



**THE OHIO STATE
UNIVERSITY**

**SCHOOL OF HEALTH AND
REHABILITATION SCIENCES**

Occupational Therapy Handbook

Contents

Division of Occupational Therapy	4
Admissions Vision	4
Program Vision	4
Program Mission	4
What Is Occupational Therapy?	4
Accreditation Information	5
Certification Examination and Licensure	5
National Board for Certification in Occupational Therapy Examination	5
Licensure	6
Directory of Faculty.....	8
Adjunct Faculty	11
Additional Contacts.....	12
Part One: Academic and Program Information	13
Academic and Other Policies	13
Faculty Advising	13
Registration and Scheduling	13
Tuition	14
State Authorization Information.....	14
Occupational Therapy Program Requirements	14
Admissions Criteria	14
Program of Study 7.17.4.	17
Professional Doctoral Examination, 7.17.6.....	20
Failure 7.17.7.	20
Final Document 7.17.8.....	20
Exit Requirement 7.17.10.	21
Time to Degree 7.17.12.....	21
Student Permanent Record 3.5.1.	21
Summary of Graduation Requirements:.....	22
PhD Program and Specialization	22
PhD Program	22
Additional Specializations in Occupational Therapy	23

Academic Standards.....	23
Academic Review Process.....	24
POLICY 1: Code of Ethics.....	24
POLICY 2: Academic Misconduct.....	24
POLICY 3: GPA Requirements.....	24
POLICY 4: Course Category Requirements.....	24
POLICY 5: Conduct in the Classroom and Academic Environment.....	24
POLICY 6: Social Networking.....	28
POLICY 7: International Student VISA Requirements.....	28
POLICY 8: FERPA & POLICY 9: Religious Observation.....	28
POLICY 10: Discrimination, Harassment, or Sexual Misconduct.....	28
POLICY 11: Conduct in Professional Environment.....	28
POLICY 12: Clinical Practice Professional Dress.....	28
POLICY 13: HIPAA compliance.....	30
POLICY 14: Background Check.....	30
POLICY 15: Health Insurance.....	31
POLICY 16: Immunizations & Health Requirements.....	31
POLICY 17: Drug Testing.....	31
POLICY 18: Student Change in Health Status.....	31
POLICY 19: Leave of Absence.....	31
POLICY 20: Student Complaint.....	31
Additional Division of Occupational Therapy Policies.....	32
Part Two: Occupational Therapy Fieldwork & Capstone Experience.....	34
Overview of Course Policies:.....	34
New Student Onboarding.....	35
BuckeyeLearn Modules.....	35
CPR Certification.....	35
Outline of Responsibilities.....	35
Level II Fieldwork.....	35
Capstone Experience.....	37
Fieldwork Office.....	38
Evaluations & Grades for Clinical Courses.....	39

Level I Fieldwork (6189, 6289, 6389)	39
Level II Fieldwork (7189)	39
Capstone Experience.....	42
Absences	43
Level II Fieldwork	43
Capstone Experience.....	44
Placement Process for Clinical Rotations.....	44
Fieldwork Experience	44
Capstone Experience.....	46
Clinical Sites without staff Occupational Therapists.....	47
International Fieldwork & Capstone Experiences.....	47
Preparing for Your Fieldwork or Capstone Experience.....	47
Forms	47
Liability Insurance	48
Health Insurance	48
Health Review	49
COVID-19.....	49
Criminal Background Check	49
Financial Aid	50
Scheduling.....	50
Affiliation Agreement.....	50
While you are on Fieldwork or Capstone Experience.....	51
Reporting for Work	51
Uniforms	51
Part Three: Resources and Organizations for Students.....	52
Student Occupational Therapy Association (SOTA).....	52
Pi Theta Epsilon (PTE).....	52
Coalition of Occupational Therapy Advocates for Diversity (COTAD)	53
Columbus District, Ohio Occupational Therapy Association (OOTA).....	53
American Occupational Therapy Association (AOTA).....	53
World Federation of Occupational Therapy (WFOT)	53

Division of Occupational Therapy

Admissions Vision

The Ohio State University Division of Occupational Therapy seeks self-directed learners who are resilient, insightful and ethical. Ideal candidates are motivated to become empathetic occupational therapists providing evidence-based, collaborative, client-centered care. The Division selects students who display diversity in background, experience and thought and demonstrate the potential to improve people's lives through innovation, excellence, and leadership in practice, research, education, and community service.

Program Vision

We will be globally recognized as a preeminent occupational therapy program at the forefront of scholarship, leadership and research in education, service and practice.

Program Mission

Our mission is to improve lives through innovation in research, service and education. We will prepare highly qualified, ethical entry-level occupational therapists that support the health and well-being of the people of Ohio and the global community.

Our Division of Occupational Therapy is housed within the larger School of Health and Rehabilitation Sciences, within the College of Medicine and under the umbrella of the OSU Wexner Medical Center and The Ohio State University. Students in our occupational therapy program are students in the Graduate School at The Ohio State University. Links to the handbook for the School of Health and Rehabilitation Sciences (HRS) and the Graduate School handbook are provided throughout this document for specifics.

What Is Occupational Therapy?

Occupational therapists and occupational therapy assistants help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

- an individualized evaluation, during which the client/family and occupational therapist determine the person's goals,
- customized intervention to improve the person's ability to perform daily activities and reach the goals, and
- outcomes evaluations to ensure that the goals are being met and/or make changes to the intervention plan.

Occupational therapy services may include comprehensive evaluations of the client's home and other environments (e.g., workplace, school), recommendations for adaptive equipment and training in its use, and guidance and education for family members and caregivers.

Occupational therapy practitioners have a holistic perspective, in which the focus is on adapting the environment to fit the person, and the person is an integral part of the therapy team.

Accreditation Information

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits Occupational Therapy Programs.

Additional information can be found at [ACOTE](#) or [AOTA](#)

The Doctor of Occupational Therapy (OTD) program at The Ohio State University is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) through 2033. The OSU occupational therapy program has been continuously accredited since 1942. For more information, you may contact ACOTE via the information listed below.

ACOTE c/o AOTA,
7501 Wisconsin Ave, Suite 501E
Bethesda, MD 20184
(301) 652-6611
www.acoteonline.org
accred@aota.org

This program requires 3 years of coursework and clinical experiences; including two twelve- week full-time fieldwork rotations in two different settings and fourteen weeks in a Capstone Experience. Graduates of the OTD program are eligible to apply for the National Board of Certification Occupational Therapy examination. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR) and is eligible for licensure in Ohio and other states.

Certification Examination and Licensure

National Board for Certification in Occupational Therapy Examination

Upon graduation from the program, students are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT). The National Board for Certification in Occupational Therapy (NBCOT) is the credentialing agency that provides certification for the occupational therapy profession. In order to take the NBCOT exam, all applicants for certification are required to provide information and documentation related to character questions on the examination application. Details can be found in the [Certification Exam Handbook](#).

1. a. Have you ever been convicted of a felony? (NOTE: Applicants must answer affirmatively even if convictions have been pardoned, expunged, released, or sealed.)
b. Do you currently have a felony charge or charges against you?

2. a. Have you ever had any professional license, registration, or certification denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board, including NBCOT?
b. Do you currently have a professional license, registration, or certification under review for possible disciplinary action?
3. a. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
b. Do you currently have a charge(s) of negligence, malpractice, recklessness, or willful or intentional misconduct that resulted in harm to another against you?
4. a. Have you ever been suspended and/or expelled from a college or university?
b. Are you currently under active investigation that could lead to being suspended and/or expelled from a college or university?

The NBCOT character review also includes a background check.

If you answer YES to any of these questions, you MUST submit documentation to NBCOT as detailed in the NBCOT Certification Handbook for OTR and COTA Candidates. It is important for OT applicants and students to understand that a felony conviction could impact their eligibility to site for the NBCOT certification examination or attain state licensure (described below).

The examination is computer administered with an on-demand schedule for testing. Detailed information about application to take the examination is available at [NBCOT](#). In the event that a student fails to complete the examination successfully, the student has can retake the examination at a future time. Successful passing of the examination leads to certification and the right to use the initials OTR after your name.

The Certification Examination of the NBCOT is presently accepted by all state licensure boards. At the time you take the examination, you can pay NBCOT to send the results to the licensure board(s) of your choice. To obtain a license to practice, you will need to complete forms, provide documentation, and pay fees that are individual to each state. Additional information about the certification examination and state licensure is located at [NBCOT](#).

National Board for Certification in Occupational Therapy, Inc,
One Bank Street, Suite 300,
Gaithersburg, MD 20878

Licensure

Occupational Therapy is licensed in all 50 states, the District of Columbia and Puerto Rico. The major purpose of state regulation is to protect consumers from unqualified or unscrupulous practitioners. State laws and regulation significantly affect the practice of occupational therapy. Laws or statutes are enacted by legislators. Regulations specifically describe how the intent of the laws will be carried out

and are developed by appointed public officials of various departments in state government. Both kinds of officials make decisions that directly and indirectly affect occupational therapy practitioners.

[AOTA](#) continuously monitors and analyzes state legislation and regulations affecting occupational therapy. See the [Ohio Licensure Board of Occupational Therapy, Physical Therapy, and Athletic Training](#) for additional information. It is important for OT students and applicants to understand the impact of a felony conviction, as described above, on their ability to secure licensure in the State in which they wish to practice.

Directory of Faculty

Name and title	Education	Office: Atwell Hall	Phone	Email
Erika Kemp, OTD, OTR/L, BCP Interim Program Director Associate Professor,	BS: The Ohio State University MS: Boston University OTD: Indiana University	406N	614-814-0388	Erika.kemp@osumc.edu
Carmen DiGiovine, PhD, ATP/SMS, RET Interim Division Chair Professor, Clinical	BS: University of Illinois at Urbana- Champaign MS: University of Pittsburgh PhD: University of Pittsburgh	443C	614-292-1525	Carmen.digiovine@osumc.edu
Bailey Peters, OTD, OTR/L Assistant Professor, Practice Doctoral Capstone Coordinator	BS: Bowling Green State University OTD: Creighton University	406K		Bailey.peters@osumc.edu
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Name and title	Education	Office: Atwell Hall	Phone	Email
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Name and title	Education	Office: Atwell Hall	Phone	Email
Monica Robinson, OTD, OT/L, BCMH, FAOTA Professor, Clinical	BS: Boston University Sargent College MS: San Jose State University OTD: Chatham University	406B	614-292-1608	Monica.robinson@osumc.edu
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Lindy Weaver, PhD, OTR/L Associate Professor, Clinical	BS: The Ohio State University MS: The Ohio State University PhD: The Ohio State University	443A	614-247-5024	Lindy.weaver@osumc.edu
Ali Williams, OTD, OTR/L Assistant Professor, Practice; Academic Fieldwork Coordinator Director, Admissions	BS: University of Toledo OTD: University of Toledo	406C	614-366-6940	Ali.williams@osumc.edu

Adjunct Faculty

Name	Education	Office: Atwell Hall	Phone	Email
Kristen Bach, MA, OTR/L	BS: The Ohio State University MA: The Ohio State University			Kristen.bach@osumc.edu
Theresa Berner, MOT, OTR/L	BS: Medical College of Ohio MOT: Medical College of Ohio			Theresa.berner@osumc.edu
Cindy Cornell, OTR/L	BS: The Ohio State University			Cynthia.flock@osumc.edu
Teresa Hite-Gueth, MS, OTR/L	BS: The Ohio State University MS: The Ohio State University			Teresa.gueth@osumc.edu
Lauren Hyttenhove-Novy, OTD, OTR/L	BS: Bowling Green State University OTD: The Ohio State University			Lauren.hyttenhove@swcsd.us

Additional Contacts

Name and title	Office: Atwell Hall	Email
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Abby George Program Coordinator Contracts, Background checks, Student Health Liaison	Suite 106	abby.george@osumc.edu
Allison Breitfeller Office Associate	Suite 106	Allison.breitfeller@osumc.edu
Lisa Terek Director of Student Services	Suite 206	lisa.terek@osumc.edu
Ashley McCabe Graduate Program Manager Academic Liaison to Graduate School		Ashley.McCabe@osumc.edu
Mallory Webb Graduate Advisor	Suite 206	Mallory.webb@osumc.edu
Mandy Agnew, PhD Director of Graduate Studies		Amanda.agnew@osumc.edu
Lindy Weaver, PhD, OTR/L Director of Academic Affairs	Suite 206	lindy.weaver@osumc.edu

Part One: Academic and Program Information

Academic and Other Policies

Academic Policies and Building Information can be found in the [Graduate School Handbook](#), the [School of Health and Rehabilitation Sciences Handbook](#), and this document, the Division of Occupational Therapy Student Handbook. Other policies (e.g. building safety) can be found in the OT Office, 406 Atwell Hall above faculty mailboxes. Students are responsible for reviewing and adhering to policies and procedures detailed in these documents.

Faculty Advising

During the first summer term in the Occupational Therapy program, each student is assigned an academic advisor, who is one of the Occupational Therapy faculty members. The advisor is available for any academic matters about which the student may desire guidance. Advisors also meet with students to review professional behavior. Advising assistance is also available in the SHRS Graduate Studies Office. The student is responsible for planning for the completion of all required course work.

In Autumn of Year Two, students are assigned to a faculty academic advisor who also serves as that student's Capstone Faculty Advisor. This may be a different advisor from the initial advisor assignment, which is an intentional decision to match students with faculty most experienced in their area of interest. This advisor will provide guidance regarding academic coursework, capstone ideas, and professional mentorship.

The School of Health and Rehabilitation Sciences Student Handbook is designed to serve as a guide for students enrolled in the professional programs of the School. The contents of this handbook represent an official communication of the policies and procedures of the School from the faculty to students enrolled in their professional programs. These policies and procedures are meant to be helpful, not restrictive. Students are expected to be familiar with policies relating to the School and the division or program in which they are enrolled. The School of Health and Rehabilitation Sciences Student Handbook can be accessed on the school's website, link is above.

Each student is encouraged to review policies and procedures pertaining to such matters as admission, scheduling, graduation, and grading, which are found in the University catalogs, handbooks, and other similar published matter. Students should become familiar with the rules and regulations that govern the University community (including the School) and campus as a whole. This handbook and the School of Health and Rehabilitation Science Student Handbook supplements, but does not replace, other University publications.

Registration and Scheduling

Students will register for courses through [Buckeyelink](#). The occupational therapy program is a set curriculum, therefore all students have a seat and there is no waitlist. The OTD Division faculty and staff communicate with enrolled students exclusively through email, using the OSU Wexner Medical Center Email addresses, firstname.lastname@osumc.edu. These are assigned after students have passed their

initial background checks. Students are also assigned OSU email addresses upon matriculation to the University: name.#@buckeyemail.osu.edu. All University communications come to the students' Buckeyemail accounts. It is suggested that students forward their Buckeyemail email to their MedCenter email accounts, for ease of one access point. The BuckeyeLink webpage also provides convenient links to several campus resources including Tuition & Fees, Financial Aid, Class Schedules and Grade Records.

Please contact Ashley McCabe if you experience any difficulty receiving email from the OSU Registrar's Office or have any difficulty with on-line scheduling.

For policies regarding registration and scheduling, please see the [Graduate School Handbook](#), section 3.

Tuition

Program tuition is available on the [OSU Registrar's Website](#).

State Authorization Information

Ohio State academic programs are designed to prepare students to sit for applicable licensure or certification in Ohio. If you plan to pursue licensure or certification in a state other than Ohio, please review state educational requirements for licensure and certification and state licensing board contact information for [online programs](#) and for [on-campus programs](#). Ohio State makes every effort to ensure state licensure and certification information is current; however, state requirements may change. Please contact the applicable licensing board(s) in the state where you may want to pursue licensure or certification before beginning an academic program to verify whether a program meets educational requirements for licensure or certification in the state.

Occupational Therapy Program Requirements

Grading Policies are per the Graduate School Handbook. The following marks and grades are used at this university: "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "E," "EM," "EN,"

"I," "K," "P," "R," "S/U," and "W." All marks and grades are described in University Rules 3335-8-21.

The occupational therapy program is a Professional Doctoral Degree Program as described by the Graduate School at The Ohio State University. Please refer to the [Graduate School Handbook](#) for clarification on any of the below.

Admissions Criteria

The Graduate School can be found in section 7.17.3, and the specifics for the OTD program can be found online at [OSU's Clinical Doctorate in Occupational Therapy website](#), and include a minimum set of technical standards.

The OTD Program has outlined a minimum set of Technical Standards. This includes the minimum physical, cognitive and behavioral standards expected of all students accepted into the program. These are nonacademic criteria for admission and continued program participation.

Standards are anchored to the curriculum and accreditation standards, supported in policy and practice, and utilize objective performance criteria that are reliably applied to all program applicants or

participants. Standards are defined as essential functions a student must demonstrate in order to fulfill program requirements and should be connected to professional licensure requirements. These standards may be achieved with reasonable and appropriate accommodations for otherwise qualified individuals.

All students must review their program's technical standards and sign a technical standards acknowledgement and indication of need for accommodations at matriculation to the program. Students may change their need for accommodations at any point during the program by working with Ohio State's [Student Life Office of Disability Services](#).

TECHNICAL STANDARDS FOR THE OCCUPATIONAL THERAPY DOCTORATE PROGRAM

The faculty of the School of Health and Rehabilitation Sciences have outlined Technical Standards documents (TSDs) that are unique to professional students and to specific programs within the school. Technical standards are nonacademic criteria for admission and continued program participation. TSDs may include such things as abilities in context (ability to discriminate breath sounds), behaviors in the present (compliance with an established code of conduct), or safety (a direct threat to health and safety). These standards may be achieved with reasonable and appropriate accommodations for otherwise qualified individuals. If you believe that you may need to request reasonable accommodations to meet the standards, or you have questions regarding your ability to meet the technical standards outlined below, inform your program's director of clinical education and contact the Office of Student Life Disability Services (SLDS). Any accommodations recommended, such as using an intermediary or other aid, cannot substitute for demonstrating any of the standards below nor replace the student's judgement.

Program Specific Description

Occupational Therapists are medical professionals who are experts in evaluating human learning and performance skills. Occupational Therapists analyze, select, and adapt activities for patients whose ability to cope with daily living and perform tasks necessary to care for themselves or others is compromised by developmental deficiencies, the aging process, environmental deprivation, or from physical or psychological, or social injury or illness. Occupational Therapists work in a variety of settings with a wide range of individuals of various abilities and ages. The Occupational Therapy Division at The Ohio State University seeks to provide our community with well-prepared entry-level Occupational Therapy generalists who are ready to practice, research, and advocate for special populations and the profession. This program is rigorous and intense and places specific requirements and demands on the students enrolled in the program. Occupational Therapists and Occupational Therapy students must possess certain physical and psychosocial attributes that are essential in providing care for the individuals they serve.

The following technical standards, in addition to Occupational Therapy Program academic standards, are necessary for admission, progression through the curricular program, and graduation from The Ohio State University. Below are the specific technical standards expected of students enrolled in the Occupational Therapy Program.

Professional students in the Occupational Therapy Program must:

1. Students must demonstrate the ability to plan and implement activities and programs to improve sensory and motor functioning at the level of performance normal for the patient's stage of development.
2. Students must demonstrate the ability to teach skills, behaviors, and attitudes crucial to the patient's independent, productive, and satisfying social functioning.
3. Students must demonstrate the ability to design, fabricate, apply, and instruct patients in the use of selected orthotic or prosthetic devices and other adaptive equipment which assists the patient to adapt to his or her potential or actual impairment.
4. Students must demonstrate the ability to analyze, select, and adapt activities to maintain the patient's optimal performance of tasks and to prevent further disability.
5. Students must demonstrate the ability to administer topical drugs that have been prescribed by a licensed health professional authorized to prescribe drugs.
6. Students must be able to complete a comprehensive Occupational Therapy evaluation and conduct treatment in a clinical environment which may include measuring Range of Motion, strength, endurance, muscle tone, pain level, ADL skills, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.
7. Students must demonstrate the ability to communicate effectively and sensitively with patients and colleagues, including patients from different cultural and social backgrounds and in stressful situations. This includes but is not limited to the ability to establish rapport with patients and communicate evaluation and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
8. Students must demonstrate the ability to record evaluation results, treatment plans, patient notes, and outcomes clearly and accurately.
9. Students must demonstrate the ability to assimilate, analyze, synthesize, integrate information and problem solve to form the basis for their clinical reasoning.
10. Students must demonstrate the ability to maintain composure and continue to function well with patients who are undergoing periods of stress and may exhibit challenging attitudes or behaviors.
11. Students must demonstrate the ability to adjust to changing situations and uncertainty in clinical situations.
12. Students must demonstrate the ability to develop professional values, ethics, appropriate demeanor, and rapport that are essential for professional education and quality patient care.

Students must review and acknowledge that they can consistently meet these technical standards, either with or without accommodations. If at any point in time a matriculated student can no longer meet these technical standards, they should request accommodations through SLDS, consult with their

program clinical coordinator/director of clinical education, and complete a new technical standards attestation.

Program of Study 7.17.4.

“Students follow a course of study established by the professional doctoral degree program. Professional doctoral degree programs include a professional doctoral examination, final document, and exit requirement. Professional doctoral degree programs include practicum, internship, or similar clinical or professional experiences designed to provide mastery of the skills needed by doctoral-level practitioners in the field. Professional doctoral degree programs may also have additional discipline-specific requirements that reflect licensing or accreditation standards.”

The OTD professional program includes 6 semesters of required classes and clinical assignments and 3 semesters of full-time clinical experiences. In their 6th and 7th semesters, students are assigned to Level II fieldwork as follows: the first occurs for the period of January and March and the second for the period of April to June. Students return to campus for classes in semester 8, and then in semester 9, they complete 14 weeks of Clinical Capstone Experience and Capstone. The total number of required credits for the OTD program is 105, which meets the credit hour minimum as set by the Graduate School in 7.17.5.

The professional curriculum courses are described in the University Course Offerings website. Course schedule changes must be approved by the occupational therapy faculty. The student must petition by submitting in writing:

- Identification of the exception being requested
- Justification for this exception
- A plan for the future

In response to this, the faculty may:

- Approve the exception with modifications
- Approve the exception as presented
- Not approve the request

SUMMER YEAR 1	AUTUMN YEAR 1	SPRING YEAR 1
AN 6000 Advanced Anatomy (5) OCCTHER 6110 Occupational Therapy Foundations & Theory (2) OCCTHER 6140 Core Skills (1)	OCCTHER 6120 Human Occupation, Performance, and Analysis (3) OCCTHER 6130 Therapeutic Use of Self/groups (2) OCCTHER 6131 Therapeutic Use of Self/groups Lab (1) OCCTHER 6150 Neuroscience (3) OCCTHER 6160 Assessing Occupation: Fundamentals of Biomechanics (2) OCCTHER 6730 Research Methods (2) OCCTHER 7440 Fieldwork Preparation (1)	OCCTHER 6210 OT in Adult Physical Rehab: Neuromusculoskeletal Conditions (3) OCCTHER 6211 OT in Adult Physical Rehabilitation, Lab (1) OCCTHER 6220 Mental Health & Cognitive Func. (3) OCCTHER 6221 Mental Health & Cognitive Function Lab (1) OCCTHER 6251 Advanced Topics: Physical Agent Modalities (1) 7 weeks OCCTHER 7310 Occupational Therapy with Young Children (3) OCCTHER 7311 Occupational Therapy with Young Children Lab (1) HTHRHSC 7910 Evidence Based Practice II (2) OCCTHER 6189 Level I Fieldwork (Mental Health) (1)
8 Credits	14 Credits	16 Credits

SUMMER YEAR 2	AUTUMN YEAR 2	SPRING YEAR 2
OCCTHER 6230 Orthopedics in Occupational Therapy (3) OCCTHER 7260 Occupational Therapy with Older Adults Lecture (2) OCCTHER 7261 Occupational Therapy with Older Adults Lab (1) OCCTHER 7320 Occupational Therapy with School Age and Adolescents (2) OCCTHER 6510S Service Learning (1) OCCTHER 6740 Health Planning for Individuals & Communities (2)	OCCTHER 7270 Occupational Performance, Environment & Context (3) OCCTHER 7271 Occupational Performance, Environment & Context Lab (1) OCCTHER 7280 Advanced Topics in Geriatrics (Acute Care and Chronic Conditions) (1) OCCTHER 7281 Advanced Topics in Geriatrics Lab (1) OCCTHER 6289 Level I Fieldwork (Physical Function) (1) OCCTHER 6389 Level I Fieldwork (Peds) (1) OCCTHER 7411 Assistive Technology (2) OCCTHER 7710 Capstone Exploration (.5) OCCTHER 7447 Fieldwork Preparation II (1) OCCTHER 7920 Systematic Review and Clinical Guideline (2)	OCCTHER 7189 Fieldwork II (9)
11 Credits	13.5 credits	9 Credits

SUMMER YEAR 3	AUTUMN YEAR 3	SPRING YEAR 3
OCCTHER 7189 Fieldwork II (9) HLTHRHSC 8998: Practicum (1)	OCCTHER 7430 Supervision, Consultation & Entrepreneur (2) OCCTHER 7420 Management, Leadership & Advocacy (3) OCCTHER 7250 Teaching & Curriculum in OT (3) OCCTHER 7720: Capstone Project Proposal (2) OCCTHER 7721 Capstone Preparation (.5) OCCTHER 7350 Adv Pediatric (2) OR OCCTHER 7780 Adv Neurorehabilitation (2) OR OCCTHER 7790 Adv Orthopedics (2) and OCCTHER 7770: Adv Assistive Technology (2)	OCCTHER 7389 Doctoral Capstone Experience (9) OCCTHER 7730: Capstone Project Completion (2)
10 Credits	12.5 Credits	11 Credits

Professional Doctoral Examination, 7.17.6.

“Students are required to take a professional doctoral examination testing the student’s understanding of the theoretical and applied fundamentals of the field as well as the student’s readiness to engage in a sustained clinical or professional experience. The timing of the professional doctoral examination is set in accordance with the requirements of professional preparation but generally precedes a sustained clinical or professional experience. Graduate Faculty Representatives do not serve on the professional doctoral examination.”

In the fifth semester, OTD students must pass a comprehensive exam to remain in good standing and enter their Level II fieldwork courses. The comprehensive exam consists of approximately 200 questions which cover content contained in the first five semesters of the program. Questions were developed by all faculty members in each of their areas of expertise and are similar in format to the National Board for Certification of Occupational Therapists (NBCOT) Exam. One goal of the doctoral examination is to prepare the students for the NBCOT exam required for licensure to practice occupational therapy. The pass point is set at 70%.

Failure 7.17.7.

“Per Graduate School Rule 7.17, a student who fails the professional doctoral examination twice is not allowed an additional examination. After two unsatisfactory attempts at the professional doctoral examination, a student is not permitted to be a doctoral candidate in the same or any other graduate program at this university.”

Students who fail the professional doctoral exam will receive remediation by faculty members to the satisfaction of the occupational therapy faculty members and will be permitted to retake the exam. Each student must pass the doctoral exam to progress onto fieldwork and to become a candidate for the doctoral degree.

Final Document 7.17.8.

“Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. Students in professional doctoral programs are expected to follow the document formatting standards of their disciplines. Each committee member indicates approval of the student’s final document by posting their decision on the Report on Final Document form that must be submitted to the Graduate School. The final version of the student’s final document is retained permanently by the student’s program. Final documents must not contain material restricted from publication.”

In the OTD program, each student will complete a Capstone Project as the “Final Document” required by the University Graduate School. For the OTD, the Capstone Project will be completed as part of the Doctoral Capstone during the Capstone Experience. For all Capstones, students will complete a comprehensive systematic or scoping review of a topic of interest, a needs assessment with their partner site and will complete a case study project based upon these first two items. The case study can vary, but will always be based upon the best research evidence available to guide the implementation at a partner site. Most capstone case study projects take the format of an individual case report or

implementation report, however there is flexibility for the case study to take the form of something else such as a grant application or policy creation. All doctoral capstone projects require approval of the student's faculty advisor and partner site before execution. In some cases, the student and advisor may request implementation of the project case study in a site other than the Capstone Experience given site limitations or requirements. The faculty advisor, and Capstone Coordinator will approve these requests on a case-by-case basis. (ACOTE D.1.2 & D.1.3)

Exit Requirement 7.17.10.

"Students are required to complete an exit requirement designed by the professional doctoral program to demonstrate candidates' preparation for advanced practice in the profession. The exit requirement is structured around the final document."

In the OTD program, students will orally present their projects to their doctoral committee in spring semester, Year III. The oral presentation will use the format of a national presentation (research platform) at the profession's annual conference (AOTA), will follow a required structure approved by the OT faculty, and will include a question/answer period. Following the presentations, the doctoral committee, who will have previously reviewed the written project, will meet privately to discuss both the written document and oral presentation and will vote on whether or not the student met the oral and written requirements of the OTD degree. The document and presentation will be judged on application of theory, analysis of research, synthesis or data, relevance and significance, and overall rigor, completeness and accuracy.

After the private defense, all students, clinical site mentors, occupational therapy faculty and the public will be invited to poster presentations of doctoral capstones. (ACOTE D.1.8)

Time to Degree 7.17.12.

"Professional doctoral degree requirements must be completed within five years after a student passes the professional doctoral examination."

To allow for continuity of academic and clinical learning, the students shall complete the program, including all Fieldwork and the Capstone Experience, within 14 semesters of the start of classes unless they have written permission, which may include a plan for remediation, from the program director to extend the timeline. However, per graduate school guidelines, the maximum time for completion is five years from doctoral examination so the program and program director cannot provide permission for completion beyond that.

Additional information regarding **minimum credit hours, residency** requirements and **graduation** requirements are detailed in the Graduate School Handbook.

Student Permanent Record 3.5.1.

The student's official permanent record contains a list of all courses taken, grades earned, degrees earned, and dates of graduation while enrolled at this university. This record is located in the University Registrar's Office. Unofficial records for all graduate students are maintained in the Graduate School. Students may examine their unofficial records by accessing their advising report in Buckeye Link.

Summary of Graduation Requirements:

Successful Completion of:

1. All required Courses in the OTD, totaling a minimum of **105 credits**.
2. **Professional Doctoral Examination.** The Professional Doctoral Examination cannot be taken the same autumn, spring or summer term as the exit requirement or expected graduation. The student must submit an Application for Professional Exam on [GRADFORMS](#) at least two weeks prior to the scheduled date of the exam. OTD students take this exam in Autumn, Year 2. It is called the OT Comprehensive Exam.
3. **Final Document.** Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. This is known as the OTD Capstone Project. Students in professional doctoral programs are expected to follow the document formatting standards of their disciplines. Each committee member indicates approval of the student's final document by posting their decision on the Report on Final Document in GRADFORMS. The final version of the student's final document is retained permanently by the student's program. Final documents must not contain material restricted from public disclosure. Final Documents are due to your committee in Spring, Year 3 at least 2 weeks prior to your defense date (typically in early April).
4. **Exit Requirement.** Students are required to complete an exit requirement designed by the professional doctoral program to demonstrate candidates' preparation for advanced application and/or practice in the profession. The exit requirement is structured around the Final Document. This is an oral defense of your Capstone Project. Your committee will let you know if you have passed the exit requirement immediately following the defense. Any revisions to the Final Document will also be returned to you at this time. All revisions must be completed, approved by your advisor, and then a final copy of the Final Document turned in to the OTD Program Director no later than three weeks prior to graduation.
5. Adherence to the [Graduation Calendar](#) and requirements for Tuition and Fees. The graduate school provides the specific dates on their Graduation calendar, and students **MUST** adhere to the dates.

PhD Program and Specialization

PhD Program

The School of Health and Rehabilitation Sciences has a dual degree program for students interested in concurrently pursuing the OTD and a PhD. A dual degree program is defined as a graduate student's pursuit of any two graduate degrees concurrently. The OTD/PhD pathway is an excellent opportunity for students interested in academic careers. This program is jointly administered by the OTD and Health and Rehabilitation Sciences PhD program directors. Students in the first three years of the OTD program who enroll in the OTD/PhD program will complete all program requirements for the OTD, and concurrently begin working on research with a potential dissertation advisor. Students typically take some PhD courses as their schedule allows while still an OTD student.

At OSU, a minimum of 50 percent of the hours counted toward the credit hour requirement for each degree must be unique to that degree and cannot be used for dual credit. Since the minimum hours

needed to earn a PhD at OSU is 80 hours, up to 40 hours of the OTD program can count as dual credit toward the PhD. The student must apply and be accepted no later than the final semester of the OTD program. If the student has already completed the OTD and then applies for the PhD later, this double counting of credits will not be allowed. However, the OTD would be treated like a previous master's degree, so fewer PhD credits would be required compared to a student entering the PhD after a bachelor's degree. A dual-degree student will complete all OTD courses, and all then have the opportunity to dually count some of those courses toward the PhD. This allows students to begin incorporating research practicums and Grand Rounds courses earlier on while still in the OTD, and then also counting OTD courses dually toward the PhD.

The dual degree program allows for additional preparation for the PhD dissertation phase during the OTD program while simultaneously cutting down the time to degree completion to roughly 6 years total. A student who completed the OTD, worked as a clinician, and then came back to pursue the PhD would typically take at least 7 years for both programs.

To pursue the dual-degree, students can contact the OTD Program Director to declare the intent to pursue the combined OTD/PhD. Next, the prospective dual-degree student can contact the HRS Office of Academic Affairs, which can provide specific information on curriculum requirements. An appointment can be made with an advisor from the Graduate Program Office by calling 614-292-1706 or emailing HRSGraduateStudentServices@osumc.edu. The student then needs to apply to the PhD program. Please see Dr. Erika Kemp (Erika.kemp@osumc.edu) for additional information.

Additional Specializations in Occupational Therapy

Practice and/or Research Specializations are available for students to pursue over and above the occupational therapy coursework. Specializations enable students to gain additional skills in research or a clinical practice area. To enter a specialization track, students must apply and be approved by Division faculty. Students that complete the requirements will have the specialization noted on their transcript. At this time, program specific specializations are available in research and clinical pediatrics. Additional [Graduate School specializations](#) are also available.

Students eligible for Specializations must have a GPA of 3.5 or higher. Candidates must submit a statement of intent that explains their goals in specialization and indicates how the specialization will assist them in obtaining specific long-term goals. Please see Dr. Erika Kemp (Erika.kemp@osumc.edu) for additional information.

Academic Standards

Students are required to abide by all [policies](#) set forth by the School of Health and Rehabilitation Sciences.

Below is additional clarification on the HRS policies that are specific to the OTD program.

Academic Review Process

SHRS has an established process for review for concerns with professional, behavioral or clinical competency issues. The OTD Program follows this policy as established.

POLICY 1: Code of Ethics

In addition to the HRS policy, OT students will abide by AOTA's Code of Ethics. Ramifications of violations of either Code of Ethics could include dismissal from the OT program.

POLICY 2: Academic Misconduct

This policy details the procedures for violations including but not limited to cheating, plagiarism, fabrication, aid to academic dishonesty and academic misconduct. Students will adhere to the School of Health and Rehabilitation Sciences' policies of academic and professional misconduct.

POLICY 3: GPA Requirements

Minimum GPA requirements for the OTD program follow that of the Graduate School. The Graduate School requires that students maintain a GPA of equal to or greater than 3.0.

POLICY 4: Course Category Requirements

All of the courses in the OTD program are considered Category 1 courses, which means that students must achieve a C- or higher before progressing through the program. Exceptions to this would require approval from the OTD Program Director, Director of Academic Affairs, and Graduate Studies Chair.

POLICY 5: Conduct in the Classroom and Academic Environment

In addition to the SHRS policy regarding conduct in the classroom, the following are policies specific to the Occupational Therapy Division.

Professional behaviors are important to the success of being an occupational therapy student. Students who demonstrate consistent professional and ethical behaviors have the foundational skills to be successful in their coursework, fieldwork experiences, and ultimately, as occupational therapy professionals.

Non-academic traits, behaviors, and performance of students will be observed and described by faculty, clinical faculty, and clinical supervisors throughout the student's enrollment in the division. Areas of professional behaviors based on the 'Professional Behavior' category in the AOTA's Level I Fieldwork Competency Evaluation for OT and OTA Students include, but are not limited to: dependability, competence, communication, integrity, cooperation and teamwork, empathy/compassion, initiative/self-directed learning, professional appearance, flexibility/adaptability, assessment activities, and intervention activities.

Procedures for Managing Professional Behavior Issues

Students are expected to adhere to the Ohio State University Code of Student Conduct, and to display professional behaviors throughout their enrollment in the OTD. Professional behaviors specific to every course may be discussed at an OT faculty and staff meeting. Professional behaviors are essential for success in level 1 and 2 fieldwork rotations as well as capstone, and are thus assessed throughout the

program. Poor professional behaviors may impact a student's ability to participate in fieldwork. If a violation of this academic standard is suspected, the Academic Review Process outlined in the SHRS handbook will be followed.

Classroom Rules

1. Respect your instructors and fellow students sitting around you.
2. Participation is encouraged in every class time.
3. Schedule your meals, snacks and restroom use around class times.
4. No side conversations are permitted during lecture.
5. Laptops and tablets may be used for class related activities during class time.
6. Different instructors may have different requirements for technology including cell phone use.

Communication with Faculty

Faculty hold office hours, either scheduled each week at consistent times or scheduled on an individual basis, to meet with students. Meeting with a faculty member in-person about a course question or about other issues is the best way to ensure accurate communication and thorough, thoughtful answers. Students can schedule an individual meeting or come to faculty offices during established office hours. Faculty office locations and email addresses are included in this handbook and in the course syllabi.

Communication by email is also an efficient way to communicate with faculty. It is important to note, however, that faculty will make every effort to respond within 72 hours of an email (3 business days), so if the question or issue is more pressing, it is preferable to come to office hours, even if just to schedule an individual meeting. If a faculty member has not responded within the 3 business day time limit, please consider reaching out again. Emails are sometimes quarantined or even missed, so it is important to follow up and is the responsibility of the student professional.

Attendance

Occupational Therapy Program Attendance Policy

For all Occupational Therapy courses, regular class attendance is an essential element. This program's pedagogy routinely uses active learning. In addition to dissemination of information, class sessions routinely include discussion in both large and small groups, demonstrations, clarifications, hands-on learning, labs, and group-work that cannot be obtained to the same degree nor to the same quality via other passive learning formats (e.g., copying another student's notes, downloading posted lectures, listening to a recording). Each class also develops a type of learning community; this community is disrupted whenever a student's attendance is subpar; in turn, this affects the learning of other students. Experience has also repeatedly demonstrated that students who miss class simply perform more poorly, retain less information, are less engaged, earn lower grades, and may have difficulty during clinical rotations. Therefore, attendance is required for all courses¹. Attendance via Zoom does not meet the attendance requirement.

¹ To pass a course, students must meet the learning objectives of the course

Ohio State has a longstanding practice of providing academic accommodations for students' religious beliefs as required by law. In 2023, the university updated its policy to comply with new state legislation, see link for details <https://oaa.osu.edu/religious-holidays-holy-days-and-observances> . Students must inform instructors of any religious accommodation requests in writing (OT absentee form) within 14 days of the first day of class. See also policy 9 in the HRS Student Handbook.

Student vacations and other personal time should be planned during the University's designated breaks (<https://registrar.osu.edu/academic-calendar/>). Fieldwork and Capstone Experience courses follow a different schedule, and students are notified of those schedules in advance.

This attendance policy is to provide clarity and uniformity regarding our attendance requirements. The OT Division adopted a No-Fault attendance policy, meaning all absences will follow the guidelines below, and we do not distinguish between excused and unexcused absences.

1. **Absentee Request:** Faculty will do their best to accommodate illness and family emergencies. Students must contact the instructor via email or Carmen mail (see individual syllabus for instructor preference) within 24 hours before or after the missed class session, or if ill or injured, as soon as is safe to do so. For all absences, the student is required to submit an Absentee Request form to each instructor whose course you will miss, see # 6 below.

Additionally, to ensure students meet course learning objectives², the following procedures will be enforced, and students are expected to initiate the process. (See Absence Policy Table for guidance.)

- a. For any class session missed, the student must propose a make-up assignment via the Absentee Request (details below) in the cohort Carmen course. The instructor will approve or suggest an alternate assignment. Students create a make-up assignment that shows they have interacted with the material in an active manner, which may include attending office hours, an open lab session, or providing the instructor with an alternate learning format (quiz question creation, content outline, etc.)
- b. **Missing 10% of class sessions in a course:** A student will be required to meet with the instructor to discuss the absentee request. It is the student's responsibility to initiate contact with the faculty member to schedule the meeting.
- c. **Missing 20% of class sessions in a course:** A student will be required to meet with the instructor and their academic advisor; the student will initiate this meeting. A Professional Improvement Plan (PIP) may be developed to ensure the student meets the course learning objectives. The OTD Program Director will be notified when a PIP is developed. A student's course grade will be dropped by one letter grade. This could result in a failing grade (i.e., a C- or lower).
- d. **Missing 25% or more of class sessions in a course:** The student will initiate a meeting with their advisor. The student must meet with the instructor, academic advisor, and the OTD Program Director. A student's course grade will be lowered to an "E or U," and

² To pass a course, students must meet the learning objectives of the course

the student will fail the course. This may result in dismissal from their current cohort and possible delay in fulfilling the OTD graduation requirements, and graduation. The OT Division feels that missing more than 25% of a course constitutes excessive absence and that the learning that the student missed cannot be reconciled at this point.

Please note that special conditions may be considered, for example:

- Students may meet with the OTD Program Director for consideration of an exception for unusual or extenuating circumstances. Exceptions will only be granted on a case-by-case basis for significant events.
- For students with attendance accommodations from SLDS, instructor(s) may adjust the number or percentage of permissible class session absences for each course. **The amount of flexibility will be based on course learning objectives and activities.** Please note, flexibility with course attendance varies by course and may be limited. **Specifications must be documented in a Course Accommodation Letter from SLDS.** This procedure is in compliance with the [SLDS Handbook for Graduate Students](#) under *Attendance and Deadline Modifications*, which can be found on the [SLDS website](#).

Absence Policy Table.

Course Duration (Weeks)	Times class meets (#/week)	Times class meets (#/semester)	No. of absences to meet with course instructor (10%)	No. of absences that results in a dropped letter grade (20%)	No. of absences that result in failing grade (25%)
14	1	14	1.4	2.8	3.5
	2	28	2.8	5.6	7
7 or 8	1	8	0.8	1.6	2
	2	16	1.6	3.2	4

2. **Consistent tardiness or leaving early** (more than 20% of classes for a course): Missing portions of a class also leads to missing content, thus excessive tardiness or leaving early may result in lowering the course grade by one letter grade. The instructors will track this, are not required to meet with the student about class tardiness and may lower a student’s course grade.
3. **Individual Courses:** Each individual instructor may require more stringent attendance in their individual courses, see each syllabus for details. No instructor may have a more flexible policy than is stated in the OTD Attendance Policy.
4. **Labs and Community Experiences:** If the absence involves a community experience or lab activity, the student may receive a zero for that activity or the loss of credit stated in the syllabus. Due to the nature of lab experiences, and coordination with community partners, many of these activities are

not able to be made up, and the instructor is not obligated to provide a make-up activity for student absence.

5. **Fieldwork and/or Capstone Experience:** Each of these clinical experiences (6189, 6289, 6389, 7189, 7289, 7389) have requirements for a specific number of hours to be completed. See individual course syllabi and the Fieldwork and/or Capstone Experience section of the OTD handbook for details on attendance requirements for clinical courses.
6. **Absentee Request Form.** In the student's cohort's CarmenCanvas Shell, "OTD Class of 20##", select Quizzes, then Survey titled "*Absentee Request Form*". The student will complete and submit the form including providing dates absent, indicating if you have SLDS accommodation, and provide plan as to how you are going to learn the content or make-up the lab.
 - a. Once you have completed the survey, email your instructor notifying them you have completed the form.
 - b. The instructor will write a response in the comments of the survey corresponding with their course.
 - c. It is your responsibility to read the instructor's comments about your make-up plan and the due date, and to comply with the plan. If you do not understand the instructions, please meet with your instructor for clarification.

Revised and adopted 7.26.24

POLICY 6: Social Networking

Students should adhere to the SHRS Social Networking Policy. Privacy of students and clients is of the utmost consideration. This policy pertains to all students in the OTD program and any of their online personas.

POLICY 7: International Student VISA Requirements

The OTD program adheres to this policy.

POLICY 8: FERPA

The OTD program adheres to this policy.

POLICY 9: Religious Observation

The OTD program adheres to this policy.

POLICY 10: Discrimination, Harassment, or Sexual Misconduct

The University requires sexual misconduct training for students and employees which is completed via BuckeyeLearn. The OTD program follow the SHRS policy as written.

POLICY 11: Conduct in Professional Environment

The OTD program adheres to this policy.

POLICY 12: Clinical Practice Professional Dress

The HRS policy details the following regarding clinical practice dress. The OTD program also adheres to these guidelines for classroom attire.

Expectations for all students in the School are as follows.

1. Follow any specific program guidelines.
2. Business casual dress is recommended for many professional environments but in general, the appropriate dress is determined by the clinical or educational environment.
3. Clothing should be clean, fit appropriately, and should not be overly revealing.
4. Clothing messaging should be appropriate for the environment and should not interfere with learning or clinical activities. This includes patches, buttons, or any attachments to clothing.
5. Clothing that is intended only for the clinic should not be worn to class. Clothing soiled from work in the clinic may never be worn back to class; the student must bring a clean change of clothes.
6. Lab coats should be clean, wrinkle-free, and in good repair.
7. IDs should be displayed in a visible location above the waist.
8. Appropriate undergarments should always be worn.
9. Hats are not to be worn unless they are required parts of a uniform.
10. Shoes and socks are required in clinical settings. Sandals are not appropriate; the foot should be covered according to Occupational Safety and Health Administration (OSHA guidelines).
11. Jewelry and accessories should be appropriate for the environment, should not create a safety hazard for the wearer or anyone else and should not interfere with learning or clinical activities.
12. Students should be aware that some internships and clinical sites may have policies limiting tattoos and piercings. These may need to be covered and/or removed.
13. Smoking, the use of any tobacco products, or vaping is not permitted in any buildings or on the grounds of the Ohio State campus. The student cannot smoke, use other tobacco products, or vape at any clinical site.
14. To avoid transmission of pathogens, eating is not permitted in any patient care area. Students are not allowed to eat while practicing clinical skills during lab. Hands must be washed before and after eating for clinical work or clinical skills practice.
15. Body cleanliness is important in all academic and clinical settings. Perfumes, colognes, and aftershave lotions may be used in moderation. Some settings may prohibit these based on specific patient needs.
16. Hair should be kept clean and well-groomed or styled. Long hair should be tied back to avoid interference with patient care activities.
17. Fingernails should be kept clean and manicured and kept less than $\frac{1}{4}$ inch long past the tip of the finger. Artificial nails are prohibited due to their potential to harbor bacteria. Nail polish is typically prohibited in situations requiring aseptic care.
18. Pants must fit at or above the waist and must not reveal underwear or the skin below the waist.
19. Shorts are acceptable in some settings but should extend to the mid-thigh or below.
20. Shirts must either be tucked in or come below the level of the pants so that will not ride up when bending over or reaching overhead.
21. Skirt length shall be no shorter than three inches above the top of the knee; Split skirts and dress shorts are permitted if they fall within skirt guidelines.
22. Facial make-up should be applied in moderation.

23. Note: For some religious or cultural customs, these requirements may be altered with consultation of faculty and supervisors. Some clinical environments do not allow for any accommodations and requirements cannot be altered due to patient safety.

In addition to these School policies, please see OTD policies and guidelines below.

OTD Classroom Dress is Business Casual

1. Jeans are permitted if they are clean, without tears or holes and of appropriate length.
2. Instructors may make exceptions as needed for lab classes or other occasions.
3. Casual attire such as stretch pants, sweatpants, T-shirts, jogging clothes, casual or sporty clothing are not permitted.
4. Shoes such as flats, pumps, loafers, athletic shoes and dress sandals may be worn in the classroom. Beach shoes and flip flops are not permitted.
5. Temperatures do fluctuate in the classroom, so layers are suggested.

Community/Fieldwork/Capstone Dress Code:

The Division of Occupational Therapy has adopted a professional apparel policy when working with patients/clients in a community lab, in service-learning opportunities, and in fieldwork sites. An OSU occupational therapy polo shirt (black or gray preferred) is required and can be purchased from the OSU Student OT Association. Solid color (black or gray preferred) long casual or dress pants are required for safety, hygiene, and professional appearance reasons. Casual or sports-type shoes with socks must be worn. Clean clothes and shoes are mandatory. No blue jeans, sandals, open toed shoes, or high heeled shoes will be allowed. All students must obtain and wear an OSU name badge. Students are expected to wear their OSU ID badge when at clinical sites.

Students should be aware that different clinical partner sites will have different dress standards and that they will be responsible for adjusting to these individual differences. Some sites might require students to purchase scrubs or a uniform. This will be true for Level I and Level II Fieldwork Experiences as well as Capstone Experiences. Additional details on this can be found in the Fieldwork & Capstone section of this handbook.

POLICY 13: HIPAA compliance

The OTD program adheres to the SHRS policy. HIPAA Privacy and Security, available through BuckeyeLearn, is required during the first autumn semester (in OCCTHER 7440) and during Autumn of Year 2 (OCCTHER 7447) prior to Level II Fieldwork.

POLICY 14: Background Check

In addition to the School policies, fieldwork sites may have more stringent requirements. You are responsible for additional costs and tests as needed. Background checks are required at minimum once every 12 months. Students receive information regarding how to obtain these checks from the HRS office associate that oversees this process. As stated in the HRS policy, if a student knows they will not successfully pass a criminal background check they should contact the OTD Program Director before professional coursework begins. Additional information can be found in the fieldwork & capstone section of this handbook.

POLICY 15: Health Insurance

OTD students must maintain active health insurance while students. This is a requirement of several of our clinical partners as well. Additional information can be found in the fieldwork & capstone section of this handbook.

POLICY 16: Immunizations & Health Requirements

In addition to the School policies, you are also required to pass a physical exam at entry to the program. Fieldwork sites may have additional requirements of students. You are responsible for additional costs and documentation as needed to attend and complete all fieldwork and clinical rotations. Students may not participate in any community labs or Fieldwork/Capstone Experiences until they are compliant with all health requirements. OSU Student Health will determine compliance and will provide compliance decisions to the Division. Additional information can be found in the fieldwork & capstone section of this handbook.

POLICY 17: Drug Testing

In addition to School policies, a student may be tested at any time at the request of a fieldwork site, fieldwork educator, community partner or faculty member. Additional information can be found in the fieldwork & capstone section of this handbook.

POLICY 18: Student Change in Health Status

This policy discusses acute or chronic changes in health status (including pregnancy). Injuries may occur both in the classroom and in the clinic. Procedures are outlined in the SHRS policy for obtaining medical care and reporting the incident to the program. The OTD program follows this policy with the exception that the Academic Fieldwork Coordinator be the person notified of any acute or chronic changes in medical status.

POLICY 19: Leave of Absence

The OTD program adheres to this policy.

POLICY 20: Student Complaint

For complaints regarding a specific course or course instructor, students should adhere to the SHRS Complaint Policy and outlined in the SHRS student handbook. For complaints that fall outside formal grievance and appeal processes, students should adhere to the OSU OT Division Complaint Policy below.

There is a [Graduate and Professional Student Ombudsperson](#) available for guidance on issues related to fairness and challenges that graduate and professional students may face with their faculty advisors or within their programs.

Policy for Complaints that Fall Outside Outlined Policies

The Division of Occupational Therapy strives to demonstrate professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. In this case, the complaint should be described in writing and addressed as follows:

Program Director
Division of Occupational Therapy

Room 406 Atwell Hall
453 W 10th Avenue
Columbus, OH 43210

Please include contact information so the OTD Program Director can reach you in order to resolve the complaint.

The following outlines the process for handling a complaint against the OTD Program:

1. When possible, the OTD Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The OTD Program Director will provide a description of the resolution in writing to the person complaining.
2. If dissatisfied with the outcome of the discussion with the OTD Program Director, or if the complaint is against the OTD Program Director, the complainant may submit a written complaint to the Director of the School of Health and Rehabilitation Sciences. The OTD Program Director will provide the Director of the School with a written summary of previous discussions where appropriate. The School Director will discuss the matter with each party separately and may schedule a joint appointment with the two parties in order to attempt to reach a solution. The School Director will provide the person with the complaint and the OTD Program Director with a written letter outlining the solution reached through this step.
3. If the complainant remains dissatisfied after step 2, the next line of complaint is to the Dean of the College of Medicine, or their representative.
4. If the complainant remains dissatisfied after step 3, the last line of complaint is to the Provost of the University, who serves as the chief academic officer of Ohio State.
5. Any letters or other written materials associated with the complaint from the complainant, the OTD Program Director, School Director, or Provost will be kept in a folder marked "Complaints against the Division of OT" and kept in the OTD Program Director's files for a period of 5 years.

Approved by HRS OT Faculty 4.19.2016

Additional Division of Occupational Therapy Policies

Additional policies and procedures related to clinical components can be found in the fieldwork & capstone section of this handbook.

Policies related to equipment use in the lab, particularly Physical Agent Modalities, are reviewed by the course instructors in those classes. Students are expected to adhere to all safety procedures outlined by the course instructors.

Building evacuation plans are available in 406 Atwell Hall, above faculty mailboxes (BEAP) and evacuation plans are posted on every floor in Atwell Hall. In the event of fire, use the stairs. Do NOT use the elevators. If a student has a mobility impairment and cannot use the stairs, the stairwell doors are

fire safety doors and the stairwell landings are considered emergency evacuation points by first responders.

Regulations concerning Atwell Hall usage are outlined in the HRS handbook. In addition, the lobby of the front OT office (406) is intended to be a comfortable space in which people waiting to see faculty members can sit while they wait. Please, no student loitering or eating in this lobby space. Students are encouraged to find alternative spaces or use the lab (room 416) if it is available (please see calendar on bulletin board outside of room 416 for availability).

Part Two: Occupational Therapy Fieldwork & Capstone Experience

You will enroll in and complete Fieldwork Level I (OT 6189: Mental Health; OT 6289: Physical Function; OT 6389: Pediatrics), two sections of Fieldwork Level II (OT 7189) and Capstone Experience (OT 7389). The policy and rules for clinical experiences are defined below: Throughout a student's three years, they will have six different clinical experiences as well as a multitude of simulation and community-based experiences.

Overview of Course Policies:

- 1) Level I rotations (6189, 6289, 6389)
 - a) Students must receive a passing grade for each of the Level I rotations before progressing to the next.
 - b) Grades are Satisfactory/Unsatisfactory, as outlined in the syllabi.
 - c) To receive a Satisfactory grade, the student must complete all assignments and reflections outlined on the syllabus, AND receive a passing score on the evaluation completed by the fieldwork educator. Refer to syllabus for details and specifics on assignments as well as the current evaluation tool.
 - d) The AFWC or instructor of the course makes final determination as to the grade the student receives.
- 2) Level II rotations (7189)
 - a) Course is graded Satisfactory/Unsatisfactory.
 - b) Students must pass this course two times in order to progress through the curriculum, equaling a total of 24 weeks full time in Level II rotations.
 - c) Students must complete Level II fieldwork in two practice settings. This may occur at one larger institution, but must be two distinct areas of practice.
 - d) To receive a passing grade, students must complete all assignments as outlined on the syllabus, including receiving a passing grade on AOTA's Fieldwork Performance Evaluation (FWPE) as completed by their fieldwork educator.
 - e) The AFWC or instructor of the course makes final determination as to the grade the student receives, with heavy reliance on the score on the FWPE.
 - f) No part of Level I hours may be substituted for Level II fieldwork.
 - g) It is possible to complete Level II fieldwork on a part time basis, extending the number of weeks to match the percentage of FTE, which can be no less than .5. This option would delay graduation due to the curriculum design, and it may take time to find a site that can provide this option.
- 3) Capstone Experience (7389)
 - a) Course is graded Satisfactory/Unsatisfactory.
 - b) Students must pass all of the individualized objectives that were created in collaboration with the faculty advisor and site mentor AND complete all assignments/reflections outlined in the course syllabus.
 - c) The Capstone Coordinator/course instructor makes the final determination as to the grade the student receives, with heavy reliance on the scores of the individualized objectives.

- d) No part of Level I or Level II hours may be substituted for this experience.
- e) It is possible to complete this experience part time, yet no less than .5 FTE. This would delay graduation due to curriculum design. It may take time to find a site that can accommodate this option.

New Student Onboarding

The Academic Fieldwork Coordinator will oversee the onboarding process. This process includes the health review for each student as required by HRS and our clinical sites, completion of BuckeyeLearn modules, CPR certification and background checks. Once background checks are cleared, students will be issued an OSUWMC student identification badge, and be issued an OSUWMC email address.

BuckeyeLearn Modules

On entry into the program, there are several required online courses that students are required to take. These must be completed as part of OCCTHER 7440. They are repeated again as part of OCCTHER 7447 in preparation for Level II fieldwork. This is accomplished through the BuckeyeLearn system. These courses cover content including but not limited to HIPAA, infection prevention, emergency codes, safety and security and patient safety. Non-completion of these modules as listed in the syllabi may prevent a student's progression through courses.

CPR Certification

CPR certification is required to be up to date for all students and must remain valid throughout the program's three years. Students may obtain certification by taking an approved CPR course: American Heart Association, Basic Life Support for Healthcare Providers. No other courses are accepted. CPR must be completed by the end of the second semester of the program.

Outline of Responsibilities

Level II Fieldwork

- 1) Academic Fieldwork Coordinator (AFWC) is Responsible for:
 - a) Assigning all eligible students to fieldwork experience and confirming the assignment in writing to each fieldwork supervisor.
 - b) Assuring that all written contracts and letters of agreement between the educational institution and fieldwork facility are signed, and periodically reviewed.
 - c) Making regular and periodic contacts with each fieldwork facility in which students are placed.
 - d) Maintaining a current file of information on each fieldwork facility for student and faculty reference.
 - e) Identifying new sites for fieldwork experience.
 - f) Developing and implementing a process for withdrawal of students from a fieldwork experience.
 - g) Orienting students to the general purposes of fieldwork experiences and providing them with needed forms.
 - h) Reassigning students who do not complete original fieldwork assignments in accordance with education program policies.

- i) Developing fieldwork experience programs that provide best opportunities for the practical implementation of theoretical concepts offered as part of the didactic curriculum.
 - j) Maintaining a collaborative relationship with fieldwork facilities.
 - k) Sending necessary information and forms for each student to the fieldwork supervisor unless responsibility is assigned to the student.
 - l) Providing regular and periodic check-ins with students during rotations.
 - m) Working with the student and fieldwork educators if problems arise during fieldwork.
- 2) Fieldwork Educator (FWE) is Responsible for:
- a) Collaborating with the Academic Fieldwork Coordinator in the development of the fieldwork program that provides best opportunities for the practical implementation of theoretical concepts offered as part of the academic educational program.
 - b) Preparing, keeping current and sending to Academic Fieldwork Coordinator information about the facility, including a statement of the conceptual models from which evaluation is derived, and upon which treatment is based.
 - c) Reviewing periodically the contractual agreement between the academic educational program and the fieldwork facility, assuring that these agreements are signed.
 - d) Scheduling students in collaboration with Academic Fieldwork Coordinator.
 - e) Evaluating each student at the midpoint and termination of the fieldwork experience using AOTA's Fieldwork Performance Evaluation. This is done electronically through OSU's database, Exxat.
 - f) Providing regular and periodic supervision of students.
 - g) Being familiar with the process of withdrawal of students from fieldwork experience of each academic educational program from which students are accepted.
 - h) Notifying the Academic Fieldwork Coordinator of any student concerns or problems that arise during the fieldwork rotation.
- 3) Student is Responsible for:
- a) Confirm fieldwork placement via written communication with the fieldwork site contact 6-8 weeks ahead of the placement start date. Student must provide name, and contact information of site's assigned fieldwork educator to the AFWC prior to the start of their rotation.
 - b) Obeying all policies and procedures of the fieldwork site/facility unless exempted, including prompt notification of student absences.
 - c) Obeying all policies and procedures of the School of Health and Rehab Sciences and the Division of Occupational Therapy while enrolled in OCCTHER 7189, a University course.
 - d) Fulfilling all duties and assignments made by the fieldwork educator, unless exempted, within the time limit specified.
 - e) Being informed as to the policy of the academic educational program in which they are enrolled regarding make-up time for absences during fieldwork experience, and adhering to these policies.
 - f) Writing a letter of appreciation to the coordinator and educator for the educational opportunities offered to the student.

- g) Completing all other assignments in the Carmen course for OCCTHER 7189 as assigned. These may include weekly discussions, evidence-based projects, midterm and final surveys and updating site specific forms.

Capstone Experience

1) Division of Occupational Therapy Faculty is Responsible for:

- a) Determining the expertise of the site mentor through review of CV/resume, supporting documents (e.g. certifications, specializations), or completion of in- depth interview.
- b) Determining if the site mentor is qualified to serve as site mentors for the Capstone Experience by majority vote of the core OTD faculty members. This ensures that the student is mentored by an individual with expertise consistent with the student’s area of focus. This individual may or may not be an occupational therapist. (D.1.6)
- c) rotation. Reword based on how we do this (email, phone call, Zoom, or in-person)

2) **Student is Responsible for:**

- a) Working collaboratively with the site mentor, faculty mentor and capstone coordinator to create specific learning objectives.
- b) Obeying all policies and procedures of the facility, including health requirements and prompt notification of student absences.
- c) Fulfilling all duties and assignments made by the site mentor, unless exempted, within the time limit specified. The student will only participate in activities as approved by the site mentor.
- d) Complete 40 hours per week, with at least 32 hours of time being spent on activities that are on-objective, with 8 hours of flexibility related to the capstone experience topic (fieldtrips, additional projects, meeting with faculty advisor, etc.)
- e) Evaluating the capstone experience site mentor and site to help continue to improve educational outcomes.
- f) Writing a letter of appreciation to the site mentor for the educational opportunities offered to the student.
- g) Student sets agenda for weekly meetings
- h) ___Student will add items here in their evaluation _____
- i) _____

3) **Faculty Advisor is Responsible for:**

- a) Mentoring the student in reviewing evidence, assessments, and treatments relevant to the capstone project.
- b) Maintaining a collaborative relationship with capstone sites and students including periodic contact with the student.
- c) Collaborating and providing guidance for development of individualized learning objectives.
- d) Provide supervision to students with site mentors who are not occupational therapists based on what is agreed upon?
 - i) Specify supervision plan here:
 - (1)
- e) ___additional items may be added by individual faculty advisors _____

4) **Doctoral Capstone Coordinator is Responsible for:**

- a) Assuring that there is a signed contract in place for the experiential site where the capstone experience is occurring.
- b) Developing and implementing a policy for the withdrawal of students from the capstone experience.

- c) Providing training on mentoring and the Division of Occupational Therapy's expectations for mentors.
 - d) Collaboratively identifying an on-site mentor who will mentor the student during the experience.
 - e) Making regular and periodic contacts with the facility in which students are placed.
 - f) Overseeing development of individualized learning objectives.
 - g) Assigning the final grade as the instructor of record for OCCTHER 7389.
 - h) A fieldwork/clinical faculty member is available Monday-Friday during daytime business hours 8am-4pm via cell/text. See syllabus for phone numbers. Email will be reviewed daily and responded to within 48 hours.
 - i) Evening hours are available via appointment as needed, in case of an emergency. For medical emergencies, first call 911 or your healthcare provider.
 - j) A faculty member from the fieldwork office will complete either a phone call or in person visit as a midterm visit between weeks 6-9 of each site
- 5) **Site Mentor is Responsible for:**
- a) Collaborating with the student in the development of the capstone experience learning objectives that provide opportunities for the practical implementation of theoretical concepts from didactic content.
 - b) Providing supervision and mentoring of the student while the student is completing their Capstone Experience.
 - c) If the student is providing skilled occupational therapy services, the supervision guidelines for the provision of occupational therapy services by students for each particular state are to be followed.
 - d) If the site mentor is not available to supervise the student on a particular date for provision of clinical or other services, the site and mentor will provide a replacement supervisor for that particular time period.
 - i) The student may spend additional time at other locations as approved by the site mentor.
 - e) Evaluating each student at the midpoint and conclusion of the capstone experience using the specific learning objectives that are listed on this form. The mentor will be provided with the evaluation.
 - f) Providing the Division of Occupational Therapy with a copy of their CV/Resume or a paragraph regarding their expertise.
 - g) Working with the student and the Capstone Coordinator if problems arise during the Capstone Experience.

Fieldwork Office

- 1) Director of Clinical Education is responsible for:
 - a) Onboarding process of new cohort of students
 - b) Training of new fieldwork and/or capstone staff or faculty
 - c) Oversight of administration of clinical education program, including community, fieldwork and capstone experiences.
- 2) Program Coordinator is responsible for:
 - a) Administrative tasks including database management, correspondence with sites and supervisors and contract management assistance.

Evaluations & Grades for Clinical Courses

Grades for Level I Fieldwork, Level II Fieldwork and Capstone Experience are determined by the Division of Occupational Therapy, The Ohio State University, not by the fieldwork educator or site mentor. The report of performance by the fieldwork educator or site mentor will be the main factor in the determination of the grade. Students must participate in and complete all Ohio State course assignments (Carmen postings and online submissions) in order to receive a passing grade.

Students' grades will not be posted until all necessary OSU course assignments are completed which includes all documents submitted and participation in all Carmen discussions.

Level I Fieldwork (6189, 6289, 6389)

- 1) Your FWEd will complete the Level I Evaluation of Professionalism by the end of your 40 hours, via Exxat. The focus of this evaluation is on development of professional behaviors needed to be a solid clinician. Students must receive an overall grade of 'M' or Meets Expectations on this evaluation. Any items that receive an 'N' or Needs Improvement will be reviewed together by the student and the AFWC/course instructor to determine whether or not focused learning needs to happen to further develop that area before Level II fieldwork. Evaluations are stored in Exxat so that we may view them centrally.
- 2) Students will complete an evaluation of the fieldwork experience via Exxat. Please be sure to send a copy via Exxat to share with your educator on your last day. These are essential to helping us determine which sites to continue to use, and which may be ready to develop into a Level II or Capstone Experience site.
- 3) These courses are graded Satisfactory/Unsatisfactory. All assignments must be completed in the CarmenCanvas course to receive a grade.

Level II Fieldwork (7189)

- 1) A pdf of the items and scoring of AOTA's Fieldwork Performance Evaluation (FWPE) can be found on Carmen. As you begin your fieldwork, you should read it and become familiar with the performance expectations.
- 2) Midterm: Your FWEd will complete the Fieldwork Performance Evaluation (FWPE) to review your progress at midterm. This is usually done at the six to eight week point in the fieldwork experience. The midterm evaluation is to identify strengths and weaknesses in the student's performance. Any modification in performance that is necessary for successful completion of the assignment will be identified. The Fieldwork Performance Evaluation (FWPE) form may be used as a basis for discussion of performance at any time during the assignment. You may have a copy of your evaluation. Obtaining it is your responsibility. FWPE forms are stored in Formstack and Exxat so that all parties can view them.
- 3) Final: To receive a Satisfactory grade, in addition to completion of other assignments as specified in Carmen and on the syllabus, students must achieve the overall final score of 111 points on AOTA's Fieldwork Performance Evaluation (FWPE). In addition to an overall score of 111 on the FWPE, students must receive at least a score of three on the first three items on the FWPE that relate to Safety and Ethics. Students who do not receive at least a three on these three items will receive an

Unsatisfactory final grade for the course. Any item scored a one on the final FWPE will result in an Unsatisfactory final grade for the course. You may have a copy of your evaluation. Obtaining it is your responsibility. They are all stored in Formstack and Exxat so that we may view them from here as well.

- 4) Towards the end of your fieldwork you will have access to the Student Evaluation of the Fieldwork Experience (SEFWE). Complete this in Exxat and share it with your fieldwork educator. Be candid and honest using respectful language. You need to be thoughtful and give information as to how a situation facilitated, or failed to facilitate, your learning. Give comments about both helpful and less helpful experiences. Be realistic and professional in your feedback about both the site and the educator. This information will be shared with future students to help them make decisions on sites and to be successful.
- 5) You will also complete a Final Survey which gives us information about how prepared you were for this specific fieldwork site, and which courses were most relevant. We use this for program evaluation.
- 6) **Withdrawals:** Occasionally a student may choose to withdraw during their rotation. Students in this situation will need to meet with the AFWC to determine whether or not the use of a Withdrawal (W) grade or any tuition reimbursement are options through the Registrar's office. If the student chooses to withdraw after the Registrar deadline, the student will receive an Unsatisfactory grade (U). Students that choose to withdraw may need to complete remediation activities and a learning contract before beginning another clinical rotation and will need permission of the OTD Program Director and AFWC to begin another rotation. Students that withdraw may risk delay of graduation due to availability of clinical sites.
- 7) Students who receive a U (Unsatisfactory) grade will be required to complete remediation activities and must petition the faculty before another fieldwork placement will be initiated. Remediation may include additional academic work, additional field experiences, and a learning contract. The intent of the remediation plan is to allow the student to develop the skills necessary to be successful on the next fieldwork experience. After a plan of remediation has been successfully completed and with the permission of the OTD Program Director, the student will re-register for OT 7189. The dates and location of the new fieldwork facility are dependent on the availability of placement sites that match of student's needs, thus potentially delaying the student's planned graduation date.
- 8) Students that Withdraw (W) or receive an Unsatisfactory (U) grade from a Level II rotation (7189), may be placed into one additional Level II fieldwork rotation in addition to the two they already received.
- 9) Students who receive Unsatisfactory (U) or Withdrawl (W) grades in two Level II fieldwork placements will be referred to the OTD Program Director for review and then to the Office of Academic Affairs/Executive Committee for the School of Health and Rehabilitation Sciences for possible dismissal from the Occupational Therapy program.
- 10) A student who does not complete and pass the two full-time Level II Fieldwork placements (7189), will not be eligible to take the NBCOT Certification Examination and will not be able to practice as an Occupational Therapist.

Occasionally, a student may have difficulties on fieldwork. Patient care is of primary concern and the school will intervene if problems arise. Each case will be dealt with on an individual basis and follow procedure. The purpose of this policy is to outline a sequential procedure for instructional and/or disciplinary interventions in the event of unsatisfactory student performance during fieldwork placements. The intent is to encourage early intervention with an emphasis on collaborative problem solving in order to assure successful student fieldwork performance. The procedure usually begins in sequence but may vary depending upon the nature of the unsatisfactory performance.

- 1) The fieldwork educator (FWE) reports unsatisfactory performance to the student and Academic Fieldwork Coordinator (AFWC) upon identification. The FWE and AFWC counsel the student on corrective actions. A Learning Contract is established, when appropriate.
- 2) The Learning Contract will be developed jointly by the student, the Fieldwork Educator and the AFWC. The learning contract will include, but is not limited to: a description of the problem; suggested learning strategies; outcome measures; time lines; and consequences of success or failure to meet requirements set forth in the plan. The fieldwork educator (FWE) monitors student progress and provides formal (written) and informal feedback to the student and AFWC for the duration of the placement, at intervals established in the learning contract. If the learning contract fails for any reason, the Academic Fieldwork Coordinator (AFWC) and OTD Program Director will discuss the issues, implement a plan, and decide the outcome.
- 3) Continued unsatisfactory performance will result in a 'U' (Unsatisfactory) grade for that fieldwork placement. Immediate removal (prior to the scheduled ending date) from the site and a failing grade may be given for any fieldwork placement for the following:
 - a) Violation of patients' rights
 - b) Violation of the rights of others
 - c) Violation of the AOTA Code of Ethics
 - d) Unprofessional behavior
 - e) Unsafe practice
 - f) Substance abuse
 - g) Failure to complete any of the specified requirements
 - h) Continued unsatisfactory performance
 - i) Request by the fieldwork site that the placement be discontinued due to student performance
 - j) A score below a "3" on items 1 – 3 of Section 1, Fundamentals of Practice, on the Fieldwork Performance Evaluation (FWPE)

Documentation of the issues, learning contract/plan of action, goals, and evaluative tools are part of the academic record. Information about a student's academic record may not be shared with anyone outside of the academic institution without the student's permission.

Some students who have persistent professional behavior or academic difficulties during their academic program may work with the AFWC to develop a learning contract before or during fieldwork to help the

student have accountability. Completion of the learning contract goals must occur in order to continue progression through the OTD program.

Capstone Experience

- 1) The Ohio State University has established 5 behavioral objectives for the Capstone Experience, in agreement with the curricular threads and program outcomes. In addition, in collaboration with their site mentor, the OTD students will set 3 individualized learning goals to customize the concentration of the experience to the learning needs of the OTD student. The Capstone Experience student, site mentor, and Capstone Coordinator should agree upon these three student specific objectives and individualize the five OSU OTD standard learning objectives. Objectives will be reviewed and finalized with the site mentor before the start of the Experience. (ACOTE D.1.4)
- 2) Evaluation of the 8 individualized objectives occurs under the supervision of a site mentor with expertise in the student's chosen area. Evaluation of performance is completed via the OSU OTD Capstone Experience Evaluation at midterm (~7 weeks) and final of the 14-week Capstone Experience. The OTD student and site mentor will revisit the established learning goals at midterm and at final. An email or phone call check-in will occur at week 7 with the Capstone Coordinator.
- 3) The student must successfully meet or exceed their individualized objectives to successfully complete the Capstone Experience. The Evaluation has three measures for each objective: 1. Accomplished 2. Making Progress 3. Not Progressing, needs attention. Students must accomplish each objective to receive a 'satisfactory' grade for their Capstone Experience courses. If at midterm the student and site mentor and/or faculty advisor are concerned that the objectives may not be met due to unforeseen circumstances, the Capstone Coordinator will be consulted to see if it would be appropriate to modify the stated objectives. (ACOTE D.1.7)
- 4) Towards the end of your Capstone Experience, you will have access to the Student Evaluation of Capstone Experience form in Exxat. Complete this information and share it with your site mentor. Be candid, honest and professional.
- 5) You will also complete one more Capstone Survey which gives us information about how prepared you were for this specific doctoral site, and which courses were most relevant. We use this for program evaluation.
- 6) Withdrawals: Occasionally a student may choose to withdraw during their capstone experience. Students in this situation will need to meet with the DCC to determine whether or not the use of a Withdrawal (W) grade or any tuition reimbursement are options through the Registrar's office. If the student chooses to withdraw after the Registrar deadline, the student will receive an Unsatisfactory grade (U). Students that choose to withdraw may need to complete remediation activities and a learning contract before beginning another capstone experience and will need permission of the OTD Program Director and DCC to begin another rotation. Students that withdraw may risk delay of graduation due to availability of clinical sites.
- 7) Students who receive a U (Unsatisfactory) grade will be required to complete remediation activities and must petition the faculty before another capstone experience placement will be initiated. Remediation may include additional academic work, additional field experiences, and a learning contract at the discretion of the OTD Program Director with input from the Doctoral Capstone Coordinator and faculty. This may necessitate a delay in the start of the next capstone experience

until the remediation plan is completed. The intent of the remediation plan is to allow the student to develop the skills necessary to be successful on the next capstone experience.

- 8) Students that Withdraw (W) or receive an Unsatisfactory (U) grade from a Capstone Experience (7389), may be placed into one additional Capstone Experience rotation.
- 9) Students who receive Unsatisfactory (U) or Withdrawal (W) grades in two Capstone Experience placements will be referred to the OTD Program Director for review and then to the Office of Academic Affairs/Executive Committee for the School of Health and Rehabilitation Sciences for possible dismissal from the Occupational Therapy program.
- 10) A student who does not complete and pass the doctoral capstone experience will not be eligible to take the NBCOT Certification Examination and will not be able to practice as an Occupational Therapist.
- 11) Students who fail the Capstone Experience (a failing/non passing capstone evaluation at the final or termination by the site due to failing performance) will be required to go through a remediation process before they could begin a second Capstone Experience. This remediation will be directed by the Capstone Coordinator, developed in collaboration with the student, and will focus on areas the student, site mentor, and faculty advisor identified as weaknesses during the first Capstone Experience. After a plan of remediation has been successfully completed and with the permission of the OTD Program Director, the student will re-register for OT 7389 and must complete 14 weeks of the Capstone Experience. The dates and location of the new Capstone Experience are dependent on the availability of placement sites, potential site mentors and match of student's needs, thus potentially delaying the student's planned graduation date.
- 12) Students who receive Unsatisfactory grades in two Capstone Experience Placements will be referred to the Office of Academic Affairs/Executive Committee for the School of Health and Rehabilitation Sciences for dismissal from the Occupational Therapy program. A student who does not satisfactorily complete OT 7389 will not earn a degree in Occupational Therapy, will not be eligible to take the NBCOT Certification Examination and will not be able to practice as an Occupational Therapist.

Absences

Level II Fieldwork

Fieldwork in Occupational Therapy (OT 7189) carries 9 hours of University credit, and the expectation is that you will work full-time for twelve weeks with your supervisor. Your schedule will be set by your fieldwork setting, which might include weekends or alternative schedules. In the Occupational Therapy Division, we evaluate any situation in which there are more than 3 days of absence in a course carrying this amount of credit.

Students are allowed 3 days each 12-week rotation for illness, holidays (see below) recognized by the site, or emergencies that may occur. This is not considered time off the student is entitled to have and they must alert both their site and the AFWC. Fieldwork sites may have their own policies and require

that you make up all time off. Policies of the site may not be more lenient than what is outlined here but may be stricter.

Absences are considered any time you are not working during a scheduled time. Any absence beyond the 3 days would require evaluation by the site and University faculty in terms of the reason for the absence in relation to the performance of the student. Days off past these three must be made up at the end of your fieldwork. If you are placed in a school system, plan to complete one extra week due to snow, holidays, and/or spring break.

Holidays

The following holidays are observed by the university during the scheduled Level II rotations: Martin Luther King Jr., Memorial Day, and Juneteenth. These holidays are granted in accordance with the policies of the Fieldwork or Capstone Experience facility, not the University. Therefore, do not make any plans that would require you to have a day off. Your site may request holidays be made up at the end of the fieldwork or on the weekend leading up to or after the holiday.

Capstone Experience

1. The Capstone Experience carries 9 hours (OT 7389 Spring) of University credit. Your schedule will be collaboratively set by you and your Capstone Experience site & mentor, which might include weekends, or four ten- hour days. Any absence you have must be made up so that you reach 560 hours of time, with a duration of at least 14 weeks. This breaks down to 40 hours per week, with at least 32 hours of time being spent on activities that are on-objective, with 8 hours of flexibility related to the capstone experience topic (fieldtrips, additional projects, meeting with faculty advisor, etc.). You will track your time electronically.

One of the objectives of the Capstone Experience is to develop professional behavior. Stating a policy regarding absence should not be viewed as interference in this process but rather as a guideline to follow in the process as related to the mentor-mentee relationship.

Placement Process for Clinical Rotations

Fieldwork Experience

It is not possible for students to experience every one of the eighteen identified settings in which occupational therapists practice. Once students enter the program, all clinical experiences will be coordinated by faculty. Students are not permitted to contact sites with whom we already have a contract for additional shadowing experiences, or to request a certain site accept them as a student without the permission of the AFWC. Once the student has spoken with the AFWC, there is a document that can guide a student through the process of independently searching for a fieldwork site. We are interested in sites that want to have an ongoing relationship with the Occupational Therapy Division at The Ohio State University. The faculty work hard to ensure that the sites we use have a structured student program for optimal learning, and that the site is compatible with our curriculum.

Students will have the option to complete all three Level I rotations in the Greater Columbus area. Students may be placed up to 45-60 minutes from campus for Level I rotations, therefore it is suggested

that students discuss transportation limitations with the AFWC. Placements for all three Level I rotations are determined by the AFWC, with student input considered. Students may volunteer to complete the Level I Mental Health rotation during spring break of the first year and their Level I Physical Function rotation prior to the fall semester of the second year both in and out of the Columbus area.

Fieldwork Level II placements are determined by the Academic Fieldwork Coordinator during summer semester of the second year. The process is student-centered and consists of matching skills and interests of the students with the characteristics of the sites available for Level II Fieldwork in the following calendar year. This process will be initiated during OT 7440, Fieldwork Preparation I, during fall semester of the first year of the program. Fieldwork placements are scheduled in those facilities with which the Division has educational affiliation agreements. There will be a list of spaces reserved for OSU students for each semester.

Fieldwork is set by the Academic Fieldwork Coordinator in coordination with fieldwork sites, with consideration of student input. Each fieldwork assignment is 12 weeks in length. Once placements are set, they are considered final. Should a student decline or withdraw from the placement they are assigned, the student's progression through the program is at risk of being delayed.

Students may not complete any part of Level II fieldwork at a place where they have been or are currently employed. Students must disclose all relationships to employees at any potential Level II fieldwork site. These will be considered on a case-by-case basis.

A student must successfully complete 24 weeks of Level II fieldwork in two distinct practice settings, but these may occur in the same facility providing the settings are different.

Some things to help in planning for Fieldwork II:

- You may or may not be in Columbus--consider this when signing leases.
- You should not make personal plans that are dependent upon your being in any one city for both placements.

The decision about where you will go for your fieldwork will be made by the AFWC. The process for making this decision is a collaborative one and is outlined below.

- a) The AFWC will meet with the entire class and briefly describe the places that are available.
- b) The students will spend time reviewing the information available about the sites and make 3-4 choices for placement for each fieldwork rotation. You may wish to talk with the AFWC during this time to get ideas about what is available at various facilities or to ask any questions that you have.
- c) You must make an appointment with the AFWC to submit choices and clarify any points as necessary. The AFWC will check that they understand your priorities.
- d) Students will be placed in two distinct settings, per ACOTE guidelines. These may include but are not limited to: Inpatient Acute Care, Inpatient Rehabilitation, Mental Health, Pediatrics (Schools,

Outpatient or Hospital), Outpatient Adult, Skilled Nursing Facility, and Community-Based Practice.

- e) Fieldwork is becoming more competitive. Students who wish to have very specific types of fieldwork may be delaying progression through the program by a semester to get their desired type of fieldwork site.
- f) The AFWC will make fieldwork placement decisions. Students may be placed at any of the facilities that have agreed to host an OSU students, therefore students may need to relocate for a short time period. Once placement decisions are made, placements are final. Should a student wish to change or decline a placement, the student may risk delay in graduation due to lack of availability of another suitable (matching OSU OT curriculum) fieldwork placement. There is no guarantee that any specific setting or location will be available to students.
- g) In general, students will be able to have one placement within a 45-60 mile radius of the OSU campus, and one placement outside this radius. Exceptions may be made on an individual basis for special circumstances. These circumstances must be discussed during your individual meeting with the AFWC and will be reviewed by the Faculty.

Capstone Experience

OTD students will complete a Capstone Experience Preliminary Capstone Proposal demonstrating their interest and desired focus of the prospective Capstone Experience. The student works collaboratively with the DCC to finalize a community host site and appropriate site mentor. Assignment of all Capstone Experience sites is competitive and subject to availability. In many cases, the Capstone Experience will require the student to commute a distance or relocate. All Capstone Experience sites must have a signed affiliation agreement with The Ohio State University Division of Occupational Therapy and have a site mentor who is able to offer content expertise to help the student meet the goals of their Capstone Experience. The Division Faculty reviews and determines if the site mentor meets the standards required to be a site mentor. Similar to fieldwork sites, Capstone Experience sites will receive the orientation to the curriculum, goals, and objectives of the Ohio State Division of Occupational Therapy.

Once Capstone Experience placements are made, they are final. Should a student decide to decline the placement offered, they risk delay of their graduation date. Decisions about placements at places of past or current employment of the student will be considered on a case by case basis and must be declared ahead of time with the capstone employment form. This includes students awarded the LEND trainee or a Graduate Research position in a faculty lab. The paid responsibilities must be tied to the learning objectives, and learning objectives over and above paid responsibilities must also be outlined. All personal and professional relationships to employees at the Capstone site must be disclosed to the program prior to placement being finalized.

A student will work collaboratively with their faculty advisor, site mentor and Capstone Coordinator to create their individualized learning objectives. These objectives will be recorded on The Entry- Level OTD Doctoral Capstone Experience Learning Plan and Evaluation. This comprehensive document is where students will record the description of the Capstone Experience, a memoranda of understanding with responsibilities of each party, the learning objectives and a brief description of the proposed Capstone Project. This document is to be created before the Experience begins and can be tweaked up until the

end of week 1. After that, all changes must be made in collaboration with and approved by the Capstone Coordinator. (ACOTE D.1.3, D.1.4, D.1.7)

Clinical Sites without staff Occupational Therapists

In the event a student is interested in completing their Level II fieldwork or Capstone Experience at a site that does not have an available educator/mentor that is an occupational therapist, the following procedure will be followed:

- 1) Identify a person at the site that is willing to serve as the student's daily supervisor/educator/mentor.
- 2) Identify an occupational therapist, either a faculty or community member OTR/L that is able to serve as educator/mentor for the student at the site. This individual must have the equivalent of at least 3 years of full time professional experience.
- 3) Supervision requirements
 - a) For Level II fieldwork: collaborate with all three parties to determine schedule and supervision that at a minimum has direct supervision for 8 hours a week by the OTR/L. The supervising OTR/L must also agree to be available via phone, email and/or text during all working hours in order to ensure adequate supervision. The non-OT supervisor and OT supervisor must also discuss student progress at least weekly.
 - b) For Capstone: evidence of initial competence in tasks delegated and weekly supervision of the student is required by the Ohio OT practice act. Each individual state may have different requirements.
- 4) State licensure law will be followed in regards to determining scope of practice.
- 5) The supervision plan will be documented and signed by all parties before the rotation begins.

International Fieldwork & Capstone Experiences

Students may participate in international fieldwork or capstone but should be aware that these experiences must be arranged far in advance and may be cancelled for various reasons. Students may only enter countries for fieldwork with the approval the [OSU Office of International Affairs](#). The student must follow all OIA policies, including health and transportation insurance. The Division of Occupational Therapy must be able to agree to a contract with the setting in which the student is interested in participating. For a Level II experience, the occupational therapist must be a graduate of a World Federation of Occupational Therapy recognized university. Language proficiency must be proven if the countries primary language is not English. Generally, the OTD Program prefers that international experiences are reserved for capstone experiences.

Preparing for Your Fieldwork or Capstone Experience

Forms

1. Complete an electronic copy of the Personal Data Sheet. This will be completed in Exxat via completion of the Student Profile. Students will then be able to send their completed profiles to each of their sites.

2. Nothing will be shared with your fieldwork educators or sites about you as individuals without your permission. It is your responsibility to inform the fieldwork educator or doctoral site mentor of any condition you have that could interfere with client care in any way. Practitioners cannot carry out their responsibilities for client safety and care without full knowledge of any limitations you may have. Accommodations must be made through the Office of Disability Services and agreed to by the site before you begin your placement. The AFWC or DCC will assist in the communications regarding accommodations between student and site as needed.
3. While not a complete list, here are some of the conditions you should inform your educator about--some affect your safety, some affect client safety, and some affect the supervisory responsibilities of your fieldwork educator. If you have questions about a specific condition, please make an appointment with the [Offices of Disability Services](#).
 - Seizure problems
 - Pregnancy
 - Hearing loss
 - Decreased vision
 - Restrictions of mobility
 - Restrictions of ability to lift objects or persons
 - Learning Disabilities
4. Update your resume and upload to Exxat for sites. This is usually done during the FW Prep course, OT7440. It is the student's responsibility to keep it updated and inform the AFWC if a new version exists.
5. Ensure you can login to and understand how to use Exxat, the fieldwork database management system. Evaluations are completed in Exxat.

Liability Insurance

1. You have each paid for liability insurance through student fees. Some sites will require that you provide proof of insurance either before you begin or on your first day of Fieldwork or Capstone Experience. Please email the fieldwork office (otfieldwork@osumc.edu) and someone will pass the certificate of insurance along to the clinical site student coordinator and/or back to you to send onto your site.

Health Insurance

1. You are required to maintain health care insurance during Fieldwork and Capstone Experience. You may have to go through personnel department procedures at the center to which you are assigned. This may include some kind of physical exam. If there are times when you need health care, it is your responsibility to seek a physician. This is your responsibility, not the facilities'.
2. You must be prepared to provide evidence of health insurance to the facility. Have your insurance number available.
3. If an injury/incident happens on site, follow all the site's procedures for reporting the incident. Remember that you are a student, not an employee, therefore you are responsible for seeking and paying for care received. This is one of the reasons why you are required to carry health

insurance. Once you have completed any reporting with your fieldwork site, you must notify the AFWC of the incident within 24 hours. This is also outlined in the SHRS Handbook.

4. If you have a change in medical status at any time during didactic or fieldwork portions of your curriculum, specifically one that requires you to be away from Fieldwork or Capstone Experience for more than three consecutive days, you will be required to obtain medical clearance to resume or begin coursework. You must notify the Director of Clinical Education and provide documentation to resume. This policy is also outlined in the SHRS handbook.
5. If you need to call off sick to your center, you must notify the AFWC in writing that day and document on Exxat. This time may be required to be made up depending on the policy of the center and in consultation with your FW educator. For Capstone absences, hours will need to be made up.

Health Review

1. The School of Health and Rehabilitation Sciences requires a health review of all students. Records of compliance with this requirement are kept at Wilce Student Health Center (not in the School). Many of the facilities where you do Fieldwork or Capstone Experience have made health review, including flu shots, mandatory. In order to make certain that this requirement is being met, there is a statement in the contracts that we have with the centers that says the School will assure that all students have a health review. You are responsible to ensure that you have your immunizations up to date for the fieldwork site. To prevent cancellation of your Fieldwork or Capstone Experience, you need to be certain that your records in the Student Health Center are complete. BuckMD is available for you to use for management of records.
2. You are responsible for providing copies of any health requirements to your fieldwork or capstone site. Throughout your education, we have ensured that you have been keeping up with these requirements, however it is your responsibility to provide copies of these documents to your site upon request. Your fieldwork site may have additional requirements that you will need to complete and pay for on your own. MyBuckMD is available as well as Exxat for printing these at your convenience.

COVID-19

The HRS Handbook has details regarding the University & School response to the novel coronavirus outbreak that began in late 2019.

The OTD Division adheres to all policies and procedures laid out in the handbook, and adheres to safe campus requirements as outlined at [Safe and Healthy Buckeyes](#)

Criminal Background Check

An updated criminal background check will be required for all students annually. Please refer to HRS Policy #14.

Note: If the background check reveals a positive history of any type, it will be reviewed by the Academic Fieldwork Coordinator and OTD Program Director. The student will be advised as to the potential consequences, based on the nature of the offense. Consequences can include difficulty in obtaining

clinical placement and/or potential dismissal from the program. It will be the student's responsibility to review a positive history with potential fieldwork sites and obtain clearance for placement. Students who are rejected by a clinical site on the basis of criminal background check results will not be guaranteed an alternate placement. If The OSU Wexner Medical Center decides that you are not eligible to maintain an identification badge due to the nature of the offense you committed, you will be reported to the Executive Committee for the School of Health and Rehabilitation Sciences for dismissal from the Occupational Therapy program.

Students should be aware that they may be required to do a new background check for each Level II or Capstone site, and that, with rare exception, are done at the student's expense.

Financial Aid

1. The Division and/or Faculty do not comment on any financial aid issues but will be happy to fill out any forms that you might require.
2. During the semesters on Fieldwork and Capstone Experience, you will be enrolled in 9 hours of coursework. Check to be sure this will not affect the status of your loans or grants.
3. You may need to work with the Ohio State University Financial Aid Office. It is best to take care of these things before Fieldwork or Capstone Experience when you have time during business hours of the offices.

Scheduling

1. You will be able to schedule both spring and summer semesters of 7189 via BuckeyeLink. You will be able to view your account any time after you register. You will be charged late fees if tuition is not paid one week prior to the first day of the semester. The Dates of Fieldwork and Capstone Experience do not match the semester schedule.

Affiliation Agreement

1. The Ohio State University signs an Affiliation Agreement with each center that accepts OSU students. These affiliation agreements are available to see on Exxat.
2. You are responsible for the information contained in the agreement or contract. It is very important that if you have any questions, you ask them of the AFWC/DCC!

Documents and Useful Resources for Clinical Rotations

- [School of Health and Rehabilitation Sciences Handbook](#) is online. It may have answers to some questions that come up.
- Liability insurance policy-ask AFWC/DCC
- HIPAA testing proof (BuckeyeLearn)
- Your health review including Hepatitis B vaccination
- Health insurance verification
- CPR certificate (Basic Life Support -- infant and adult)
- Social Security card and picture identification
- Personal computing device and OSU login for library access, including internet access
- Occupational Therapy textbooks related to practice

In addition, ask your particular site what they recommend. Gain access to the local library for assignment resources.

While you are on Fieldwork or Capstone Experience

Reporting for Work

1. Always be sure to arrive at your Fieldwork or Capstone Experience center appearing ready to learn and work. This includes being on time, not a day late. You, and the University, have responsibilities to the site in terms of the time of your assignment.

Uniforms

1. You are to dress as required by the site to which you are assigned. You may wear your OSU OT approved apparel until you know what the facility requires of you. See section on Dress Code.
2. Be sure you have comfortable shoes, and most importantly a watch. Some sites do not allow you to carry a cell phone, and you often need to time yourself in and out of a treatment session.

Part Three: Resources and Organizations for Students

The OTD program adheres to the HRS Non-Discrimination Policy. Information about the University's Office of Diversity and Inclusion may be found at [Office of Diversity and Inclusion](#)

Students with Disabilities are served through the [OSU Office of Life, Disability Services](#). It is the student's responsibility to contact a counselor at Disability Services to begin the process of determining eligibility for services. It is also the student's responsibility to notify each faculty member of the need for accommodations at the start of each course.

Additional student resources are outlined in the **HRS Handbook** and include access to school specific mental health counselors, a resource room and academic advisors.

The HRS Handbook also details minimum technology requirements for students.

Ohio State University offer myriad student services through the [Office of Student Life](#). The [Dennis Learning Center](#) offers assistance in academic coaching and study strategies, and the [Counseling and Consultation Service](#) offers additional counselling resources.

Student Occupational Therapy Association (SOTA)

Any student enrolled in the program is eligible for membership in the Student Occupational Therapy Association (SOTA) and the faculty members encourage you to join. The purpose of the organization is to promote interest in the profession with specific aims toward service and fellowship for the social, intellectual, and professional benefits of each member.

SOTA also has a liaison with the Ohio Occupational Therapy Association, providing professional opportunities for SOTA members. SOTA meetings are held a minimum of three times per academic year and notices of meetings are made available to all SOTA members and OTD students. Annual dues for the Association are prescribed and are minimal. SOTA has a separate handbook of their policies and procedures.

Pi Theta Epsilon (PTE)

Pi Theta Epsilon (PTE) is a national honorary society of occupational therapy. The chapter of PTE at The Ohio State University is the Lambda Chapter and is recognized by the Association of College Honor Societies. Membership in The Ohio State University Lambda Chapter is offered at the end of the 3rd semester of occupational therapy classes. Students eligible to receive applications must have a 3.5 GPA and be in the top 35% of the class. The mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

The Ohio State University has a student chapter of the Coalition of Occupational Therapy Advocates for Diversity (COTAD), a national group focused on “increasing diversity within the occupational therapy workforce by empowering occupational therapy practitioners, educators, and students to enhance cultural humility and promote diversity and inclusion ([COTAD](#)).” The OSU OT COTAD is comprised of group members, faculty liaison, and an elected student chair and treasurer. Together, this group works to identify and achieve specific goals and activities that serve the COTAD mission within, and beyond, the OSU OT community.

Columbus District, Ohio Occupational Therapy Association (OOTA)

The Columbus District of Ohio Occupational Therapy Association (OOTA) is the local district for the state association. The state association provides information about OT services to consumers. The association also advocates and provides continuing education opportunities for occupational therapy practitioners. The Columbus District meetings are held monthly. All students are welcome to attend these meetings. Membership is available when you are enrolled in the OSU OTD program and dues are \$15.00 for one year. Additional information is available at [OOTA](#).

American Occupational Therapy Association (AOTA)

Student membership in the American Occupational Therapy Association (AOTA) is available in December of each year. An annual student fee of \$75.00 includes receipt of the American Journal of Occupational Therapy (AJOT) and OT Practice magazine from the national office.

Additional information is available at [AOTA](#). The Division pays for your membership for two years using the program fee.

AOTA Mission Statement: The American Occupational Therapy Association advances the quality, availability, use, and support of occupational therapy through standard setting, advocacy, education, and research on behalf of its members and the public.

World Federation of Occupational Therapy (WFOT)

The World Federation of Occupational Therapy directly links 73 member organization around the world, with an individual membership of more than 25,000 and a national organization membership that represents over 350,000 occupational therapists internationally. The [WFOT](#) promotes occupational therapy as an art and science internationally. The federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society.