



MIDWESTERN UNIVERSITY
College of Health Sciences

OCCUPATIONAL THERAPY
PROGRAM MANUAL
Arizona

2025 - 2026

**Midwestern University
Occupational Therapy Program**

PROGRAM MANUAL

This manual is published for the convenience of students at Midwestern University (MWU). It is intended to be effective as of June 1, 2025. Midwestern University reserves the right to make changes in any or all specifications contained herein and to apply such revision to registered and accepted students as well as to new admissions. No contractual rights between Midwestern University and any student are intended, and none may be deemed to be created by issuance of this manual.

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Table of Contents

Purpose of the Program Manual..... 1

Foreword..... 1

 Occupational Therapy Program Mission 1

 Occupational Therapy Program Philosophy 1

 Occupational Therapy Program Philosophy of Education 2

 AOTA’s Vision 2030..... 3

 Midwestern University Occupational Therapy Program Curriculum Design 3

Policies and Procedures 5

 Accreditation Council for Occupational Therapy Education (ACOTE) 5

 Academic Misconduct 5

 Advisement..... 5

 Americans with Disabilities Act 7

 APA Manuscript Format 7

 Attendance 7

 Cardiopulmonary Resuscitation (CPR)..... 8

 Classroom Supplies..... 8

 Complaints..... 8

 Contact Information 8

 Counseling 9

 Criminal Background Checks 9

 Dress Code..... 9

 Drug Policy..... 10

 Email and Electronic Communication..... 10

 Essential Skills and Abilities 10

 Ethics (Also see Personal and Professional Responsibilities and Academic Misconduct)..... 13

 Evaluation of Courses and Instructors..... 13

 Examinations 13

 Facility Use..... 14

 Faculty Office Hours 14

 Felony Related Charges/Convictions 14

 Fieldwork Policies, Requirements, and Guidelines..... 14

 Fingerprint Clearance Card..... 15

 Grading Policies 15

 Health and Safety 15

HIPAA and Patient Confidentiality.....	16
Immunizations and Health.....	17
Laboratory Experiences	17
Liability Insurance	17
Microsoft Compatibility.....	17
Personal and Professional Responsibilities	17
Phone Use.....	18
Pregnancy	18
Professional Organizations/Memberships	18
Smoking	18
Student Records	19
Transportation	19
Tutoring	19

Purpose of the Program Manual

This manual is intended to acquaint occupational therapy students, faculty and staff with the policies and procedures of Midwestern University's professional entry level Master of Occupational Therapy (MOT) degree program. This manual is to be used in conjunction with the **Midwestern University Student Handbook** located at <https://online.midwestern.edu/auth/login.cgi>. Additions, deletions and other revisions will be made as deemed necessary by the Occupational Therapy Program and may be made without advance notice. Efforts will be made to notify students and distribute changes in a timely manner. Questions regarding this document should be brought to the attention of the Program Director.

Foreword

The Occupational Therapy Program is committed to providing an educational program that both challenges and enhances a student's ability to learn, and which facilitates the realization of AOTA's Philosophical Base of Occupational Therapy (2017) and its Philosophical of Occupational Therapy Education (2018), and Vision 2025. The Mission of the Occupational Therapy Program is achieved through a curriculum that is of the highest standards and taught by experienced faculty, guiding students on their professional journey leading to entry into the field of occupational therapy.

Occupational Therapy Program Mission

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists who will meet the occupational needs of individuals and communities through occupation-based, compassionate, and evidence-based practice. The Program is committed to cultivating a diverse workforce that supports the needs of all populations.

Occupational Therapy Program Philosophy

Consistent with the AOTA Philosophical Base of Occupational Therapy (2017), the Occupational Therapy Program at Midwestern University – Arizona embraces three philosophical tenets that guide its curriculum design:

- **Occupation-Focused Practice**
The Program believes that human beings are occupational in their intention and action, and the quality and substance of each life garners meaning through the enactment of purposeful occupations performed within relevant social, physical, cultural, personal, temporal and virtual contexts. Occupations are expressions of oneself in the world: one's values, beliefs, and goals are given expression through occupation as the self-chosen activities one needs and wants to do. As such, occupation gives form and substance to each life and defines who one is through the doing of occupational performances. The dynamic characteristics of meaning and purpose distinguish occupation from random, incidental, constrained or coerced activity. In this way, occupation interconnects doing, being, and becoming within each person in the composition of his or her own life.
- **Client-Centered Practice**
As occupation and occupational performance are inherently personal and individualized, the Program places emphasis on the client-centered approach for professional practice. As reflected in our mission, the Program educates occupational therapists who are responsive in meeting the occupational needs of individuals and communities. We believe that client centered practice is focused on intentional, therapeutic relationships which demonstrate the therapist's value for the client's knowledge and experience, capacity for choice and autonomy, and unique strengths.

Therefore, client-centered practice represents an ethical stance by which occupational therapists enable occupational performance, promote occupational justice and utilize critical and ethical reasoning in practice.

- **Professional Praxis**

Professional praxis is how occupation-focused and client-centered practice is realized. Professionalism requires the assimilation of knowledge, skills, values and attitudes into behaviors befitting an occupational therapist, as clearly stated in the ethical values and positions reflected in the AOTA Occupational Therapy Code of Ethics (2020). Praxis involves the conceptualization and process by which the professional skills, values, and behaviors are embodied. Professional praxis requires facility in communication, the consistent use of evidence-based and science-driven knowledge, and the strength derived from ethical and compassionate practice woven throughout the Program.

Occupational Therapy Program Philosophy of Education

Consistent with the AOTA Philosophy of Occupational Therapy Education (2018), the Occupational Therapy Program at Midwestern University – Arizona embraces the following philosophical principles:

Consistent with the tenets of occupation-focused, client-centered and professional praxis as stated in the professional philosophy, the Program strives to develop in its students the actualization of these values and perspectives as guided by three educational philosophical tenets: critical and ethical reasoning, active engagement, and the social construction of knowledge. Critical and ethical reasoning refers to the cognitive and moral decision-making processes inherent to professional practice in which students learn how to approach and master complex and often ambiguous clinical and ethical challenges. It subsumes the ability of each student to systematically develop the skills to use, assimilate and evaluate current evidence and assess their own ethical positions within the social and cultural dimensions of clinical contexts.

Critical and ethical reasoning embrace both clinical reasoning and critical thinking, and includes ethical reasoning in which students learn to consider the ramifications of their actions and beliefs on others. The amalgam of critical and ethical reasoning is important to the inherently ethical practice of occupational therapy. Active engagement in one's learning involves the process in which students demonstrate the willingness and intention to participate successfully in their learning and employ increasing facility in critical thinking. Such active engagement transcends the cognitive demands of learning curricular content and includes their engagement in the affective and psychomotor domains as well. Active engagement situates the learner firmly within the physical, affective and social contexts of occupational therapy practice. The social construction of knowledge refers to the perspective that knowledge is sought, created, and organized within the social contexts of the teach-learner interactions in and out of the classroom, and in the therapist-client interactions in clinical and community contexts. The social construction of knowledge is a dynamic process in which the learners take in, assimilate and act on new information or skills within myriad social contexts. The Program embraces the values of student-centered, interactional, and team-based approaches in the students' construction of their knowledge of occupational therapy. The intent of our educational approach is to evoke from our students their "best" through a compassionate dynamic of mentorship, challenge, and guidance. The faculty espouse the belief that the students who choose the Midwestern University Occupational Therapy Program come with lives filled with rich and diverse experiences to which they desire to add direction, meaning and purpose to help others individually and collectively through the practice of occupational therapy.

The philosophical perspectives of the Occupational Therapy Program center on occupation-focused, client-centered, and professional praxis which are conveyed to our students through the processes of critical and ethical reasoning, active engagement, and the social construction of knowledge within occupational therapy. These professional and educational values and perspectives are interwoven and are realized within the context of the Program's curriculum design.

References

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S20>

AOTA's Vision 2030

Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Midwestern University Occupational Therapy Program Curriculum Design

The curriculum design provides the blueprint for the construction and implementation of courses across nine quarters to maximize achievement of these outcomes, and it is actualized within a carefully designed framework that develops graduates with the strong clinical, leadership, team-building, and professional skills, behaviors, and attitudes required for occupational therapy practice.

The organizing framework for the curriculum design follow several guiding principles:

- Vertical curricular threads
- Horizontal curricular threads
- Occupation-focused and client-centered intervention
- Individual and group learning opportunities
- Simulated and authentic learning encounters

The OT Program considers *vertical threads* of its curriculum as the planned sequence of introductory content needed to develop the knowledge required to progress through the curriculum. *Horizontal threads* represent the competencies/outcomes required for occupational therapy practice by repeatedly translating and integrating the introductory content into new contexts and addressing it in ever-greater depth and complexity. For example, the horizontal thread introducing professional reasoning is sequenced early in the curriculum to provide the foundation for the development of reasoning as it is repeatedly layered throughout the courses on adult and pediatric intervention.

The *vertical threads*, listed in the general sequence in which they occur in the construction of the foundational knowledge base, include:

- Foundations for Practice
- Evidence-Based Practice
- Advocacy and Leadership
- Therapeutic Use of Occupations
- Professional Development
- Ethical Practice

Horizontal threads represent the courses that develop these important competencies/outcomes required for occupational therapy practice.

Vertical Curricular Threads	Horizontal Curricular Threads / Courses Q1, Y1	Horizontal Curricular Threads / Courses Q2, Y1	Horizontal Curricular Threads / Courses Q3, Y1	Horizontal Curricular Threads / Courses Q4, Y1	Horizontal Curricular Threads / Courses Q1, Y2	Horizontal Curricular Threads / Courses Q2, Y2
Foundations for Practice	<ul style="list-style-type: none"> Anatomy Analysis of Movement Introduction to Occupational Therapy Activity Analysis Interprofessional Healthcare 	<ul style="list-style-type: none"> Neuroscience Occupational Therapy Process Cognition and Perception Interprofessional Healthcare 	<ul style="list-style-type: none"> Biomechanics 	<ul style="list-style-type: none"> Group Dynamics 		
Evidence-Based Practice			<ul style="list-style-type: none"> Evidence-Based Practice I 	<ul style="list-style-type: none"> Evidence-Based Practice II 	<ul style="list-style-type: none"> Evidence-Based Practice III Population Health & Emerging Practice 	<ul style="list-style-type: none"> Evidence-Based Practice IV
Advocacy and Leadership					<ul style="list-style-type: none"> Population Health & Emerging Practice Assistive Technology 	<ul style="list-style-type: none"> Professional Development
Therapeutic Use of Occupations	<ul style="list-style-type: none"> Activity Analysis 	<ul style="list-style-type: none"> Psychosocial Practice I 	<ul style="list-style-type: none"> Neurorehabilitation Childhood Occupations 	<ul style="list-style-type: none"> Psychosocial Practice II Group Dynamics Orthotics & Physical Agents Aging 	<ul style="list-style-type: none"> Pediatrics I Therapeutic Reasoning 	<ul style="list-style-type: none"> Pediatrics II Upper Extremity Rehabilitation
Professional Development	<ul style="list-style-type: none"> Intentional Relationships 	<ul style="list-style-type: none"> Fieldwork Foundations 	<ul style="list-style-type: none"> Principles of Teaching & Learning 	<ul style="list-style-type: none"> Professional Writing 		<ul style="list-style-type: none"> Professional Development
Ethical Practice	<ul style="list-style-type: none"> Occupational Therapy Foundations Intentional Relationships 		<ul style="list-style-type: none"> Evidence-Based Practice I 		<ul style="list-style-type: none"> Therapeutic Reasoning 	<ul style="list-style-type: none"> Professional Development

Policies and Procedures

Accreditation Council for Occupational Therapy Education (ACOTE)

ACOTE provides educational standards (hereafter called Standards) to ensure the quality of accredited occupational therapy educational programs. The Standards constitute the minimum requirements to which an accredited program is accountable. The extent to which a program complies with these Standards determines its accreditation status. A copy of the ACOTE Standards document is available in the Occupational Therapy Program office or online at <https://acoteonline.org/accreditation-explained/standards/>.

Academic Misconduct

The following acts are considered to be a violation of acceptable student conduct:

- Cheating: Unauthorized use of a text, notes, or other aids during an exam, copying the work of another student, or obtaining and using a copy of an examination in advance of its administration, gazing at another student's work, talking during an exam, signaling during an exam, neglecting to protect their answer sheet or scrap paper from the view of others, or any other violation as stated in the Testing Center Policy.
- Computer misuse: Disruptive or illegal use of computer resources including the inappropriate transmission of class/examination material via e-mail, texting, or any other form of electronic communication.
- Fabrication: Intentionally falsifying or inventing any information or citation in any academic exercise.
- Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- Forgery, alteration, or misuse of any type of University related document.
- Knowingly furnishing false information to the University.
- Intentional obstruction or disruption of teaching, research, or administrative operational procedures.
- Plagiarism: Presenting as one's own the work of another, including AI (artificial intelligence) generated work, without proper acknowledgment; deceitful practice, utilizing a substitute or acting as a substitute in any academic evaluation, of knowingly permitting one's work to be submitted by another person without the instructor's authorization.
- Unauthorized collaboration: Working together on an exam or any other form of assessment when expressly prohibited from doing so by an instructor.

For additional information regarding procedures for upholding academic integrity, including sanctions for violation of the system, contact the Office of Student Services or the Midwestern University Handbook <https://online.midwestern.edu/auth/login.cgi>.

Advisement

Each student will be assigned a faculty advisor at the program's start. Advisors will meet with students one-on-one each quarter to review their progress in the program, discuss feedback, and address any academic or professional concerns. Students are also encouraged to use the open-door policy to consult faculty members outside of scheduled meetings, ensuring they

have the support they need at every program stage. The Occupational Therapy Program is committed to providing a learning environment based on mutual respect and care, and establishing a working relationship between the advisor and the advisee. This is one step toward meeting this goal.

*It is the responsibility of the **academic advisor** to:*

- 1. Record significant discussions with the student to be placed in the student's file.*
- 2. Explain academic policies, procedures, and curriculum requirements to students.*
- 3. Be available by MS Teams, email, and in person for advisement.*
- 4. Informally assess the student's ongoing psychosocial adjustment and make appropriate referrals to support services as needed.*
- 5. Advisors must be aware that under the Family Educational Rights and Privacy Act of 1974, academic information (grades, GPA, etc.) cannot be shared with the student's parents or other parties without the student's written consent.*

*It is the responsibility of the **student advisee** to:*

- 1. Seek advice/counsel from the academic advisor when academic problems or difficulties are experienced.*
- 2. Participate in the advisor-advisee sessions to communicate academic and professional challenges and successes.*
- 3. Change advisors, if necessary, by discussing the reasons for such a request with either the former advisor or the Program Director. The student shall request a new advisor from the Program Director.*

The Midwestern University MOT Program in Glendale ensures that students receive regular, timely feedback on student progress, professional behaviors, and academic standing. Faculty members are responsible for advising students with their coursework, professional conduct, and fieldwork education and providing mentorship and support to foster student success and professional development. Regular evaluations and feedback are essential components of the program, ensuring students are on track to meet the high standards required for a successful career in occupational therapy. Students are encouraged to actively engage with their faculty advisors and take initiative in addressing any challenges. The success of the advising and evaluation process relies on a collaborative effort between students and faculty to ensure academic, professional, and personal growth.

Student Progress:

Students' academic and clinical performance will be consistently monitored and discussed at monthly faculty meetings, and at the end of every quarter of study, and feedback will be provided throughout the program. This ensures students are on track with their learning and allows for any necessary interventions if progress is not being made. Additionally, evaluations may be conducted outside of the regular quarterly meetings when concerns arise regarding a student's progress, performance, or behavior. This ensures that faculty can provide timely interventions when necessary to support student success. Concerns regarding course performance will be discussed with the appropriate course director and student advisor. A meeting time will be set between the course advisor, faculty, and student. A plan that focuses on improving academic performance will be established; responsibility will be placed on the student to adhere to the recommended plan of action.

Americans with Disabilities Act

Prior to enrollment, students certified their ability to meet the technical standards, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which Midwestern University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that the Occupational Therapy Program will work with students with disabilities to determine whether there are ways to assist the student toward completion of the tasks.

Essential functions for the practice of occupational therapy are listed in this Manual under the category of ***Essential Skills and Abilities***. These standards must be maintained throughout the didactic, experiential, and fieldwork portions of the Occupational Therapy Program. A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential functions, even with reasonable accommodation; that the accommodations needed are not reasonable and would cause undue hardship to the institution; or that performance of essential functions would create a significant risk of harm to the health or safety of others.

Midwestern University is committed to providing equal learning opportunities to students with documented disabilities. Students who need accommodation(s) for a documented disability should contact Student Services to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not provided retroactively. If Student Services has already approved an accommodation(s), the student must work with the course instructor to implement them. More information can be found online in the Disability Policy section of the MWU Student Handbook or by contacting Student Services via email at disability_accommodations@midwestern.edu. Midwestern University encourages every student to access all available resources for support in their programs.

APA Manuscript Format

Students are expected to submit papers and assignments using APA format when indicated in a course syllabus. Students are required to use the most current version of the *Publication Manual of the American Psychological Association* for proper formatting, citations, and use of references in scholarly writing. Additionally, all written assignments should be typed with name, date, and course number provided to ensure accurate grading unless otherwise stated by the faculty member responsible.

Attendance

Midwestern University encourages 100% attendance by students at all course-related sessions, lectures, laboratories, and clinical assignments. Class attendance is mandatory for all students for the first session of each course in each quarter and on the first day of class after scheduled vacations.

Regular and prompt attendance to classes is required and critical professional behavior. Absences from class and tardiness result in missed content that is important not just for each course but also for a student's overall preparation and development of needed competence for fieldwork, certification exam preparation, and future practice. Furthermore, each student is responsible to their classmates to fully participate in educational activities and share unique perspectives and experiences to enrich the learning process.

Instructors are required to note absences and notify the Program Director whenever absences endanger the students' academic standing or ability to meet the requirements of the National Board for

Certification in Occupational Therapy (NBCOT). Frequent absences from classes may result in administrative withdrawal from the class or failure in the course.

Students must notify the course director whenever an absence occurs or is anticipated.

An “excused” absence is one for which the student can provide documentation proving they are/were required to be somewhere else (e.g., bill for emergency auto repair, jury duty paperwork, physician’s note, etc.).

Religious Absences. For information about time off from or rescheduling of school activities for reasonable religious accommodations, see Religious Absences in the College Catalog under Academic Policies (<https://catalog.az.midwestern.edu/academic-policies#religious-accommodations-518>)

In the event that an instructor is unexpectedly absent or late to a class, students will be notified as early as possible by email.

Cardiopulmonary Resuscitation (CPR)

Students are required to maintain CPR certification at BLS level while enrolled in the Program. CPR and First Aid courses are provided for all enrolled students during the second quarter of the OT Program.

Classroom Supplies

The program provides an inventory of equipment, supplies, evaluative and treatment methodologies, and reference materials for student use during the didactic program. When a student requests to use these materials outside of didactic sessions, they must be signed out and returned to an administrative staff member or instructor.

Complaints

The Dean, Program Director, faculty, and staff intend to work with each individual and class to address complaints or concerns. Issues of concern may be brought to the student’s advisor, any faculty member, and/or the Program Director. Students are encouraged to discuss their concerns promptly with the primary responsible party before talking to higher levels of administration. The ability to resolve conflict is an essential professional behavior that must be mastered, and students are expected to present complaints or concerns professionally and to speak only for themselves and not on behalf of other students. Frequently, there are other considerations that the student may not be aware of that may influence a situation. The faculty and administration are committed to making the learning environment one of trust and a mutually satisfying experience. If an issue is not resolved to the satisfaction of the student(s), the Program Director will enlist the assistance of the Dean of the College of Health Sciences. Formal student complaints/grievances should follow the guidelines provided at:

<https://www.midwestern.edu/student-complaints-procedures>

Contact Information

Students are responsible for assuring that the OT Program administrative staff has current emergency contact information including names, phone numbers and e-mail addresses for the respective emergency contact persons. This information will be kept in the OT office and should be updated at the beginning of each quarter or when a change occurs.

Each student is required to immediately notify the Occupational Therapy Program and Office of the Registrar in writing of any address or contact information changes. These changes may be emailed to the OT Program administrative staff who will notify faculty as needed. Students are also encouraged to keep the University informed of current contact information throughout their career.

Counseling

Personal counseling is available to students through the Office of Student Services. More information is provided at <https://www.midwestern.edu/student-experience/student-services/counseling-services/student-counseling-az>. Counseling services are confidential and will not affect your rights or privacy as a student in the Occupational Therapy Program. Student use of counseling services is not disclosed to Program faculty or staff unless a student grants such permission.

Criminal Background Checks

Many healthcare organizations require that all healthcare workers have a criminal background check prior to working for the organization, whether student interns, fieldwork students, or paid employees. Background checks, including fingerprinting, are required by the University on a program-specific schedule. If a clinical site requires specific background information not covered in the university's background check process, students will be required to comply with those requirements, and may be asked to pay for this and provide the results to the OT Program as well as the clinical site.

Dress Code

Professional dress requirements are designed with the clients' and therapists' safety and comfort in mind. A dress code is designed to help assure safety and professional demeanor in the classroom, laboratory, community, and fieldwork experiences. Guidelines for compliance include the following:

- Good personal hygiene includes bathing, shaving, hairstyling, make-up, and no body odor. Facial hair should be shaved or groomed for a professional appearance. Fingernail length should comply with infection control practices and not interfere with dexterity. Use of fragrances is discouraged in consideration of others with respiratory conditions or allergies. Clothing and footwear should always be clean, functional, and modest.
- Dress slacks or jeans should properly fit the body type without holes or disfiguring markings. Pants should not expose undergarments or skin. Jeans are not to be worn for community or fieldwork experiences unless specifically requested by the site.
- Clothing should be properly fitted and suitably pressed. Clothing should not expose mid-drift or cleavage. Exposure of undergarments and very-short shorts are deemed unprofessional. T-shirts and sweatshirts may be worn for classroom and laboratory experiences but are not to be worn for community or fieldwork experiences unless specifically requested by the site.
- Scrubs or athletic clothing may be required for specific laboratory experiences when assigned by the instructor.
- Foot attire may include closed-toe shoes such as dress shoes / athletic shoes or sturdy sandals, clean and in good repair. Flip flops are discouraged as they may pose risks during specific laboratory assignments. Closed-toe shoes are required for community or fieldwork experiences. Students should have appropriate shoes available for changing classroom and laboratory experiences.
- In some cases, tattoos may need to be covered and body piercings may need to be removed during community or fieldwork experiences. For health and safety reasons, only a minimal amount of simple jewelry is permitted.

Individual fieldwork sites may set additional requirements. Identification (ID) badges are required for all community and fieldwork experiences. Students must wear either their MWU ID or name badge or an ID badge provided by the clinical site.

Appearance is paramount to developing professional rapport and positive representation of occupational therapy to our constituents. Students are expected to forego individual tastes and

preferences that do not meet professional standards. Instructors, administrators, or fieldwork supervisors can refuse a student's participation in learning experiences based on unprofessional attire and/or appearance. Repeated violations will be addressed through student advising and counseling on professional behavior. Students are advised to contact the MWU fieldwork staff, a fieldwork supervisor, or instructor regarding dress for various learning opportunities before the event. Failure to follow a designated dress code can be grounds for immediate dismissal from a fieldwork assignment.

Drug Policy

Please see the MWU Student Handbook for the University's policies on Drugs and Alcohol and Drug-Free Workplace and Substance Abuse Policy and Procedures.

<https://www.midwestern.edu/institutional-disclosures/drug-alcohol-abuse-prevention>

Email and Electronic Communication

Students are provided with university e-mail address. **The Occupational Therapy Program will primarily communicate with students using the Midwestern e-mail address.** Each student must log on and check their MWU email account at least once each weekday to ensure timeliness and responsiveness to communication related to coursework, experiential opportunities or other professional communication.

Occupational Therapy students are expected to conduct themselves in a professional manner on campus, in class, and on fieldwork, as follows:

- Use professional and respectful writing skills to construct emails to faculty members, University staff, and student colleagues.
- Refrain from using electronic communication (e.g. texting, emailing, searching the web, etc.) to conduct personal business during academic classes, labs or on fieldwork.
- Do not engage in social networking or texting with instructors or fieldwork educators unless otherwise instructed.
- Do not discuss specific identifying details of the OT Program, including instructors, staff, or other students in the context of a social networking or any public forum including listservs.
- Do not discuss specific identifying details of fieldwork experiences, including names of facilities, clients, supervisors, or other students, in the context of a social networking or any public forum, including listservs. It is a violation of HIPAA to discuss patient-identifying information.

If you have any questions about the appropriate use of electronic media or social networking, please contact the Program Director, Faculty, or Academic Fieldwork Coordinators for clarification.

Essential Skills and Abilities

Midwestern University has developed a set of skills and abilities required of occupational therapists in the performance of their jobs, and students must meet the technical standards for their program throughout their enrollment period. The essential skills and abilities listed below clarify the Technical Standards for the University and illustrate essential functions specific to the practice of occupational therapy. These essential functions entail specific cognitive, sensory, motor, interpersonal, communication, and professional domains. These requirements apply to classroom, laboratory, and clinical/fieldwork environments. Students must be able to perform the following essential skills with or without reasonable accommodation:

The student must possess sufficient **cognitive** skills to:

1. Acquire, process, retain, and apply knowledge through a variety of instructional methods, such as written materials (e.g., texts, journals, documentation, and other written sources), oral delivery, visual demonstrations, laboratory experiences, clinical experiences, and independent learning.
2. Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.
3. Process (measure, calculate, analyze, synthesize, and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving logically and timely.
4. Perceive and understand three-dimensional and spatial relationships necessary for education and practice-related tasks such as moving in various environments, designing treatment equipment, and fabricating orthoses.
5. Maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
6. Take and pass tests/quizzes in a variety of formats.
7. Complete written assignments and produce written documentation in standard, organized English.
8. Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
9. Apply safety knowledge and judgment to a variety of situations.
10. Comply with the university, Program, and fieldwork site rules and regulations
11. Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.) and maximize client performance.
12. Apply clinical reasoning and judgment necessary to interpret evaluation data and develop treatment plans.
13. Identify and select occupations that are goal-directed, motivating, and challenging clients.
14. Demonstrate judgment necessary to establish priorities and develop and use strategies.

The student must possess sufficient **interpersonal skills, communication skills, and affective learning** skills to:

1. Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
2. Collaborate with classmates, clients, family, significant others, and team members.
3. Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory, or clinic based on instructor feedback.
4. Participate equitably in cooperative group learning activities; actively participate in class discussions and as a team member.
5. Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently
6. Orally present information to groups of people.
7. Communicate effectively and clearly in the English language in oral and written forms, using proper spelling, punctuation, and grammar to explain procedures and teach skills.
8. Use language appropriate to the recipient, with faculty, peers, clients, and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
9. Obtain information from clients, peers, faculty, supervisors, and other professionals.

10. Use therapeutic communication skills such as attending and active listening during therapeutic interactions and motivating and facilitating client behaviors to maximize client performance.
11. Communicate effectively verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
12. Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients, and establish professional identity within complex systems
13. Utilize the computer for communication and class assignments.
14. Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
15. Plan, guide, and implement both individual and group interventions

The student must possess sufficient **professional behaviors** to:

1. Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices
2. Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory, or clinic based on instructor feedback.
3. Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct
4. Demonstrate organizational and time management skills and the ability to prioritize activities effectively to attend class and fulfill class requirements.
5. Exhibit flexibility and adapt to changing environments and expectations
6. Cope with stresses encountered in the intensive educational process as well as clinical practice environments
7. Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance, and work site maintenance.
8. Tolerate working in environments exposed to disability, illness, pain and death.
9. Maintain general good health and self-care to avoid jeopardizing the health and safety of self and others in academic and clinical settings.
10. Maintain ethical standards, including honesty, integrity, and confidentiality, at all times.
11. Produce the required volume of work in the expected time frame.

The student must possess sufficient **physical and sensory** skills to:

1. Tolerate sitting up to 2 hours at a time, over an 8 - 10 hour period.
2. Tolerate periods of physical activity up to 8 - 10 hours per day.
3. Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
4. Demonstrate mobility and the ability to move within environments adequately to access and maneuver within locations and destinations, including classroom, lab, and clinical settings.
5. Demonstrate lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
6. Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.

7. Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.
8. Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head and limb movements
9. Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
10. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings
11. Demonstrate or complete activities or tests with adequate degree of fine motor dexterity
12. Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes
13. Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
14. Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork

Ethics (Also see Personal and Professional Responsibilities and Academic Misconduct)

The American Occupational Therapy Association's Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2020) is a public statement of the values and principles used in promoting and maintaining high standards of behavior in occupational therapy. The American Occupational Therapy Association and its members are committed to furthering people's ability to function within their total environment. To this end, occupational therapy personnel provide services for individuals in any stage of health and illness, to institutions, to other professionals and colleagues, to students, and to the general public.

Midwestern University Occupational Therapy faculty and students are expected to understand and abide by the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Students learn and develop ethical and professional behaviors throughout their tenure at Midwestern University into fieldwork and ultimately, clinical practice. Please refer to the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2020) at https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics

Evaluation of Courses and Instructors

Midwestern University gathers student ratings and comments on each course offered in its programs. This enables instructors and administrators to modify courses and curricula to better meet students' educational needs. The OT Program expects students to provide feedback in a professional and constructive manner and to focus their comments on feedback relevant to improving the course or instructional strategies. These evaluations are anonymous.

Examinations

Students are expected to prepare for and take examinations at the scheduled date and time.

- Make-up exams are offered at the discretion of the instructor and are reserved for only those students who are ill or have other significant issues preventing them from taking the exam during the scheduled time period. If possible, arrangements to make up an exam should be made before an absence. If this is not possible, a make-up exam must be taken on the day the student returns to campus, unless informed otherwise by the instructor. Exams administered at other-than-scheduled times may have different test items and/or formats from the original exam at the discretion of the faculty member.
- Students will be provided a two-week window for exam review following the release of the exam results. Exams may not be reviewed after this time.
- Student review of exam results without instructor supervision must occur in the front office within view of the office staff, and is by appointment only. The front office can accommodate up to three students at one time. When arriving at the appointed time, the student will receive their individual answer key and a copy of the exam. The exam copy must be returned to office staff upon completion of the review.
- All exam questions remain the property of Midwestern University and must be in the possession of the Occupational Therapy Program at all times. No phones, laptops, photos or other means of copying exams or exam items are allowed while reviewing the exam. Notes written on paper are permitted.
- In a dispute regarding the correct answer to a test item, the decision of the instructor will be final.

Facility Use

Use of the equipment and supplies in the Occupational Therapy lab is intended for educational purposes only. Access to the lab (Glendale 317) is from 7:00 am to 7:00 pm daily. If additional time is required, arrangements should be made with the Program administrative staff or a faculty member.

- Although student use of the OT kitchen facilities may be allowed, food shall be used on the same day it is brought to campus, and student use is prohibited when labs are in use.
- Tables, chairs, and equipment should be returned to the designated area after use.

Faculty Office Hours

The Midwestern University Occupational Therapy Program is committed to an “open door policy,” which assumes that faculty are available to students in-person or virtually during their typical work hours unless otherwise occupied with teaching, meetings, or off-campus obligations. Students are encouraged to make an appointment for planned meetings with their advisor and instructors based on mutual availability. The student advisors and instructors may also be contacted by phone, email, Teams and through the relevant Canvas course sites.

Felony Related Charges/Convictions

Felony related charges and convictions may impede participation in fieldwork experiences. A

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

Fieldwork Policies, Requirements, and Guidelines

Please refer to the Midwestern University Occupational Therapy Program Fieldwork Manual.

Fingerprint Clearance Card

Students are responsible for maintaining an Arizona Department of Public Safety IVP Fingerprint Clearance Card while enrolled in the Program

Grading Policies

The Midwestern University Catalog explains the grading policies and use of quality points. Each course instructor will maintain the students' grades for the course throughout the course and will submit final grades for online entry within 2 days following finals week to ensure timely recording of course grades. All student assignments included in a course syllabus must be submitted for grading to pass that course. Exceptions may be made on a case-by-case basis.

Final grades are calculated and converted to a letter grade as outlined in the table below. Scores with decimal points of 0.5 and above will be rounded to the following whole number. Scores with decimal points < 0.5 will be rounded down to the next whole number.

Percent (%)	Quality Points	Benchmark Meanings	Grade
93-100	4.000	Superior Attainment	A
90-92	3.670		A-
87-89	3.330	Meritorious Attainment	B+
83-86	3.000		B
80-82	2.670		B-
77-79	2.330		C+
70-76	2.000	Marginal Attainment	C
<70	0.000	Failure	F

Health and Safety

The health and safety of the student, faculty, guests, and other participants in the Occupational Therapy Program is essential. Faculty and staff will enforce maintaining a safe working and learning environment. Students are also empowered to create a safe working and learning environment by following oral and written directions, using best practice strategies when working individually or in groups, and complying with OSHA and the University workplace guidelines. Misuse of equipment will result in disciplinary action. Students must use sound judgment in regard to self and others and adhere to safety regulations. Any broken equipment should be reported immediately to the OT program faculty or administrative staff disconnected from any power source, and properly labeled as out of service. Students should not operate equipment without reading the operator manuals and/or receiving instruction from the OT faculty.

OSHA & Blood Borne Pathogens: The Occupational Safety and Health Administration (OSHA) requires all students to participate in an in-service on Universal Precautions and Blood Borne Pathogens. Once annually, students are oriented to the safety guidelines surrounding correct hand washing, protective gear, and bloodborne pathogens. This is done via online courses from Vector. A certificate of completion is provided to the student, who retains copies of this information to provide to fieldwork sites on request.

Personal Safety: If a student feels threatened in any way, he/she should report this immediately to any member of the faculty or staff or to the security office on campus. Any safety concern will be taken seriously, and confidentiality will be preserved as needed.

Personal Injury while on Campus: In case of a minor personal injury on the Midwestern campus, the student, faculty, or staff member should immediately seek first aid. First aid kits are located in the OT Program office and the OT lab. In case of a non-life-threatening injury or illness, call the campus security office and notify them of the campus location, type of injury, and the need for medical response. Once security personnel assess the situation, they will determine the next course of action. If the person requires transportation to the hospital, security will escort that person or arrange for the injured person's safe transportation. Neither faculty nor staff should transport the injured person to the hospital.

If the situation is serious or life-threatening, call 911 immediately and provide a complete description of the location, person(s), injuries, and type of support being provided. The local 911 will automatically be dispatched to the Midwestern University Safety and Security department, which will assist the arriving emergency personnel in locating the occurrence. Attend to the person until the emergency personnel reach the location of the person in need. The Dean of Students should also be notified and, as appropriate, will attend to the student in transition to medical care.

After any occurrence or personal injury occurs on the Midwestern University campus, a faculty member and/or staff member most knowledgeable about the occurrence must complete a Quality Assurance Occurrence Report within 48 hours of the incident. These forms can be found in the Office of Risk Management. The form should be disseminated to the Occupational Therapy Program Director, the Office of Student Services, and the Office of Risk Management.

Fire Evacuation Procedures for Non-Residential Buildings

1. Assist any person in immediate danger to safety, if it can be accomplished without risk to you.
2. Immediately activate the building fire alarm system. This will automatically notify the fire department and get help on the way.
3. If the fire is small enough, use a nearby fire extinguisher to control and extinguish it. Do not fight a fire if you don't know what's burning, you don't have the proper equipment, you might inhale toxic smoke, or your instincts tell you not to! Safety comes first!
4. Doors and, if possible, windows should be closed when the last person leaves a room or area.
5. Do not use elevators; use the building stairwells.
6. Upon building evacuation, all should proceed to a designated meeting area where head counts can be taken. Never reenter a building without permission from the fire department.
7. Never block access to the building; fire lanes must always be clear.

HIPAA and Patient Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) protects the privacy of individually identifiable health information. Consideration for the dignity and integrity of each client and family should govern all contacts in coursework, experiential learning, and fieldwork experiences. "Privileged information" (information concerning patients' or clients' diagnoses, care and treatment, prognosis, and/or psychosocial problems) should be guarded carefully and shared only with other professionals concerned with aiding the client/family. Hallways, elevators, dining rooms, etc. are not appropriate places for discussions regarding clients. Client names should never be mentioned or used to identify information on assignments. Unethical and/or unprofessional behavior(s) can be grounds for immediate dismissal from a fieldwork assignment and/or result in formal reprimand and professional behavior incident report through Student Services.

Students participate in an online Vector course about HIPAA. They are provided with a certificate of completion, which the student retains to be provided to fieldwork sites upon request.

Immunizations and Health

All students must be up to date with immunizations, health examinations, screenings and training as described in this manual's section on "Student Records".

Laboratory Experiences

In preparation for a career in occupational therapy, many courses require the student to be examined by other students and to practice techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in shorts, T-shirts, halters or bathing suit tops so that the body part to be evaluated and treated may be adequately exposed. During any laboratory session, students are responsible for disclosing to the instructor any physical or medical condition that might make receiving certain examinations and techniques inadvisable. (Refer to the Essential Skills and Abilities section in this manual for additional, specific information on physical and sensory requirements for the OT Program). A student will not be penalized if a physical or medical condition prevents him/her from receiving certain examinations or treatment procedures. However, the student must comply with the ADA to perform the examinations and use specific techniques. Disabling conditions do not excuse the student from performing essential functions of occupational therapy. Reasonable accommodations may be implemented so that competent performance can occur (refer to the section on ADA).

Liability Insurance

Midwestern University provides professional liability insurance that covers each student only when providing occupational therapy services under the supervision of an initially certified and state-licensed occupational therapist. Students will not be covered by liability insurance if they are found to have been providing services for treating medical or therapy-related problems without appropriate supervision.

Microsoft Compatibility

Midwestern University utilizes the Windows operating system and Microsoft Office for computers on campus and offers Microsoft Office to its faculty members to facilitate communication with personal devices. It is required that all students in the OT Program can interface with course content delivered via Microsoft and Windows products. This may require the purchase of additional software applications, for example, to view PowerPoint voice-over recordings or other content. Unless specified to the contrary in a course syllabus, work submitted electronically must be in one of the Microsoft Office applications.

Personal and Professional Responsibilities

Students are expected to interact professionally and ethically with patients, clients, other professionals, fellow students, faculty, staff, and other individuals. Students represent Midwestern University, the Occupational Therapy Program and faculty, and the profession of OT not only while students but also after graduation when practicing in the field.

See the *Student Handbook* for descriptions of personal conduct violations, the social misconduct disciplinary process, and personal conduct sanctions. Also refer to the policies on alcoholic beverages, illicit drugs, sexual assault, sexual harassment, etc.

The Occupational Therapy Program students are expected to comply with the Occupational Therapy Code of Ethics and Ethics Standards. Students found to violate the standards of professional or personal conduct during academic, community, or fieldwork experiences are subject to sanctions that include immediate removal from a course or clinical site and possible expulsion from Midwestern University.

Phone Use

Cell phones are not to be used during class or laboratory session times. Talking, sending, or reading text messages, browsing the internet, or engaging in non-class-related activities on phones or laptops during class or laboratory sessions is disrespectful and unprofessional. Phones should be either turned off or put on silent mode. In the event of an impending emergency necessitating student notification, the student should inform the instructor in advance, keep his or her cell phone on vibration mode to avoid disturbing the class, and take the phone call outside the classroom.

Students may use the Occupational Therapy Program office phones and fax only for school business or emergencies. The Occupational Therapy Program administrative staff does not take phone messages for students unless it is an emergency. The general Program phone number (623-572-3630) may be given out as an emergency contact number for rare and unforeseen occurrences warranting a student's notification while in class.

Pregnancy

Students who are pregnant, or become pregnant during the program, are asked to inform the Program Director and/or the Academic Fieldwork Coordinator immediately to prevent problems related to the safety of the student, and to ascertain whether it will interfere with completing coursework or Fieldwork Level II rotations as scheduled. Complications related to pregnancy should be discussed immediately with the Program Director as participation in the curriculum may be impacted.

Professional Organizations/Memberships

American Occupational Therapy Association (AOTA)

Students are required to maintain membership in the American Occupational Therapy Association. Students join at a reduced student rate. Students can find the membership application and review the complete list of benefits at <https://www.aota.org/membership/membership-options>

Arizona Occupational Therapy Association (ArizOTA)

Students are required to maintain membership in their respective state Occupational Therapy Associations, where there is often a reduced student rate. Students can locate state association information for each state at

https://myaota.aota.org/asapcontacts.aspx?_ga=2.1056817.1462618238.1642546403-1347007285.1642546403

Student Occupational Therapy Association (SOTA) of Midwestern University

The SOTA is a student affiliate of the AOTA. Student elections for leadership positions are held each winter, and all OT students are encouraged to join and actively participate in the events and volunteer opportunities throughout the year.

Smoking

The Occupational Therapy Program supports Midwestern University's commitment to a smoke free environment in all of its campus buildings. Therefore, smoking will be prohibited in all occupational therapy offices, classroom and laboratory areas as well as at all occupational therapy related activities. There are designated smoking areas on campus.

Student Records

All students are required to submit a current copy of their immunization and vaccination history as a part of the matriculation agreement. Students provide permission for the University to do a background check upon matriculation. Each student is responsible for the appropriate maintenance of his or her health requirements and records. Non-compliance or failure to meet these requirements at the time of fieldwork can result in a student not being able to enter or complete fieldwork and therefore graduate with their respective class. The OT administrative staff will not provide copies of health records for student use. Health records are maintained through the Centralized Office of Experiential Education in secured files.

Transportation

Transportation to community and fieldwork experiences is the student's responsibility. At no time during clinical placement are students allowed to provide transportation for patients/clients.

Tutoring

The Office of Student Services will arrange for tutors when additional assistance is required to maintain successful performance in Occupational Therapy Program courses at no cost to students. To request a tutor, the student must contact the Office of Student Services. Students are encouraged to contact course instructors for specific assistance or additional instruction in the course content.