT 5641 Fieldwork II rotation 1 and 2.